



The North Carolina State Improvement Project

Improving Instruction for Students With Disabilities

Adding Teacher Voice in the Coaching Observation Process and Increasing Data Collection Opportunities Through Teacher Reflection Protocols

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Brief History of Coaching in NC



2012



2013



2014



2015-
2016



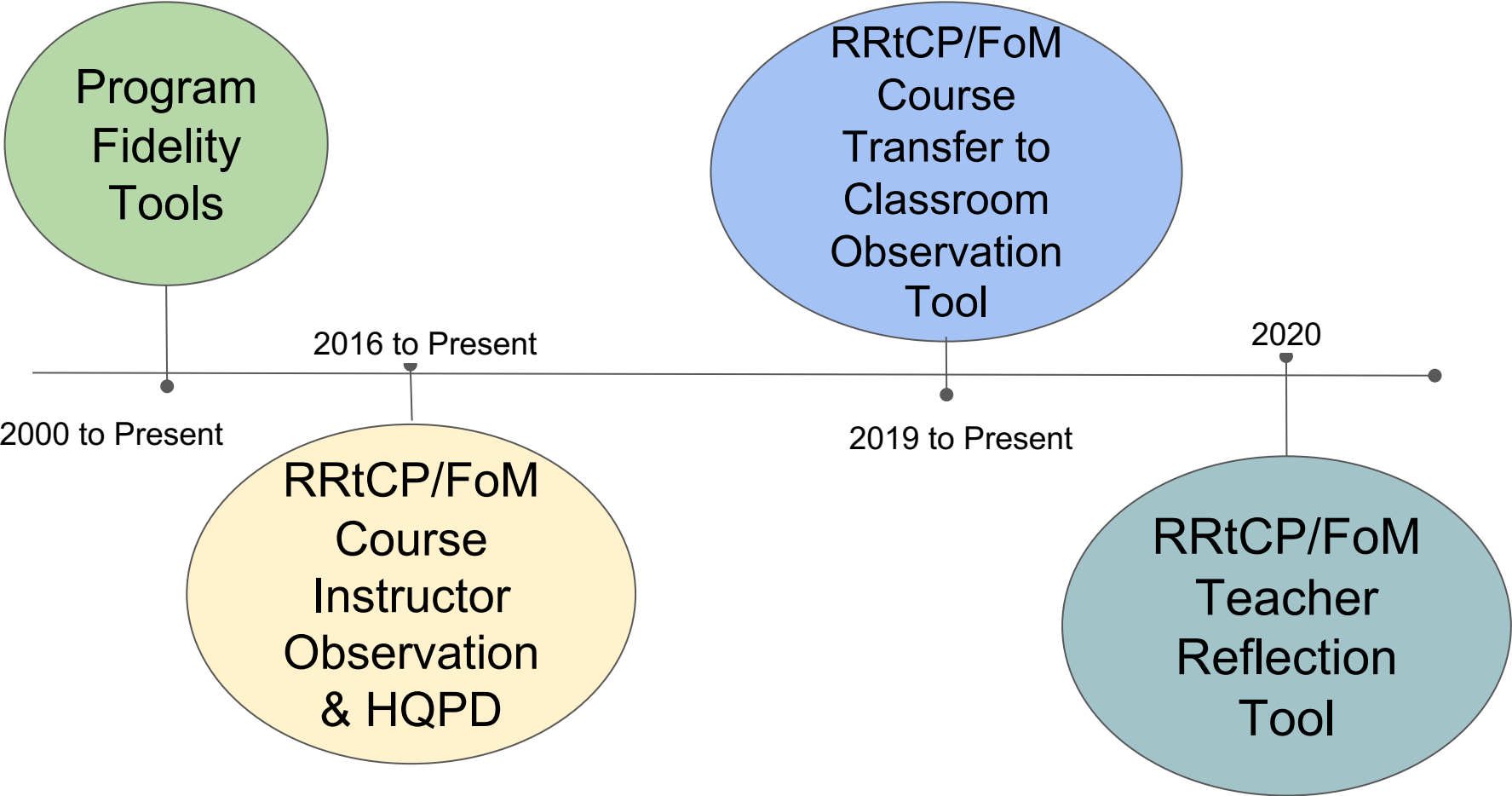
2017-
2018



2019-
2020



Timeline of Observation Tools



RRtCP Observation Tools (Coach)

Teacher(s):	School:	Preconference Date:
Observation Date:	Year teacher completed RRtCP:	Observation Number: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Time:	Observer:	Grade Level(s):
Content or Program or Strategy (Ex. Foundations) :	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: <input type="checkbox"/> Yes <input type="checkbox"/> No
Sum of observed items (a):	Number of observed items (b):	Average Score: <small>(Sum of observed items divided by the number of observed items a/b)</small>

The teacher has completed the following course(s): Check all that apply.

Co-Teaching-Going Beyond Basics RRtCP Trained in Program/Strategy by a certified instructor, if applicable

- The observation should last through the entire lesson.
- Teacher and student behaviors **MAY** be noted in the two right-hand columns of the form below. These notations will inform coaching support.
- All items will not be observed within one classroom visit.
- If completing the form as an NC SIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: RRtCP Overview and/or completed Level 1 of RRtCP.
- While observing the teacher, do not coach the teacher during the observation. However, this information can be used for coaching after the observation is complete.
- **SCALE - RATING 0 = Skill not demonstrated/Missed opportunity; Rating 1 = Improperly implemented; Rating 2 = Somewhat properly implemented; Rating 3 = Appropriately Implemented. Leave the rating BLANK if the skill was NOT APPLICABLE to the observation. Indicate scale score in the left-hand column of the form below.**

Rating	Teacher Behaviors	Student Behaviors
Introduction Unit Overview and Purpose and Unit 1 Statistics and Science to Learning to Read and Spell (Applicable to all lessons.)		
	Use of Evidence Based Program /Strategy/Routine Name and Level of Program/Strategy: _____ <input type="checkbox"/> Check box if teacher has been trained in Program/Strategy/Routine Listed above. Not to impact score.	
	Students are taught to use instructional routines for development of strategic independent reading skills	
	Demonstrates the Gradual Release Model (check all observed): <input type="checkbox"/> I do <input type="checkbox"/> We do <input type="checkbox"/> Y'all do <input type="checkbox"/> You do	
	Explicit, Multisensory, & Systematic instruction is evident	
	Re-teaching occurs as needed	

RRtCP Teacher Reflection

Teacher(s):	School:	Virtual <input type="checkbox"/> Face to Face <input type="checkbox"/>
Lesson Date:	Year teacher completed RRtCP:	Observation/Reflection Number: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Lesson Start Time:	Lesson End Time:	Grade Level(s):
Content or Program or Strategy (Ex. Foundations):	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: <input type="checkbox"/> Yes <input type="checkbox"/> No
Sum of demonstrated items (a):	Number of demonstrated items (b):	Average Score: (Sum of demonstrated items divided by the number of observed items a/b)

I have completed the following course(s): Check all that apply.

Co-Teaching-Going Beyond Basics RRtCP Trained in Program/Strategy by a certified instructor, if applicable

- Teacher and student behaviors **MAY** be noted in the two right-hand columns of the form below. These notations will inform coaching support.
- All items will not necessarily be demonstrated within one classroom visit.
- If completing the form as an NC SIP site for fidelity data collection, the teacher using the tool should have participated in a self-reflection webinar/coaching session with the NC SIP Coordinator or RRtCP Instructor.
- This completed form should be shared with the NC SIP Coordinator and/or RRtCP Instructor for data collection.
- SCALE - RATING 0 = Skill not demonstrated/Missed opportunity; Rating 1 = Improperly implemented; Rating 2 = Somewhat properly implemented; Rating 3 = Appropriately Implemented. Leave the rating BLANK if the skill was NOT APPLICABLE to the observation. Indicate scale score in the left-hand column of the form below.**

Rating	Teacher Behaviors	Student Behaviors
Introduction Unit Overview and Purpose and Unit 1 Statistics and Science to Learning to Read and Spell (Applicable to all lessons.)		
	Use of Evidence Based Program /Strategy/Routine Name and Level of Program/Strategy: _____ <input type="checkbox"/> Check box if teacher has been trained in Program/Strategy/Routine Listed above. Not to impact score.	
	Students are taught to use instructional routines for development of strategic independent reading skills	
	Demonstrates the Gradual Release Model (check all utilized): <input type="checkbox"/> I do <input type="checkbox"/> We do <input type="checkbox"/> Y'all do <input type="checkbox"/> You do	
	Instruction is Explicit, Multisensory, & Systematic	
	Re-teaching occurs as needed	
Unit 2 Structure of Language and History of the English Language		
	Clearly and accurately articulates consonant and vowel sounds	

FoM Observation Tool (Coach)

Foundations of Math Observation Tool for Classroom Teacher

Teacher(s):	School:	Preconference Date:
Observation Date:	Year teacher completed FoM:	Observation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Time:	Observer:	Grade Level(s):
Content, Program or Strategy (i.e. NumberWorlds, Math I, etc):	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: YES / NO
Sum of Observed Items (a):	Number of Observed Items (b):	Average Score (Sum of observed items divided by the number of observed items a/b):

The teacher has completed the following course(s): Check all that apply.

Co-Teaching-Going Beyond Basics FoM Trained in Program/Strategy by a certified instructor

- The observation should last through the entire lesson. ***Space is provided at the end of this form for additional comments
- All items will not be observed within one classroom visit.
- If completing the form as an NCSIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: FoM Overview and/or completed Level 1 of FoM.
- While observing the teacher, do not coach the teacher during the observation. This information can be used for coaching after the visit is complete.

❖ SCALE - **RATING 0 = Skill not demonstrated/Missed opportunity; Rating 1 = Improperly implemented; Rating 2 = Somewhat properly implemented; Rating 3 = Appropriately Implemented.** Leave the rating **BLANK** if the skill was **NOT APPLICABLE** to the observation. (TR= Numerical Teacher Rating SR= Numerical Student Rating)

The lesson utilizes language that attends to precision, is mathematically accurate and adequately scales to higher level mathematics.

TR	Teacher evidence, examples and vital behaviors seen in the classroom	SR	Student evidence, examples and vital behaviors seen in the classroom	Comments
	Promoting discourse, growth mindset, and perseverance through productive struggle		Perseverance and discourse using math tools such number lines, base ten blocks, and visual models connected to computation	
	Uses language of equal value as opposed to "same as" for the equal sign		Language that always attends to precision (same value, composing and decomposing, tens vs one's vs hundreds and the relationship of power of ten)	
	Mathematical language is accurate and connects to the components of number sense without fostering misconceptions that may expire in upper grades mathematics		Discourse that demonstrates the student recognizes and make use of patterns and/or structures	
	Conceptual understanding that fosters the ability to reason and communicate mathematically		Reasons abstractly, as well as quantitatively and communicates that to others	

FoM Teacher Reflection

Teacher(s):	School:	Preconference Date:
Lesson Date:	Year completed <u>FoM</u> :	Observation/Self Reflection <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Time:	Observer:	Grade Level(s):
Content, Program or Strategy (i.e. Number Worlds, Math I, etc):	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: YES / NO
Sum of Scored Items (a):	Number of Observed Items (b):	Average Score (Sum of scored items divided by the number of observed items a/b):

I have completed the following course(s): Check all that apply.

Co-Teaching-Going Beyond Basics FoM

Trained in Program/Strategy by a certified instructor

Teacher Self Reflection Notes: *If completing the form for self-reflection, the teacher/service provider using the tool should have completed FoM. After teaching or watching a video of your math lesson, rate your lesson using the rating scale below.*

Observer Notes: *If completing the form as an NC SIP site for fidelity data collection, the observer using the tool should have completed the All Leaders: FoM Overview and/or completed Level 1 of FoM. While observing the teacher, do not coach the teacher during the observation. This information can be used for coaching after the observation is complete. The observation should last through the entire lesson.*

RATING SCALE		❖ All items will not be observed within one classroom visit.	
Rating 0 = Skill not Demonstrated/Missed opportunity	Rating 1 = Improperly Implemented	Rating 2 = Somewhat Properly Implemented	Rating 3 = Appropriately Implemented

❖ Leave the rating **BLANK** if the skill was NOT APPLICABLE to the observation. Indicate scale score in the left-hand column of the form below. (R Column= Numerical Rating)

Utilizes language that attends to precision, is mathematically accurate and adequately scales to higher level mathematics.	
R	Teacher evidence, examples and vital behaviors seen in the classroom
	Promoting discourse, growth mindset, and perseverance through productive struggle
	Uses language of equal value as opposed to “same as” for the equal sign

Plan Do Study Act Continuous Improvement Model



Next Right Steps?



References

Argyris, C. & Schön, D.A. (1974). Theory in practice: Increasing professional effectiveness. Jossey-Bass.

Schön, D.A. (1987). Educating the reflective practitioner. Jossey-Bass.

<http://www.ihl.org/resources/Pages/HowtoImprove/ScienceofImprovementTestingChanges.aspx>