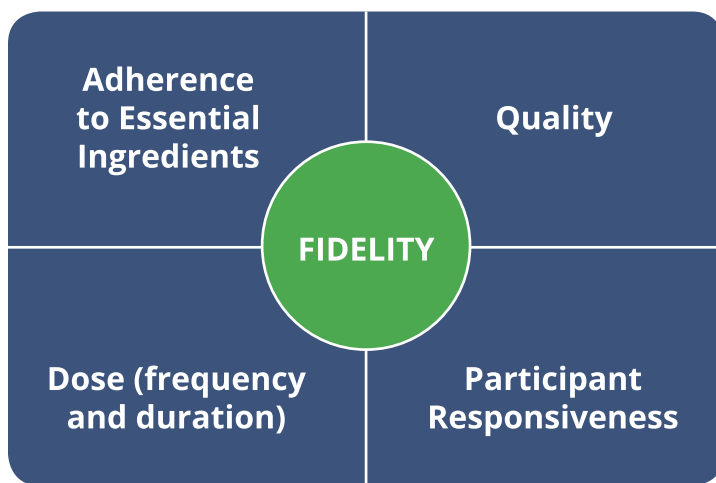


Effective Coaching of Teachers: Fidelity Tool Rubric

PURPOSE OF THE FIDELITY TOOL RUBRIC

Like any other educational innovation, coaching of teachers¹ must be used with fidelity in order to achieve its intended outcomes. Although fidelity often is thought of as the adherence to the “key ingredients” of the innovation, it also includes aspects such as quality, responsiveness of the participant (i.e., teacher), and dose.



This means that fidelity in coaching should rely continuously upon the effective practices of observation, modeling, delivery of performance feedback, and use of alliance-building strategies. Furthermore, coaching should occur with sufficient frequency, ensure that teachers are engaged with the coaching session, and be of adequate duration and high quality.

This tool can be used to help score the fidelity of coaching so that this information can be used by coaches and other educators to continuously improve upon how coaching occurs. This tool is intended to be used in conjunction with three other tools:

- **Effective Coaching of Teachers: Fidelity Tool Worksheet.** This worksheet can be used to score coaches on the fidelity rubric.
- **Effective Coaching: Improving Teacher Practice and Outcomes for All Learners.** This brief synthesizes research on coaching and offers a framework of effective coaching practices that should be central to the everyday work of coaches.
- **Implementation Guide for Effective Teacher Coaching.** The purpose of this guide is to help practitioners systematically implement effective coaching practices. If coaching is designed to improve teaching practice and learning outcomes, it is important to examine how the innovation is implemented.

¹Although we use the word teacher throughout this document, the term is used to denote individuals, such as early child care providers, interventionists, or parents, who work with learners in a less traditional educational setting (i.e., home). We also use the term to describe individuals, such as prekindergarten through grade 12 teachers, who work with learners in a more traditional setting (i.e., classroom). Similarly, we use learner to describe the infants, toddlers, children, and youth with whom these teachers work.

DIRECTIONS FOR USE

1. Review the content listed within the “During Observation” table. The observer rates each coaching practice on a scale of 1 to 5. A rating of 1 or 2 indicates that the practice was never or rarely evident during the visit, or was incorrectly used. For example, a rating of 1 or 2 under “Responsiveness” of modeling indicates that, at the time of the visit, the coach was not aware that the teacher needed modeling or provided a model that did not meet the teacher’s need. As a result, the teacher continued to struggle with the practice. A rating of 3 indicates that the coach practice (i.e., modeling) was exhibited occasionally when needed by the teacher. A rating of 5 indicates that the coach practice was reflected throughout the coaching session. If modeling was not needed during the session, check the “N/A” box, circle the corresponding NAs in the three columns, and ensure that the total possible score reflects that modeling was not needed.

To calculate the Calculate the percentage of coaching fidelity. If modeling occurred or if modeling **was** needed but did not occur, calculate the fidelity of coaching practice on page 7. If modeling **was not needed** during the session, check the box marked “N/A” on page 5 and circle the corresponding “NAs”. Calculate the fidelity of coaching practice on page 8.

2. Complete steps 1–6 from Effective Coaching of Teachers: *Fidelity Tool Worksheet*, revisiting this rubric and the two other tools as needed: *Effective Coaching: Improving Teacher Practice* and *Outcomes for All Learners and Implementation Guide for Effective Teacher Coaching*.

During Observation (to be completed by observer)

ADHERENCE TO ESSENTIAL COACHING PRACTICE

Observation: Watching the teacher in the classroom environment use a specific program, intervention, or practice

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Yes / No	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher
Yes	1 <i>The coach was not positioned or was rarely positioned to observe teacher practice and student performance.</i>	1 <i>The coach's observation of the teacher did not occur with sufficient duration and/or frequency to allow the coach to understand teacher practice.</i>	1 <i>The coach did not observe the teacher during the predesignated time, or observed during a time that the teacher did not need to be observed.</i>
No	2 <i>The coach was not positioned or was rarely positioned to observe teacher practice and student performance.</i>	2 <i>The coach's observation of the teacher did not occur with sufficient duration and/or frequency to allow the coach to understand teacher practice.</i>	2 <i>The coach did not observe the teacher during the predesignated time, or observed during a time that the teacher did not need to be observed.</i>
	3 <i>The coach was occasionally positioned to observe either teacher practice and student performance, but not both consistently.</i>	3 <i>The coach's observation of the teacher occasionally occurred with sufficient duration and/or frequency to allow the coach to understand teacher practice.</i>	3 <i>The coach occasionally observed the teacher, but not consistently during the predesignated time or during the time the teacher requested.</i>
	4 <i>The coach was consistently positioned to observe both teacher practice and student performance.</i>	4 <i>The coach's observation of the teacher consistently occurred with sufficient duration and/or frequency to allow the coach to understand teacher practice.</i>	4 <i>The coach consistently observed the teacher during the predesignated time or during the time the teacher requested.</i>
	5 <i>The coach was consistently positioned to observe both teacher practice and student performance.</i>	5 <i>The coach's observation of the teacher consistently occurred with sufficient duration and/or frequency to allow the coach to understand teacher practice.</i>	5 <i>The coach consistently observed the teacher during the predesignated time or during the time the teacher requested.</i>

Modeling (also referred to as demonstration): Showing the teacher how to use a specific program, intervention, or practice when the teacher is unfamiliar with the practice or uses the practice incorrectly

COLUMN 1 Yes / No / Not Applicable (N/A)	COLUMN 2 Quality of Coaching Practice	COLUMN 3 Duration or Frequency of Coaching Practice	COLUMN 4 Responsiveness of Coach to Teacher
Yes No N/A (modeling was not needed)	<p>1 <i>The coach incorrectly modeled the use of the teacher practice.</i></p> <p>2 <i>The coach incorrectly modeled the use of the teacher practice.</i></p> <p>3 <i>The coach occasionally modeled correct use of the teacher practice.</i></p> <p>4 <i>Modeling was consistently correct.</i></p> <p>5 <i>Modeling was consistently correct.</i></p> <p>N/A <i>Modeling was not needed by the teacher.</i></p>	<p>1 <i>The coach did not model for sufficient duration and/or frequency to help the teacher correctly use the practice.</i></p> <p>2 <i>The coach did not model for sufficient duration and/or frequency to help the teacher correctly use the practice.</i></p> <p>3 <i>Modeling was occasionally of sufficient duration and/or frequency to help the teacher correctly use the practice.</i></p> <p>4 <i>Modeling was consistently of sufficient duration and frequency to help the teacher correctly use the practice.</i></p> <p>5 <i>Modeling was consistently of sufficient duration and frequency to help the teacher correctly use the practice.</i></p> <p>N/A <i>Modeling was not needed by the teacher.</i></p>	<p>1 <i>The coach was not aware that the teacher needed modeling or provided a model that did not meet the teacher's need.</i></p> <p>2 <i>The coach was not aware that the teacher needed modeling or provided a model that did not meet the teacher's need.</i></p> <p>3 <i>Modeling was occasionally linked to the needs of the teacher.</i></p> <p>4 <i>Modeling was clearly linked to the needs of the teacher</i></p> <p>5 <i>Modeling was clearly linked to the needs of the teacher</i></p> <p>N/A <i>Modeling was not needed by the teacher.</i></p>

Performance Feedback: Presenting formal or informal data about the teacher’s use of a specific program, intervention, or practice

COLUMN 1

Check all that apply to the session.

- Specific Positive
- Corrective (if warranted)
- Corrective was not warranted
- Timely (1 to 2 days’ time)

Delivery Mechanism:

- Verbal and/or written (e.g., anecdotal note graphical)
- During preobservation, postobservation conference, and/or in the moment of teaching (e.g., using bug-in-ear technology, a brief note)

COLUMN 2

Quality of Coaching Practice

- 1 *Feedback was not performance based (i.e., not based on the teacher’s use of an Evidence Based Practice [EBP] or classroom management practice).*
- 2 *Feedback was not performance based (i.e., not based on the teacher’s use of an Evidence Based Practice [EBP] or classroom management practice).*
- 3 *Feedback was occasionally based on the teacher’s use of a specific practice (e.g., an EBP, a classroom management practice).*
- 4 *Feedback was consistently based on the teacher’s use of a specific practice (e.g., an EBP, a classroom management practice).*
- 5 *Feedback was consistently based on the teacher’s use of a specific practice (e.g., an EBP, a classroom management practice).*

COLUMN 3

Duration or Frequency of Coaching Practice

- 1 *Performance feedback was more corrective than positive.*
- 2 *Performance feedback was more corrective than positive.*
- 3 *Performance feedback was occasionally more positive than corrective and/or corrective feedback was needed and not provided.*
- 4 *Performance feedback was consistently more positive than corrective, and any corrective feedback was consistently offered.*
- 5 *Performance feedback was consistently more positive than corrective, and any corrective feedback was consistently offered.*

COLUMN 4

Responsiveness of Coach to Teacher

- 1 *Performance feedback was not linked to the needs of the teacher.*
- 2 *Performance feedback was not linked to the needs of the teacher.*
- 3 *Performance feedback was occasionally linked to the needs of the teacher.*
- 4 *Performance feedback was consistently linked to the needs of the teacher.*
- 5 *Performance feedback was consistently linked to the needs of the teacher.*

Alliance-Building Strategies: Using specific strategies that relate to factors of alliance to build a positive relationship in a teacher-coach dyad. Factors of alliance include effective interpersonal skills, collaboration, and expertise.

COLUMN 1

Check all that apply to the session.

- Restating and summarizing information conveyed by the teacher
- Asking open-ended questions
- Affirming difficulty of change
- Using nonevaluative language
- Referring to past accomplishments
- Identifying and working toward the teacher's goals and needs
- Conveying expertise in teaching and a deep content knowledge
- Explaining complex concept succinctly

COLUMN 2

Quality of Coaching Practice

- 1 *Positive alliance does not seem to exist between the teacher and coach.*
- 2 *Positive alliance does not seem to exist between the teacher and coach.*
- 3 *Positive alliance occasionally existed between the teacher and coach.*
- 4 *Positive alliance consistently existed between the teacher and coach.*
- 5 *Positive alliance consistently existed between the teacher and coach.*

COLUMN 3

Duration or Frequency of Coaching Practice

- 1 *The coach's use of alliance strategies did not occur with sufficient duration and/or frequency.*
- 2 *The coach's use of alliance strategies did not occur with sufficient duration and/or frequency.*
- 3 *The coach's use of alliance strategies occasionally occurred with sufficient duration and/or frequency.*
- 4 *The coach's use of alliance strategies consistently occurred with sufficient duration and/or frequency.*
- 5 *The coach's use of alliance strategies consistently occurred with sufficient duration and/or frequency.*

COLUMN 4

Responsiveness of Coach to Teacher

- 1 *The coach's use of alliance strategies was not linked to the needs of the teacher.*
- 2 *The coach's use of alliance strategies was not linked to the needs of the teacher.*
- 3 *The coach's use of alliance strategies occasionally linked to the needs of the teacher.*
- 4 *The coach's use of alliance strategies consistently linked to the needs of the teacher.*
- 5 *The coach's use of alliance strategies consistently linked to the needs of the teacher.*

Calculate fidelity of modeled coaching: Use this form to calculate fidelity of coaching practice if coach modeled during the coaching cycle or if modeling was needed but did not occur.

COLUMN 1 POINTS

Points Possible for Column (1 point per box marked except for any No or N/A): 17

Points: _____

COLUMN 2 POINTS

Points Possible for Column: 20

Points: _____

COLUMN 3 POINTS

Points Possible for Column: 20

Points: _____

COLUMN 4 POINTS

Points Possible for Column: 20

Points: _____

TOTAL POINTS EARNED

Total Points Possible (combined totals from columns 1-4): 77

Points: _____

CALCULATION

Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Practice
(Example: $15 + 20 + 14 + 8 / 77 \times 100 = 74\%$ Fidelity of Coaching Practice)

Total points: _____ / 77 × 100 = _____ % Fidelity of Coaching Practice

Comments/Notes:

Calculate fidelity of coaching: Use this form to calculate fidelity of coaching practice if modeling was not needed

COLUMN 1 POINTS

Points Possible for Column (1 point per box marked except for any No or N/A): 17

Points: _____

COLUMN 2 POINTS

Points Possible for Column: 15

Points: _____

COLUMN 3 POINTS

Points Possible for Column: 15

Points: _____

COLUMN 4 POINTS

Points Possible for Column: 15

Points: _____

TOTAL POINTS EARNED

Total Points Possible (combined totals from columns 1-4): 62

Points: _____

CALCULATION

Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Practice
(Example: $14 + 13 + 10 + 9/62 \times 100 = 74\%$ Fidelity of Coaching Practice)

Total points: _____ / 62 × 100 = _____ % Fidelity of Coaching Practice

Comments/Notes:

After Observation (to be completed by observer and coach)

Questions or Comments From Coach *(What are your reactions to the observation information?)*

Considerations and Discussion Prompts *(What is important to consider and discuss for future observations of coaching sessions?)* Examples:

- What did we learn about coaching?
- Did coaching achieve its intended goal? Why or why not?
- How did coaching achieve its intended goal? That is, what did the coach do that was most/least effective?
- How will this information be used?

Next Steps *(What do we need to do as follow-up, and by when?)*

Date for Future Observations:

Comments/Notes:

CONTRIBUTORS TO EFFECTIVE COACHING OF TEACHERS: FIDELITY TOOL RUBRIC

This Effective Coaching of Teachers: Fidelity Tool Rubric was created by Jennifer D. Pierce, AIR with input provided by Ardith Ferguson, WestEd.

For additional information regarding content, please contact *Ask the NCSI* at <https://ncsi.wested.org/ask-the-ncsi>. *Ask the NCSI* is a research and information service provided by the National Center for Systemic Improvement (NCSI). *Ask the NCSI* is intended to support states to (1) obtain information about evidence-based practices; (2) develop, implement and evaluate State Systemic Improvement Plans (SSIPs); (3) learn about practices being implemented in other states; and (4) find out what current research says about “what works” to improve results for children with disabilities.

Ask the NCSI will accept information requests from NCSI clients; e.g., state departments of education (Part B) and state lead agencies for the early intervention program (Part C of the IDEA). Our goal will be to provide a response to your request within 5-21 days. For specific technical assistance (TA) requests, states are invited to contact their assigned TA Facilitators.

You may contact NCSI at NCSI@wested.org or 866.664.8471.

We look forward to hearing from you!

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