SPDG Observation Tool Matrix

Prepared for the Office of Special Education Programs

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Executive Summary

In partnership with the Office of Special Education Programs (OSEP), a student team from the University of Denver conducted an analysis of classroom observation tools used by State Personnel Development Grants (SPDG) recipients. The study aimed to identify effective practices and areas for improvement in evaluating SPDG-supported classroom practices. Nine states provided their observation tools for analysis, resulting in the development of a comprehensive matrix designed to enhance clarity, consistency, and effectiveness in observation practices. This analysis revealed that while most states have extensive guidance on conducting observations, there is a notable lack of direction on interpreting data and providing feedback. The study offers recommendations to help states refine their tools, drawing on best practices and examples from exemplar states like North Carolina and Michigan.

Purpose

The primary goal of this study was to analyze classroom observation tools used by SPDG recipients to identify what states are doing well and where they can improve. The analysis aimed to provide states with resources and examples to build upon their existing tools or develop new ones. By creating a matrix that organizes and compares various observation tools, the study sought to improve the quality of program evaluation and decision-making processes across all SPDG-funded programs.

Background

The SPDG program, administered by the Office of Special Education Programs (OSEP) under the Individuals with Disabilities Education Act (IDEA), supports state agencies in enhancing professional development for personnel serving children with disabilities. SPDG funding is awarded to states that identify and address needs for professional development, aiming to improve the implementation and sustainability of evidence-based practices. This project focused on evaluating how states use classroom observation tools to measure the effectiveness of these professional development efforts, particularly in the context of SPDG-supported practices.

Key Findings

The analysis of state observation tools revealed several key findings. States use observation tools across various areas, including literacy, mathematics, behavior, classroom management, and Multi-Tiered System of Supports (MTSS). Most tools (89%) were based on evidence-based practices, and all tools assessed the quality of instruction. However, only 56% measured student engagement, and 78% assessed fidelity. The responsibility for conducting observations varied, with instructional coaches, school staff, district coordinators, and SPDG trainers being involved. A critical gap identified was the lack of guidance on interpreting data and providing feedback after observations.

Recommendations

To enhance the effectiveness of classroom observation tools, the study recommends the following:

- Utilize the Classroom Observation Matrix to refine existing tools or develop new ones tailored to specific educational goals and contexts.

- Use exemplar tools from North Carolina and Michigan as models, given their detailed guidance on feedback and training requirements.
- Expand the matrix by including more state observation tools, potentially through collaborative input from other SPDG-recipient states.
- Provide more guidance on data interpretation and feedback to ensure continuous professional growth and improve teaching effectiveness.
- Encourage states to adopt best practices in classroom management assessments, such as those outlined in the Classroom Check-Up system.

Despite limitations like a constrained timeline and selective sampling, the study provides valuable insights and practical recommendations to improve classroom observation practices and enhance the overall quality of program evaluations in SPDG-funded programs.

SPDG Observation Tool Matrix

Introduction and Purpose of Study

In partnership with the Office of Special Education Programs (OSEP), a student team from the University of Denver (DU) analyzed classroom observation tools in use among State Personnel Development Grants (SPDG) recipients. The purpose behind this study was to identify what specific states are doing well when it comes to evaluating SPDG-supported practices via classroom observations, as well as areas in which states can improve. This study also provides states with resources and examples to build upon the tools they already have or are in the process of creating. As part of this study, nine SPDG recipient states shared their classroom observation tools with the student team to undergo analysis. The team developed a matrix to enhance clarity, consistency, and effectiveness in observation practices across all SPDG-funded programs, ultimately improving the quality of program evaluation and decision-making processes. As part of this matrix, the team analyzed and reported on components included before, during, and after the classroom observations. The main finding indicated that the majority of states have significant information available on how to conduct the observations, but guidance on interpreting the data and providing feedback after the observation is an area of need.

Background

OSEP, which is within the US Department of Education, administers various programs authorized by the Individuals with Disabilities Education Act (IDEA). To support these efforts, the SPDG program was developed to help assist State Educational Agencies (SEAs) in enhancing their existing professional development systems. SPDG funding is awarded to states that "identify and address state and local needs for the preparation and professional development of personnel who serve infants, toddlers, preschoolers, or children with disabilities, as well as individuals who provide direct supplementary aids and services to children with disabilities" (US Department of Education, 2022).

When states apply for SPDG funding, their application must align with the Government Performance and Results Act (GPRA) which states that (1) projects use evidence-based professional development practices, (2) improve implementation of SPDG-supported practices, (3) identify activities that will sustain the SPDG-supported practices over time, and (4) improve outcomes for children with disabilities (SIGnetwork, 2024). It's important to note that states must develop a comprehensive statewide plan and ensure that all of the aforementioned variables are addressed in their application.

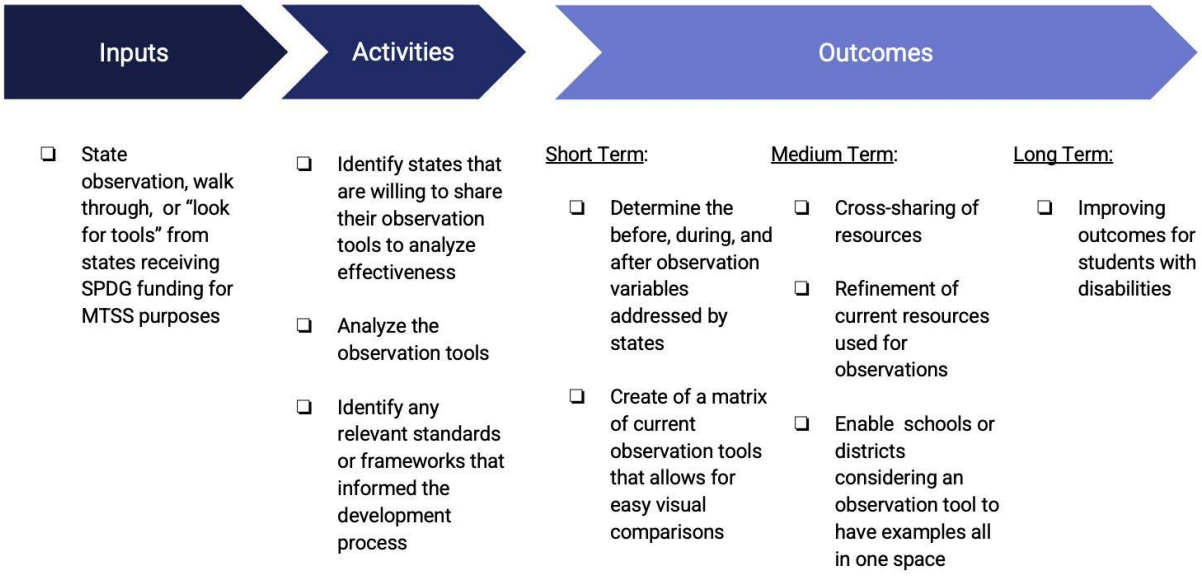
Once SPDG funding is received, receipts must meet certain requirements in order to ensure that SPDG funding is used appropriately. SEAs must use at least 90% of the funds provided towards professional development opportunities and award contracts or subgrants to higher education institutions, community-based agencies, LEA's, or parent training and information centers that will carry out the state plan. While it is not required, SEAs may also award contracts and subgrants to other public and private agencies to carry out the state plan.

Logic Model of Project

The organizational and logic model of the project centered around efficiency and accountability. This type of evaluation considers the changes, both intended and unintended, that may occur as a result of a particular program (Morrison & Harms, 2018). This aligns with OSEP's goal to better understand how states with SPDG funding are measuring the effectiveness of their professional development efforts, with a particular focus on the use of classroom observation tools. In order to address this evaluation need, the team developed a logic model that addressed the inputs, activities, and anticipated outcomes. More specifically, the team defined the resources needed, identified activities or tasks for the team to complete, and identified the short-term, medium-term, and long-term outcomes of the project. Additional information regarding the logic model developed can be gleaned from Figure 1.

Figure 1

Logic Model



Best Practices

In order to address the evaluation needs of the current project, the team at DU reviewed best practices for classroom observations. More specifically, the team identified the key components needed to ensure the implementation of best practices before a classroom observation was conducted, during the classroom observation, and after the completion of the classroom observation.

Before The Observation

Classroom management and implementation of evidence-based methods are aspects of improving student achievement, particularly among students with disabilities. The Classroom Check-up (CCU) model, emphasized in the literature, offers a framework for enhancing classroom management through teacher consultation and feedback. The CCU model encompasses an evaluation, personalized input, and joint creation of intervention plans, all of which are essential for establishing effective classroom settings. Key tactics involve increasing accommodations for behavior, minimizing reprimands, and enhancing general classroom management techniques. Research indicates that these strategies can reduce behaviors and enhance student involvement, resulting in improved performance (Reinke et al., 2008). In addition to the implementation of this framework it is also critical for a strong rapport to develop between the educator and the person providing feedback. Maintaining a trusting relationship between the two parties decreases the likelihood of the educator feeling attacked and instead encourages the consideration of the information being provided. By implementing these proven methods and adhering to regulations and guidelines, schools can significantly enhance the quality of classroom assessments and educators' professional growth.

Focusing on continuous improvements to the interventions implemented schools can create environments that benefit all students, including those identified as having special needs. Utilizing resources like the CCU ensures that interventions are not only effective but practical and acceptable to teachers, increasing the likelihood of their implementation. Schools can improve by enhancing teacher training programs, providing performance feedback, and promoting a culture that values improvement in teaching methods. Incorporating these evidence-based approaches into classroom assessment tools enables states to improve the consistency of implementation aligning with the goals of SPDG initiatives and enhancing outcomes for students with disabilities (Reinke et al., 2008).

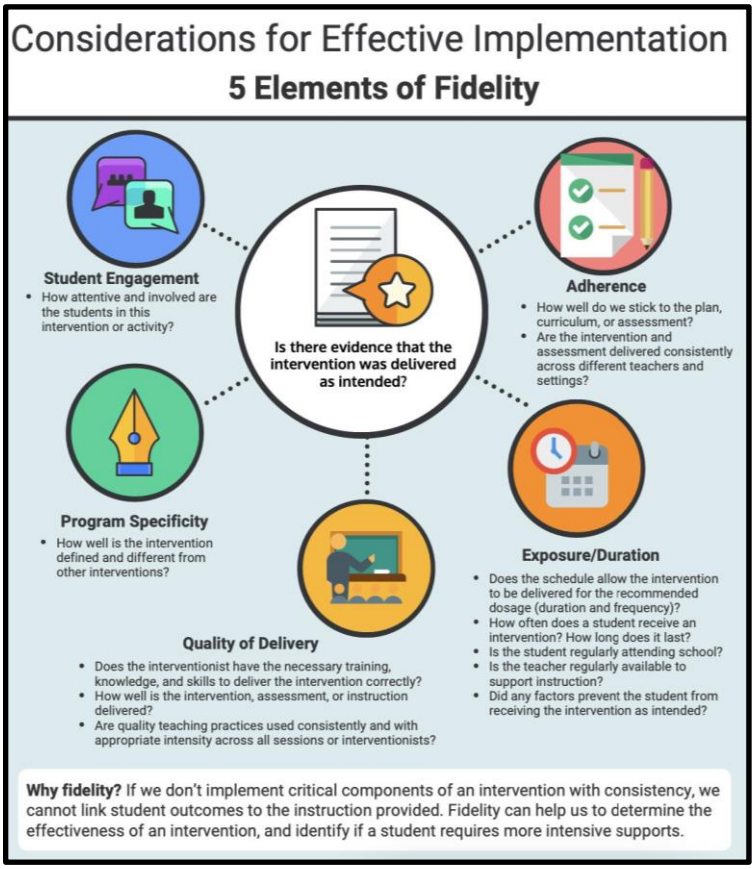
During The Observation

During the classroom observation, it is important to identify both the evidence-based classroom management strategies in use, as well as the fidelity of implementation. Results from a recent meta-analysis conducted by Korpershoek and colleagues (2016) found that classroom management is intertwined with overall academic achievement. Given this relationship, it is imperative that observations assess the classroom management strategies being implemented. Considering the limitations of this present project and the reliance on states sharing the classroom observation tools being used, this project was unable to specify which components of effective classroom management practices were being utilized. Nonetheless, these classroom management strategies should be assessed and included in future classroom observation tools. Such efforts can be guided by the Classroom Check Up system developed by Reinke and colleagues (2008).

As a result of the aforementioned limitations, the team focused on the critical elements for effective implementation (National Center on Intensive Intervention, n.d.) referenced in Figure 2. These recommendations are evidence-based and guided by the National Center for Intensive Intervention as well as the American Institute for Research. Using this resource, the team assessed the tools for content related to student engagement, adherence, program specificity, quality of instruction, and overall reference to some form of fidelity.

Figure 2

Considerations for Effective Implementation



After The Observation

After an observation, educators should engage in a reflective process to identify areas for improvement. This process involves analyzing the completed observation tool, focusing on areas such as student engagement, behavior management, MTSS, literacy, or math. Reflecting on the strengths and weaknesses highlighted in the observation helps pinpoint opportunities for growth. Clear guidelines for distributing feedback are essential to ensure it supports ongoing professional growth. Effective feedback fosters continuous improvement and enhances teaching effectiveness, benefiting administrators, educators, and students. These guidelines should align with educational standards, research-based practices, and policies from educational organizations (Danielson, 2007; Marzano, 2011).

Constructive and specific feedback is crucial. It should focus on observable behaviors and practices, making it objective and actionable. Referring to specific instances or evidence gathered during the observation ensures feedback is clear and relevant. A balanced approach, highlighting both strengths and areas for improvement, encourages growth. Timely feedback keeps observations fresh, and follow-up opportunities allow for reflection and progress monitoring. Creating a collaborative and supportive environment where educators can ask questions and share their perspectives is vital. Maintaining confidentiality and respect, aligning feedback with educational standards like the Danielson Framework or Marzano's Model, and ensuring consistency across observations are essential (Danielson, 2007; Marzano, 2011). Encouraging self-reflection and self-assessment helps educators analyze their practices and identify improvement areas. Detailed documentation of observations and feedback ensures accountability and tracks progress. Implementing these best practices promotes continuous improvement and professional growth, supporting instructional effectiveness and student learning outcomes. Collaboration and individualized support are key to an effective observation and feedback system that benefits the entire school community.

Method

Project Overview

The objective of our project was to create a matrix to organize and analyze state observation tools. Based on the literature review of best practices in classroom observation, we analyzed the observation tools from states who were willing to share their tools. Our ultimate goal was to create a resource that other states could use to inform their own observation tool development, benefiting from existing exemplars.

Proposal

We proposed to collect observation tools from states that were willing and assigned each team member to analyze two to three state observation tools. The findings were planned to be cross-checked among team members for accuracy and consistency. Subsequently, we aimed to create a matrix to organize and compare the observation tools based on various criteria. Additionally, we planned to develop a comprehensive resource to assist other states in developing their observation tools.

What We Did

Our methodology for this project involved a systematic and comprehensive approach to collecting and analyzing classroom observation tools from educational departments across nine states: Michigan, North Carolina, Colorado, Maine, Rhode Island, Arizona, Oklahoma, Idaho, and Pennsylvania. The following steps outline our methods in detail:

1. **Collection of Observation Tools**: We successfully gathered observation tools from the educational departments of the nine states mentioned. This stage involved reaching out to our contact, Dr. Jennifer Coffee, and obtaining their existing observational instruments used for assessing classroom practices.
2. **Individual Analysis**: Each team member conducted an individual analysis of the collected tools. This step involved a detailed examination of the tools to understand their structure, content, and intended use. We focused on identifying the key features and components of each tool.

3. **Cross-Checking for Reliability**: To ensure the reliability and accuracy of our findings, we performed cross-checking among team members. This process involved comparing and verifying each other's analyses to ensure consistency and to address any discrepancies or biases.
4. **Matrix Creation**: We created a matrix to organize and compare the various aspects of the observation tools from the nine states. This matrix served as a visual and analytical framework to systematically capture and contrast the different elements and characteristics of each tool.
5. **Development of a Comprehensive Resource**: Based on our analysis, we developed a comprehensive resource aimed at assisting other states in developing their observation tools. This resource includes best practices, key considerations, and examples drawn from our findings.
6. **Data Analysis**: We analyzed the data collected from the observation tools to identify patterns, trends, and insights. Our analysis was structured around specific questions designed to gain detailed information for our matrix. These questions included:
    - Before the Observation:
        - Is there a particular content area focus? Such as academics, social-emotional, and/or behavior?
        - How was the tool developed?
        - Is the tool based on research?
        - Who ideally conducts the observation? Peers? Coaches?
        - What are the training requirements?
    - During the Observation:
        - What is the length of time needed for the observation?
        - Is adherence to a particular curriculum/program being assessed?
        - Is student engagement being assessed?
        - Is the quality of instruction being assessed?
    - After the Observation:
        - Is there guidance for how to communicate the data?
        - Is the data analyzed school-wide? Or more individually for coaching?

By using these questions, we systematically extracted information that was essential for our comparative analysis. This structured approach allowed us to pull apart the data and identify critical components and variations in the observation tools across different states.
Overall, our methodology was designed to ensure a thorough and reliable analysis of classroom observation tools, providing valuable insights and resources to support the development and refinement of such tools in other states.

Discrepancies Between Proposal and Execution

While we largely adhered to our proposed plan, there were minor discrepancies. The timeline for obtaining the observation tools took longer than expected, which meant we were not able to seek feedback from Dr. Coffee before presenting our findings. To adapt to this unexpected delay and ensure the completion of our project within the allocated five weeks, we made necessary adjustments to our schedule and workflow. Additionally, we thoroughly analyzed the data to identify similarities across states and to pinpoint strengths and weaknesses across the observation tools. This analysis allowed us to draw meaningful insights and provide valuable information for the development of the matrix and resource.

Limitations to Methodologies

Several limitations were identified in our methodologies for this project. The five-week timeline significantly constrained the depth of analysis we could achieve in certain areas. This limited timeframe restricted our ability to conduct more thorough and nuanced investigations, leaving some aspects of the study less explored than desired.

Additionally, our data analysis was confined to state agencies that were willing to share their existing observational tools. This selective sampling introduces a bias, as the results may not fully represent the diversity of practices across all state agencies. The willingness of agencies to participate may have skewed the data towards those with more established or readily available tools.

A key limitation was that we were only able to analyze the observational tools themselves, without the opportunity to engage with **SDE's** to ask clarifying questions or gain deeper insights into the tools' development and implementation. This lack of direct interaction with educational departments meant that our understanding was limited to what was explicitly observable and obvious in the tools provided. Consequently, subtleties, nuances, and contextual factors that could have been revealed through discussions with the tool developers were not captured, potentially affecting the comprehensiveness**, and even accuracy,** of our analysis.

Timeline of Activities

Week 1: Project Planning and Initial Tool Acquisition: During the first week, we focused on laying the groundwork for the project. This involved comprehensive project planning, where we outlined our objectives, defined the scope, and established a timeline for each phase. Team assignments were made evenly and ensured that each member had clear responsibilities. We initiated contact with Dr. Jennifer Coffee who was able to be our communication between our team and the states who use the SPDG funding. This process involved communication with our community partner and relevant SPDG recipients and organizing the received tools for analysis.

Week 2: Individual Analysis of Assigned Observation Tools: In the second week, team members began the individual analysis of their assigned observation tools. Each member meticulously examined the structure, content, and intended use of the tools, focusing on key features and components. The analysis was guided by a set of predefined questions covering aspects such as content area focus, tool development, research basis, observation conductors, and training requirements. This detailed examination allowed us to gather comprehensive data on each tool's functionality and applicability.

Week 3: Cross-Checking and Initial Matrix Creation: The third week was dedicated to ensuring the reliability and accuracy of our findings. Team members cross-checked each other's analyses, comparing notes and discussing discrepancies to achieve consensus. This collaborative effort helped eliminate biases and ensure a consistent understanding of each observation tool. Concurrently, we began the initial creation of a matrix to organize and compare the various aspects of the tools. This matrix served as a visual framework for systematically capturing the data, allowing us to identify patterns and differences among the tools.

Week 4: Finalization of Matrix and Resource Development: In the fourth week, we focused on finalizing the matrix, ensuring that it accurately reflected our analyses and comparisons. This involved refining the data entries, enhancing clarity, and verifying the completeness of the information. Alongside the matrix finalization, we developed a comprehensive resource aimed at clarifying how we answered all the guiding questions. This resource detailed our methodology, explaining how we reached our conclusions, and provided guidance on seeking important elements in other observation tools. This resource was designed to assist other states or entities in adding to our matrix by identifying and incorporating key components from their own observation tools.

Week 5: Review and Finalization of Report The final week was dedicated to reviewing and finalizing the entire project report. This phase involved a thorough review of all components, including the matrix, resource guide, and individual analyses, to ensure coherence and accuracy. We conducted final revisions based on feedback from Dr. Jennifer Coffee, Dr. Cynthia Hazel, and team members, focusing on enhancing the clarity, organization, and professionalism of the report. The week culminated in the compilation of all materials into a cohesive final document, ready for submission and dissemination. Additionally, we include an appendix to offer greater transparency into our methodology.

Findings

Analysis of state observation tools resulted in several key findings. Findings were divided into the following three categories: before, during, and after the observation. Again, these findings only represent what was obvious from the tools themselves, not any other trainings or other supports provided by SDEs.

First, the *before the observation* analysis involved determining what area the observation tool was evaluating, whether it was evidence based, and who was responsible for conducting the observation. Findings indicated that state observation tools are being utilized across a variety of areas. These areas include literacy, mathematics, general academics, behavior, classroom management, and MTSS. Figure 3 details the areas in which each state has created an observation tool. Of the nine states that submitted their classroom observation tools, 89% used research to develop their classroom observation tools. This information was either indicated with a citation within the observation tool or provided by the state through additional information. Finally, the person responsible for conducting classroom observations was variable across states. For example, some states utilized instructional coaches, while others used school staff, district coordinators, or SPDG trainers or directors.

Figure 3

Observation Area of Focus

State	Area of Focus
Colorado	MTSS Behavior General Academics
Idaho	Literacy
Maine	Mathematics
Michigan	Classroom Management Literacy
North Carolina	Literacy Mathematics
Oklahoma	MTSS Implementation
Pennsylvania	Literacy
Rhode Island	Literacy

Next, analysis of *during the observation* elements of classroom observation tools involved exploring whether classroom observation tools measured student engagement, fidelity, and quality of instruction. Of the nine state classroom observation tools, 100% of the tools assessed for quality of instruction, 78% assessed for fidelity, and 56% assessed for student engagement (see Figure 4 for more detailed information). Definitions of student engagement, fidelity, and quality of instruction can be found in Appendix B.

Figure 4

During the Observation

State	Fidelity	Quality of Instruction	Student Engagement
Colorado	X	X	X
Idaho	X	X	
Maine	X	X	
Michigan	X	X	
North Carolina	X	X	X
Oklahoma	X	X	X
Pennsylvania	X	X	X
Rhode Island		X	X

Finally, classroom observation tools were analyzed for information regarding what happens *after the observation*. This section highlights whether or not there is guidance provided on how to communicate the collected data and if those data are analyzed school-wide or individually for coaching. Findings revealed that five of nine states use the data for individual coaching purposes. It was also found that only three of the nine states provide guidelines for providing feedback related to the classroom observation data.

Among the nine state observation tools received, North Carolina and Michigan are representative of exemplar classroom observation tools. Both North Carolina and Michigan provide guidance for feedback, which is critical after classroom observations. In addition to providing feedback post-observation, North Carolina provided great detail around training requirements leading up to the observation and utilizing the tool. Michigan's tool provides straight-forward instructions to complete the observation, as well as footnotes with definitions of what the tool is measuring. Additionally, the scores given on the observation form are paired with instructions for how much follow-up coaching may be needed. For example, an overall rating of 4 suggests check-in observations, while a rating of 1 indicates a need for planning, modeling, and time to practice with the coach. More information regarding these exemplars can be found below in Figure 5.

Figure 5

Exemplars

North Carolina	Michigan
Highlights of Observation Tool: ● Observation Areas: Math & Literacy ● Based on Research: Yes ● Training Requirements: Yes ● Measures: Fidelity, student engagement, and quality of instruction ● Guidance for Feedback: Yes – in depth process for feedback explained via Literacy and Math Worksheets	Highlights of Observation Tool: ● Observation Areas: Classroom Management & Literacy (Reading Mastery) ● Based on Research: Yes ● Training Requirements: Not specified ● Measures: Fidelity & quality of instruction ● Guidance for Feedback: Yes – written feedback is provided after each observation using SWIVL

Recommendations

- It is recommended that states utilize the Classroom Observation Matrix to build upon their own tools, make adjustments, or begin the process of creating observation tools. The Classroom Observation Matrix saves time by providing resources in a centralized place with key features of each tool being noted. Moreover, states can use the matrix to tailor their observation tools to fit the specific educational goals and contexts, ensuring observation tools are relevant and effective.
- Additionally, it may be helpful to use and reference existing classroom observation tools for the assessment of classroom management practices (e.g., Classroom Check Up).
- Finally, with the consent of other SPDG-recipient states, it is recommended to include more state observation tools within the matrix. This may be done by either granting states access to edit the matrix and input their information in regard to classroom observation tools or utilizing a Google Form for states to complete and submit with the necessary information. Overall, state observation tools measured a variety of areas including literacy, mathematics, behavior, classroom management, general academics, and MTSS. Among these tools, 89% of them were based on evidence-based practices. It was found that 100% of the observation tools measured quality of instruction, while 78% measured fidelity, and 56% measured student engagement. The key takeaway from analyzing each state's observation tools is that while most states provide a lot of information on how to conduct the observation, more guidance is needed regarding data interpretation and feedback.

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Appendix

Appendix A : Observation Tools Matrix

Statewide Classroom Observation Tools									
State		**Colorado**	**Maine**	**Rhode Island**	**North Carolina**	**Michigan**	**Oklahoma**	**Idaho**	**Pennsylvania**
Name of the tool		Look-For-Tool	Math4Me School Inventory	Rhode Island Professional Development Data Tool	RRtCP Classroom Fidelity Observation Form + FoM Classroom Fidelity Observation Form	Classroom Management Observation Tool (CMOT)	Tier 1 Universal Supports Fidelity Tool	Coaching Literacy Instruction Fidelity Tool (C-LIFT)	ECRI Implementation Tool
Before the observation	Is there a particular content area focus? Such as academics, social emotional, and/or behavior?	MTSS specifically for Behavior and Academics	"Increased school-wide structures to support math content, pedagogy, inclusion, and culture"	Literacy	Literacy and Math	Classroom management, Reading mastery (specific to intervention curriculum resources being implemented)	MTSS implementation	Literacy	Enhanced Core Reading Instruction (ECRI)
	How was the tool developed?	The tool is based on SISEP's observation tool for instructional supports and systems	The Math4ME project is grounded in the National Council of Teachers of Mathematics (NCTM) Mathematics Teaching Practices.	Based on CCOT by the Regional Educational Laboratory (REL)	Not Specified	Based on specific research for content area (Eg.Classroom Management Tool based on - Simonson, S. R., Earl, B., & Frary, M. (2021). Establishing a framework for assessing teaching effectiveness. College Teaching, 70(2), 164-180. https://doi.org/10.1080/87567555.2021.1903188	This instrument is a modified version of the Observation Checklist for High-Quality Professional Development Training July 2017, developed by Amy Gummer-Erickson and Patti Noonan, under a grant from the US Department of Education, #H323A120018	Moylan, L.A., Johnson, E.S., Crawford, A.R., Zheng, Y.Z. (2018). Comprehensive Decoding Rubric. Recognizing Effective Special Education Teachers (RESET), Boise State University: Boise, ID.	ECRI is a systemic intervention developed by researchers at the University of Oregon
	Is the tool based on research?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Who is observation ideally done by? Peers? Coaches?	Any of the following members trained in the use of the tool: administration, instructional coach, peer coach, peer, COMTSS District Coordinator, school lead	Math4ME School Team and/or whole-school staff	Literacy Coaches	SPDG trainers who are referred to as FoM and RRtCP trainers	Instructional coaches employed by district	SPDG IV Director, no peer observation at this time.	Coaches	Not Specified
	Training requirements?	There is training involved to be able to do the observation	Through the use of an embedded Teacher of Influence (TOI), in collaboration with Maine Department of Education Math4ME	Not specified	The observer using the tool should have completed the All Leaders: RRtCP Overview and/or completed Level 1 of RRtCP.	Not specified	The team has normed the process and provided the rubric early to presenters.	No	Not specified
During the observation	Length of time needed for the observation?	10 minutes	Not specified	Not specified	Entire lesson	15 minutes	The length of the training; approximately 1 hour.	The length of a class period; approximately 40 minutes	Not specified
	*Is fidelity measured?	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
	Is adherence to a particular curriculum or program being assessed?	Yes	Yes	No	No	Yes	No	Yes	Yes
	If there is adherence to a curriculum or program, what is it?	LETRS	Math4ME	--	--	Reading Mastery & Classroom Management Observation Tool (CMOT)	--	Decoding of Reading	Enhanced Core Reading Instruction
	Is student engagement being assessed?	Yes	No	Yes	Yes	No	Yes	No	Yes
	*Is quality of instruction being assessed?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
After the observation	Is there guidance on how to communicate the data?	No	No	No	Yes	Yes	Yes	Not specified but the rubric has areas for written commentary by the observer	No
	Is the data analyzed school wide? Or more individually for coaching?	Groups of Teachers	Individual	Not specified	Individual, School Wide, and District Wide	Individual	District Wide	Individual	Individual
Link to the tool		Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Operationalizing the Matrix: Guidance		Click here							

Link to PDF

Appendix B: Operationalizing The Matrix

The guidance below is intended to be used when scoring or identifying aspects relevant to the Matrix of Observation Tools. It's important to note that examples used are not meant to be an exhaustive list.

	Questions:	Operational definition and/or guidance	Example:
Before the observation	Is there a particular content area focus?	The tool specifies what area it is focusing on.	"This tool is used as a guide to see how well the Colorado Multi-Tiered System of Supports (COMTSS) district and/or school focus area"
	How was the tool developed?	Specific research or the methodology behind the tool's creation.	"Based on SISEP's observation tool for instructional supports and systems "
	Is the tool based on research?	Evidenced by a citation or direct reference within the tool.	"This instrument is a modified version of the Observation Checklist for High-Quality Professional Development Training July 2017, developed by Amy Gummer-Erickson and Patti Noonan, under a grant from the US Department of Education, #H323A120018"
	Who is observation ideally done by? Peers? Coaches?	The tool specifically indicates who completes the observation.	"Including but not limited to a school administrator, Instructional Coach, peer coach, peer trained to observe, COMTSS District Coordinator and/or a school lead can administer the tool."
	Training requirements?	The tool specifies what or that there is training required to complete the observation.	"The observer using the tool should have completed the All Leaders: RRtCP Overview and/or completed Level 1 of RRtCP."

	Questions:	Operational definition and/or guidance	Example:
During the observation	Length of time needed for the observation?	The tool indicates how much time is needed for each observation.	"The observation should last for a minimum of 15 minutes."
	*Is fidelity measured?	The tool measures standard procedures being followed and implemented.	A rubric/checklist with clear guidelines; points are assigned (0, 1, 2). See Oklahoma's checklist and guidance
	Is adherence to a particular curriculum or program being assessed?	The tool indicates whether it is aligned with a particular curriculum or program	Math4Me
	If there is adherence to a curriculum or program, what is it?	The program/curriculum is identified.	Math4Me
	Is student engagement being assessed?	The tool includes questions relating to student attention, participation, and interest.	"Students want to share their learning with their teachers and their peers. Students talk about what they're doing and why they're doing it. "
	*Is the quality of instruction being assessed?	The tool measures relevant educational standards or best practices in teaching.	"Provides opportunities for students to use a variety of mathematical representations as tools (**i.e.** students use drawings, diagrams, models, symbolic representations, etc.)"

	Questions:	Operational definition and/or guidance	Example:
After the observation	Is there guidance on how to communicate the data?	Is there a reference to coaching, support, etc. being needed?	"Interventionists were provided with written, time-stamped feedback in SWIVL/Synchronicity following each observation"
	Is the data analyzed school-wide? Or more individually for coaching?	The tool indicates whether the feedback is directed at an individual or is schoolwide.	Provides feedback column to write notes for individual or specifies used for school-wide/district-wide

Link to PDF