Control Classroom Observation Protocol

Project STAIR
Technical Report 20

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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.

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Purpose

The purpose of this technical report is to describe the Control Classroom Observation Protocol for Year 2 (2019-2020) implementation of Project STAIR (Supporting Teaching of Algebra: Individual Readiness).

Method

We designed the Control Classroom Observation Protocol to be administered two times for Year 2 Project STAIR control teacher participants – at the beginning and midway points. Control teacher participants acted as the comparison to treatment teachers who received Project STAIR core and tailored professional learning. Control teachers did not receive professional learning from the Project STAIR team.

The protocol is a condensed version mirroring the Treatment Face-to-Face (FTF) Classroom Observation Protocol. See Appendix A for the Control Classroom Observation Protocol. We intended the fillable observation form to be completed using a technical device (e.g., laptop) during live observation sessions. In addition, we designed the tool to be utilized in print form. The print form observation tool supports those who prefer observations using paper and pencil. One of the three Year 2 Project STAIR sites conducted and completed the Control Classroom Observation Protocol with control teacher participants. School closures related to the COVID-19 global pandemic impeded data collection at two of the three Project STAIR sites.

We designed the Control Classroom Observation Protocol for Project STAIR coaches observing control teacher participants and control student participants during a mathematics instructional period. Prior to classroom observations, control teacher participants complete a pre-coaching checklist confirming observation day and time. During mathematics instructional

period observations, the Project STAIR observer identifies observable instructional practices, supporting practices, and multiple representations implemented during instructional period. The observation protocol provides a Likert scale for subcomponent areas, space to provide specific examples, and an outline area for other identifiable notes from observation session.

APPENDIX A

Control Classroom Observation Protocol

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

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

Date: ____/____/20_____ Time: _____- _____

Control Session Number (check box): 1 ☐ 2 ☐

PRE-OBSERVATION SESSION CHECKLIST

Coach: Two days prior to the observation

Pre-Coaching Checklist	
	Complete
1. Confirm observation day/time	☐Y ☐N

OBSERVATION SESSION

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

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

		to the stated or implied goal.							

Supporting Practices

Asking the right questions (what evidence is present during instruction?)

4 The teacher **consistently** asks both high and low-level questions **throughout the lesson**.	**3**	2 The teacher **occasionally** asks both high and low-level questions throughout the lesson.	1	0 The teacher **does not** ask both high and low-level questions throughout the lesson.

Eliciting frequent responses (what evidence is present during instruction?)

4 The teacher **consistently** checks for understanding **throughout the lesson.**	3	2 The teacher only checks **some students** for understanding; **OR** the teacher does **not consistently** check for understanding throughout the lesson	1	0 The teacher does **no or very minimal** checking for understanding.

Providing immediate specific feedback (what evidence is present during instruction?)

4 Feedback is specific, timely and informative **throughout the lesson**.	**3**	2 Feedback is **not consistently** specific and informative throughout the lesson; OR the teacher **occasionally** provides timely feedback.	1	0 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 The teacher maintains an **appropriate** pace **throughout the lesson**	3	2 The teacher maintains an **appropriate** pace during **some of the lesson.**	1	0 The teacher maintains an **inappropriate** pace **throughout the lesson.**

Multiple Representations During Instruction

Concrete (what evidence is present during instruction?)

4 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	3	2 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	1	0 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 The teacher **includes more than one clear and detailed** visual aide that are relevant and contribute to the understanding of the key concept	3	2 The teacher includes **one clear** visual aide that is relevant and contributes to the understanding of the key concept	1	0 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 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	3	2 The teacher presents **limited** possible algorithms with some explanations of each strategy, demonstrating a **some** understanding of the values of alternative algorithms	1	0 The teacher presents **no** alternative algorithms without explanations, demonstrating **little** to understanding of the values of alternative algorithms
Accurate Representation of Mathematical Concept				
4 Chosen manipulatives or visual aides enhance the students learning and **clearly** align with the key mathematical concept	3	2 Chosen manipulatives or visual aides **adequately represent** the key mathematical concept but do not augment student learning	1	0 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

Notes from the session: