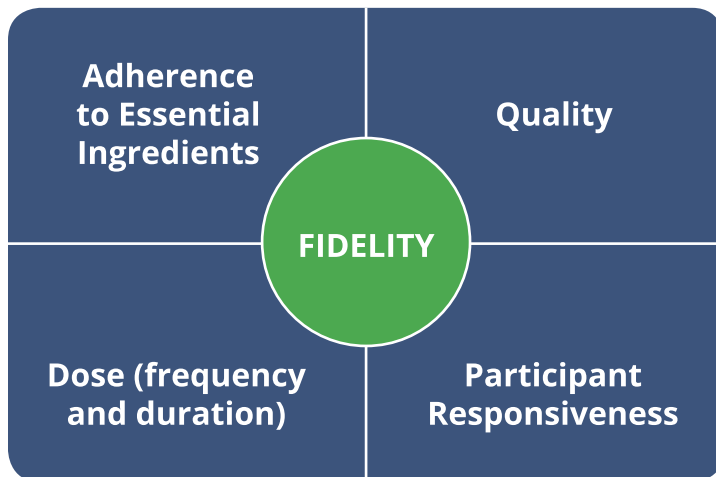


Effective Coaching of Teachers: Fidelity Tool Worksheet

PURPOSE OF THE FIDELITY TOOL WORKSHEET

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. Further, 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 serves as an example of how an observer can complete the Fidelity Tool Worksheet. It is intended to be used in conjunction with four other tools:

- **Effective Coaching of Teachers: Fidelity Tool Rubric and Fidelity Tool Worksheet.** The rubric offers information and guidelines for how to score coaches on the fidelity worksheet. The worksheet is a template that observers and coaches can use to collect information on the fidelity of coaching.
- **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. Ensure that the coach and the observer are familiar with *Effective Coaching: Improving Teacher Practice and Outcomes for All Learners and Implementation Guide for Effective Teacher Coaching*.
2. Review the following three tables and complete the “Before Observation” table with the coach prior to your observation of him/her. Ensure that the coach understands how he/she will be scored by reviewing the content within *Effective Coaching of Teachers: Fidelity Tool Rubric*.
3. Conduct the observation of the coach and complete 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.
4. Conduct a coach-and-observer meeting and complete the “After Observation” table.
5. 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 5. If modeling *was not needed* during the session, check the button marked “N/A” on page 4 and check the corresponding “NAs”. Calculate the fidelity of coaching practice on page 6.
6. Repeat steps 2–4, revisiting the three other tools as needed: *Effective Coaching: Improving Teacher Practice and Outcomes for All Learners*, *Effective Coaching of Teachers: Fidelity Tool Rubric*, and *Implementation Guide for Effective Teacher Coaching*.

NCSI COACHING FIDELITY TOOL

Before Observation (to be completed by observer)

Coach name: _____

Observer name: _____

Date: _____ Time of observation: _____

Brief Description of Coaching Session *(What educational activity did you observe?)*

Goal(s) of Coaching Session *(What did the coach hope to achieve with the teacher and learners as a result of the coaching session?)*

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	1	1
No	2	2	2
	3	3	3
	4	4	4
	5	5	5

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	COLUMN 2	COLUMN 3	COLUMN 4
Yes / No / Not Applicable (N/A)	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher
Yes	1	1	1
No	2	2	2
N/A (modeling was not needed)	3	3	3
	4	4	4
	5	5	5
	N/A	N/A	N/A

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

COLUMN 1	COLUMN 1 (cont.)	COLUMN 2	COLUMN 3	COLUMN 4
Check all that apply to the session.	Delivery Mechanism: <i>(Check all that apply)</i>	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher
Specific	Verbal and/or written (e.g., anecdotal note graphical)	1	1	1
Positive				
Corrective (if warranted)	During preobservation, postobservation	2	2	2
Corrective was not warranted	conference, and/ or in the moment of teaching (e.g., using bug-in-ear technology, a brief note)	3	3	3
Timely (1 to 2 days’ time)		4	4	4
		5	5	5

ADHERENCE TO ESSENTIAL COACHING PRACTICE (CONTINUED)

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	COLUMN 2	COLUMN 3	COLUMN 4
Check all that apply to the session.	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher
Restating and summarizing information conveyed by the teacher			
Asking open-ended questions	1	1	1
Affirming difficulty of change	2	2	2
Using nonevaluative language	3	3	3
Referring to past accomplishments	4	4	4
Identifying and working toward the teacher's goals and needs	5	5	5
Conveying expertise in teaching and a deep content knowledge			
Explaining complex concept succinctly			

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	COLUMN 2 POINTS	COLUMN 3 POINTS	COLUMN 4 POINTS
Points Possible for Column (1 point per box marked except for any No or N/A): 17	Points Possible for Column: 20	Points Possible for Column: 20	Points Possible for Column: 20
Points: _____	Points: _____	Points: _____	Points: _____

TOTAL POINTS EARNED	CALCULATION
Total Points Possible (combined totals from columns 1-4): 77	Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Practice (Example: 15 + 20 + 14 + 8/77 × 100 = 74% Fidelity of Coaching Practice)
Points: _____	Total points: _____ / 77 × 100 = _____ % Fidelity of Coaching Practice

Comments/Notes:

ADHERENCE TO ESSENTIAL COACHING PRACTICE (CONTINUED)

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 WORKSHEET

This Effective Coaching of Teachers: Fidelity Tool Worksheet 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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