

Treatment Classroom Coaching Protocols

Project STAIR

Technical Report 19

Stacy Hirt and Rachel Juergensen | Sarah R. Powell

Southern Methodist University | University of Missouri | University of Texas at Austin

The research reported here is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP, award H326M170006). The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Copyright © 2022. Southern Methodist University. All rights reserved. This publication, or parts thereof, may not be used or reproduced in any manner without written permission.

This document is available in alternative formats upon request.

Treatment Classroom Coaching Protocols

Purpose

The purpose of this technical report is to describe the classroom coaching protocols administered throughout Year 2 (2019-2020) implementation of Project STAIR (Supporting Teaching of Algebra: Individual Readiness). The Classroom Observation Protocol guides face-to-face coaching (FC) sessions and virtual coaching (VC) sessions for treatment teacher participants targeting areas of data-based individualization (DBI), assessments, instructional practices, and decision making.

Method

Ten total treatment teachers in treatment groups at Site 1 and Site 2 received classroom coaching in which Project STAIR coaches used the FC observation coaching protocol (Appendix A) and the VC protocol (Appendix B). However, one of the ten treatment teachers exited the study midway through. The Site 1 and Site 2 coaching teams supported treatment teachers using data collected in the protocols.

For Year 2 implementation, the STAIR team created two treatment teacher protocols, FC Protocol and a VC Protocol, to support bi-weekly coaching sessions. Coaches implemented these protocols every other week in an alternating rotation for the duration of the project implementation. The FC Protocol was used five times and the VC Protocol was used six times through the project implementation. The STAIR team created the FC Observation Protocol to support monthly face-to-face (FTF) observations and bi-weekly coaching sessions (see Appendix A). In addition, the STAIR team created a VC Protocol to support bi-weekly virtual coaching sessions (see Appendix B). Both protocols document progress in the areas of DBI, assessment, instructional practices, and decision making.

The face-to-face coaching cycle begins with a pre-observation conference, a classroom observation, and a post-observation conference, typically held the same day or within the next two days. Two weeks following the face-to-face coaching session, each treatment teacher receives a virtual coaching conference with their assigned STAIR coach. The virtual coaching cycle begins with a pre-conference Qualtrics questionnaire highlighting DBI, assessments, and instructional practices. The FTF coaching sessions and virtual sessions occurred every other week and continued throughout the study implementation period.

We designed the FC Protocol to support on-site treatment teacher observations on a monthly basis. This protocol serves as an observation data collection tool to document classroom mathematical instructional practices. We observed mathematical instructional periods in which teachers provided mathematics instruction to students. In addition, the FC Protocol guides coaching pre-observation conversations. Before each observation, coaches confirmed the observation day, time, and lesson objective. Additionally, coaches sent a self-assessment Qualtrics survey and STAIR Tailored PD video(s). The pre-coaching survey link included four closed-ended Likert type questions. Likert responses use a 4-point scale which included, “Very Comfortable,” “Mostly Comfortable,” “Somewhat Comfortable,” and “Uncomfortable” response choices. Teacher self-assessment DBI question component responses help the coaches collect information about knowledge of *Algebra Readiness Progress Monitoring (ARPM)*, *Diagnostic Online Math Assessment (DOMA)*, instructional strategies from STAIR Core PD or STAIR Tailored videos, accessing and utilizing STAIR Tailored videos, and decision making using ARPM data. Treatment teacher self-assessment survey responses guide coaching conversations targeting the areas of DBI, assessment, instructional practices, and decision making. Treatment teachers and coaches discuss strengths and challenges of project components. Together treatment

teachers and coaches discuss an action plan for following week(s). See Appendix A for the FC Protocol.

We designed the VC Protocol to guide coaching conversations virtually on a monthly basis. The VC Protocol guided coaching conversations in the areas of DBI, assessment, instructional practices, and decision making. Treatment teachers and coaches discuss strengths and challenges of project components. Together treatment teachers and coaches discuss an action plan for proceeding weeks. See Appendix B for the VC Protocol.

Observation protocols created by the research staff allowed the Project STAIR team to use feedback from Year 1 MU and SMU observation protocols, pre- and post-observations conversation checklists, Year 1 treatment teacher feedback, and Year 1 coaching feedback. The final FC Protocol includes the following categories: pre-coaching session checklist, teacher self-assessment, instructional practices, supporting practices, multiple representations during instruction, post-observation coaching conversation checklist, intervention fidelity log, action plan highlighting next steps for teacher and coach, and focus of coaching conversation for next meeting. The final VC Protocol includes the following categories: pre-coaching session checklist, teacher self-assessment, intervention fidelity log, action plan highlighting next steps for teacher and coach, and focus of coaching conversation for next meeting. The protocols were used to guide preparation for upcoming coaching, document details from the observations, guide coaching conversations based on the observations, and plan for next steps.

APPENDIX A

Face-to-Face Coaching (FC) Protocol

Teacher Name (First Name, Last Initial): _____ Teacher Study ID:

Coach (First Name, Last Initial): _____ Coach Study ID:

Date: ____/____/20____

Time: _____ - _____

Coaching Session Number (check box): 1 2 3 4 5 6

Coaching Focus (should be pulled from STAIR calendar/pacing guide):

PRE-COACHING SESSION CHECKLIST

Coach: Two days prior to the observation

Pre-Coaching Checklist	
	Complete
1. Confirm observation day/time	<input type="checkbox"/> Y <input type="checkbox"/> N
2. Prompt teacher for lesson objective	<input type="checkbox"/> Y <input type="checkbox"/> N
3. Prompt teacher to complete the self-assessment (https://missouri.qualtrics.com/jfe/form/SV_bg3I65NIqGpMVzD) at least 2 days in advance	<input type="checkbox"/> Y <input type="checkbox"/> N
4. Prompt teacher to watch a particular Tailored PD video in advance of the session (send link)	<input type="checkbox"/> Y <input type="checkbox"/> N
5. Transfer Qualtrics responses to the teacher self-assessment below	<input type="checkbox"/> Y <input type="checkbox"/> N

TEACHER SELF-ASSESSMENT

Teacher: Use the following categories to document your comfort level with implementing DBI components?

DBI Components					
The degree to which I am implementing the following...	Very Comfortable	Mostly Comfortable	Somewhat Comfortable	Uncomfortable	Not covered yet in the program
ARPM and other DOMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies from STAIR Core or Tailored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing and utilizing Tailored videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making using your ARPM data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COACHING SESSION

Coach: Use the following categories to document (during observation) and mutually discuss

Lesson Objective and other notes:

Instruction									
Modeling					Practice				
Clear Explanation (what evidence is present during instruction?)					Guided (what evidence is present during instruction?)				
4	3	2	1	0	4	3	2	1	0
The teacher provides clear demonstrations/ explanations of proficient performance		The teacher does not provide clear demonstrations/ explanations of proficient performance.		The teacher does not provide any demonstrations/ explanations of proficient performance.	Guided practice is focused on the application of skills or strategies related to the stated or implied goal.		Guided practice is somewhat focused on the application of skills or strategies related to the stated or implied goal.		Guided practice is not focused on the application of skills or strategies related to the stated or implied goal.
Planned Examples (what evidence is present during instruction?)					Independent (what evidence is present during instruction? How prepared were the students for independent practice?)				
4	3	2	1	0	4	3	2	1	0
All of the examples or materials selected are aligned to the stated or implied goal.		Some of the examples or materials are aligned to the stated or implied goal; OR examples and materials are somewhat aligned to the stated or implied goal.		Examples or materials selected are not aligned to the stated or implied goal.	The teacher systematically withdraws support as the students move toward independent use of the skills.		The teacher withdraws support, but it is not withdrawn systematically.		The teacher does not withdraw support; OR the teacher provides very limited support and then abruptly withdraws it.

Supporting Practices				
Asking the right questions (what evidence is present during instruction?)				
4	3	2	1	0
The teacher consistently asks both high and low-level questions throughout the lesson.		The teacher occasionally asks both high and low-level questions throughout the lesson.		The teacher does not ask both high and low-level questions throughout the lesson.
Eliciting frequent responses (what evidence is present during instruction?)				

4	3	2	1	0
The teacher consistently checks for understanding throughout the lesson .		The teacher only checks some students for understanding; OR the teacher does not consistently check for understanding throughout the lesson		The teacher does no or very minimal checking for understanding.
Providing immediate specific feedback (what evidence is present during instruction?)				
4	3	2	1	0
Feedback is specific, timely and informative throughout the lesson .		Feedback is not consistently specific and informative throughout the lesson; OR the teacher occasionally provides timely feedback.		There is no feedback; OR it is not at all specific, timely and informative.
Maintaining a brisk pace (what evidence is present during instruction?)				
4	3	2	1	0
The teacher maintains an appropriate pace throughout the lesson		The teacher maintains an appropriate pace during some of the lesson .		The teacher maintains an inappropriate pace throughout the lesson .

Multiple Representations During Instruction				
Concrete (what evidence is present during instruction?)				
4	3	2	1	0
The teacher demonstrates an excellent ability to use a variety of concrete materials appropriately and correctly, gives clear and detailed explanations of each manipulative with accompanying models		The teacher demonstrates some ability to use a limited variety of concrete materials appropriately and correctly, gives a partially complete explanation of each manipulative with accompanying models		The teacher demonstrates a limited ability to use concrete materials appropriately and correctly, gives partial or no explanations of each manipulative, possibly without accompanying models
Visual (what evidence is present during instruction?)				
4	3	2	1	0
The teacher includes more than one clear and detailed visual aide that are relevant and contribute to the understanding of the key concept		The teacher includes one clear visual aide that is relevant and contributes to the understanding of the key concept		The teacher includes one clear visual aide that have little relevance OR does not contribute to the understanding of the key concept
Abstract (what evidence is present during instruction?)				
4	3	2	1	0
The teacher presents a wide variety of possible algorithms with clear explanations of each strategy, demonstrating a clear understanding of the values of alternative algorithms		The teacher presents limited possible algorithms with some explanations of each strategy, demonstrating a some understanding of the values of alternative algorithms		The teacher presents no alternative algorithms without explanations, demonstrating little to understanding of the values of alternative algorithms
Accurate Representation of Mathematical Concept				
4	3	2	1	0
Chosen manipulatives or visual aides enhance the students learning and clearly align with the key mathematical concept		Chosen manipulatives or visual aides adequately represent the key mathematical concept but do not augment student learning		Chosen manipulatives or visual aides are not clearly aligned with the key mathematical

				concept and may lead to students becoming confused
Implementation of Representations				
4 Multiple representations are seamlessly included in the lesson; all students have access to the representations including manipulatives or visual aides	3	2 Multiple representations are included in the lesson with limited interruptions or disruptions to the flow of the lesson; some students have access to the representations including manipulatives or visual aides	1	0 The use of multiple representations disrupts the flow of the class or leads to behavior management issues; only the teacher or a few students have access to the representations including manipulatives or visual aides
Teacher Connections to Conceptual Understanding				
4 The teacher makes several connections between the multiple representations and key mathematical concepts	3	2 The teacher makes some connections between the multiple representations and key mathematical concepts	1	0 The teacher does not connect the multiple representations to key mathematical concepts

Overall impressions of lesson and other notes (expand before printing):

POST-OBSERVATION COACHING CONVERSATION CHECKLIST

Coach: Use the following Coaching Conversation Checklist to guide coaching session

Post-Coaching Checklist		Complete
1. Discuss pre-observation form (above). Provide an opportunity to add to it.		<input type="checkbox"/> Y <input type="checkbox"/> N
2. Discuss notes from the observation (above).		<input type="checkbox"/> Y <input type="checkbox"/> N
3. Discuss Intervention Fidelity Log (below).		<input type="checkbox"/> Y <input type="checkbox"/> N
4. Identify specific challenges/concerns based on pre-obs. Form and observation notes (below).		<input type="checkbox"/> Y <input type="checkbox"/> N
5. Potential solutions to challenges/concerns (action plan below).		<input type="checkbox"/> Y <input type="checkbox"/> N

Teacher & Coach: Use the following Intervention Fidelity Log to document intervention implementation

Intervention Fidelity Log					
Day	Intervention Offered	Student Present	Intervention Duration	Student(s) Engaged? *	Intervention Implemented as Planned?*
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Please note any relevant information to explain the above ratings: *1-No 2-Partially 3-Yes

Teacher & Coach: Use following Action Plan to discuss challenges, concerns, and next steps

Action Plan

Teacher Perspective	Coach perspective
Instruction: Strengths/Challenges	Instruction: Strengths/Challenges
DBI: Strengths/Challenges	DBI: Strengths/Challenges
Potential solutions:	
Teacher's next steps:	Coach's next steps: Recommended STAIR Tailored videos:
Next meeting: Date: ___/___/20__ at _____ Focus of Conversation for Next Meeting: _____	

Notes from the session:

APPENDIX B

Virtual Coaching (VC) Protocol

Teacher Name (First Name, Last Initial): _____ Teacher Study ID:

Coach (First Name, Last Initial): _____ Coach Study ID:

Date: ___/___/20___

Time: _____ - _____

Coaching Session Number (check box): 1 2 3 4 5 6

Coaching Focus (should be pulled from STAIR calendar/pacing guide):

PRE-COACHING SESSION CHECKLIST

Coach: Two days prior to the observation

Pre-Coaching Checklist	
	Complete
1. Confirm coaching day/time	<input type="checkbox"/> Y <input type="checkbox"/> N
2. Prompt teacher to complete the self-assessment (use Qualtrics link) at least 2 days in advance	<input type="checkbox"/> Y <input type="checkbox"/> N
3. Prompt teacher to watch a particular Tailored PD video in advance of the session (send link)	<input type="checkbox"/> Y <input type="checkbox"/> N
4. Transfer Qualtrics responses to this form	Y N

TEACHER SELF-ASSESSMENT

Teacher: Use the following categories to document your comfort level with implementing DBI components?

DBI Components					
The degree to which I am implementing the following...	Very Comfortable	Mostly Comfortable	Somewhat Comfortable	Uncomfortable	Not covered yet in the program
ARPM and other DOMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies from STAIR Core or Tailored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing and utilizing Tailored videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making using your ARPM data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COACHING CONVERSATION CHECKLIST

Coach: Use the following Coaching Conversation Checklist to guide coaching session

Post-Coaching Checklist	
	Complete
3. Discuss Intervention Fidelity Log (below).	<input type="checkbox"/> Y <input type="checkbox"/> N
4. Identify specific challenges/concerns. Form and observation notes (below).	<input type="checkbox"/> Y <input type="checkbox"/> N
5. Potential solutions to challenges/concerns (action plan below).	<input type="checkbox"/> Y <input type="checkbox"/> N

Teacher & Coach: Use the following Intervention Fidelity Log to document intervention implementation

Intervention Fidelity Log					
Day	Intervention Offered	Student Present	Intervention Duration	Student(s) Engaged? *	Was the Intervention Implemented as Planned?*
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	___ min	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Please note any relevant information to explain the above ratings:					*1-No 2-Partially 3-Yes

Teacher & Coach: Use following Action Plan to discuss challenges, concerns, and next steps

Action Plan	
Teacher Perspective	Coach perspective
Instruction: Strengths/Concerns	Instruction: Strengths/Concerns
DBI: Strengths/Concerns	DBI: Strengths/Concerns
Potential solutions:	
Teacher's next steps:	Coach's next steps: Recommended STAIR Tailored videos:
Next meeting: Date: ___/___/20__ at _____ Focus of Conversation for Next Meeting: _____	

Notes from the session: