# Effective Coaching of Teachers: Completed Sample of the Fidelity Tool Worksheet

PURPOSE OF THE COMPLETED SAMPLE OF THE FIDELITY TOOL WORKSHEET

Like any other educational innovation, coaching of teachers[1] 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.

Adherence to Essential Ingredients	**Quality**
FIDELITY	
Dose (frequency and duration)	**Participant Responsiveness**
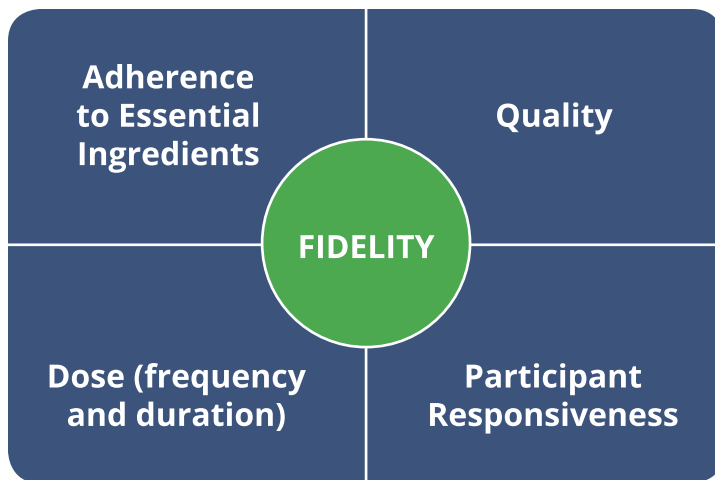
This means that fidelity in coaching should rely continuously upon the effective practices of observation, modeling, delivery of performance feedback, and use of alliance-building strategies. Further, coaching should occur with sufficient frequency, ensure that teachers are engaged with the coaching 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: Manuel

Observer name: Samia

Date: September 29, 2016   **Time of observation:** 10:00–10:30 a.m.

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

Background: Manuel has been coaching Theresa on her reading instruction in her third-grade classroom. Manuel stated that Theresa recently asked Manuel to help her use graphic organizers with her students to increase their comprehension of nonfiction text. She also asked Manuel for support in the area of classroom management, with a particular concern about student engagement among struggling learners and overall classroom climate.

I (Samia) observed Manuel on September 29, 2016, while he coached Theresa. Manuel:

- Observed Theresa as she taught a whole-group reading lesson that required students to use a graphic organizer to identify main ideas and details.
- Modeled the use of a graphic organizer while Theresa watched him teach.
- Continued his observation of Theresa as she resumed teaching her students.
- Collected data about student engagement, praise, and redirections.
- Left a short note for Theresa on her desk that read: "After I modeled the use of graphic organizers, you immediately began to teach students how to use the graphic organizer to categorize main ideas and details. During this time, 27 of the 30 students were engaged in the lesson. Throughout the lesson you redirected one student five times and praised all students 10 times. Great work implementing graphic organizers after the demonstration, engaging most students, and using praise to create a positive environment. Let's reconnect after school to further discuss the lesson and learning outcomes among students.

I then observed Manuel conduct a post-conference debrief with Theresa. Manuel:

- Provided additional performance feedback, with a focus on clarifying which students were not engaged during the lesson and helping Theresa identify how to engage struggling learners.
- Used alliance strategies, including asking open-ended questions and clarifying Theresa's teaching goal.
- Established the next date and time of coaching.

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

Although Manuel has conducted several coaching cycles with Theresa, Theresa was not certain how to introduce graphic organizers to her students, particularly students with academic and behavioral challenges. Manuel's goal for coaching Theresa was to help her accurately use graphic organizers to increase students' comprehension of nonfiction text.

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

Yes / No
- (●) Yes
- ( ) No

COLUMN 2

Quality of Coaching Practice
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 5

COLUMN 3

Duration or Frequency of Coaching Practice
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 5

COLUMN 4

Responsiveness of Coach to Teacher
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 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

Yes / No / Not Applicable (N/A)
- (●) Yes
- ( ) No
- ( ) N/A (modeling was not needed)

COLUMN 2

Quality of Coaching Practice
- ( ) 1
- ( ) 2
- ( ) 3
- (●) 4
- ( ) 5
- ( ) N/A

COLUMN 3

Duration or Frequency of Coaching Practice
- ( ) 1
- ( ) 2
- ( ) 3
- (●) 4
- ( ) 5
- ( ) N/A

COLUMN 4

Responsiveness of Coach to Teacher
- ( ) 1
- ( ) 2
- ( ) 3
- (●) 4
- ( ) 5
- ( ) N/A

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)

COLUMN 1 (cont.)

Delivery Mechanism: *(Check all that apply)*
- [✓] Verbal and/or written (e.g., ancedotal 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
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 5

COLUMN 3

Duration or Frequency of Coaching Practice
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 5

COLUMN 4

Responsiveness of Coach to Teacher
- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- (●) 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**

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
- ○ 2
- ● 3
- ○ 4
- ○ 5

COLUMN 3 — Duration or Frequency of Coaching Practice:
- ○ 1
- ○ 2
- ● 3
- ○ 4
- ○ 5

COLUMN 4 — Responsiveness of Coach to Teacher:
- ○ 1
- ○ 2
- ● 3
- ○ 4
- ○ 5

Calculcate fidelity of modeled coaching: Use this form to calculcate 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: 11	Points: 17	Points: 17	Points: 17

TOTAL POINTS EARNED

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

Points: 62

CALCULATION

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)

Total points: 62 / 77 × 100 = 81 % Fidelity of Coaching Practice

Comments/Notes:

ADHERENCE TO ESSENTIAL COACHING PRACTICE (CONTINUED)

Calculcate fidelity of coaching: Use this form to calculcate 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 × 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?)*

Manuel's questions for Samia:

- How can I integrate additional alliance-building strategies into my postconference debrief with Theresa?

- The note I left for Theresa in the classroom highlighted the strengths of the lesson while also suggesting areas for improvement. During the postconference debrief with Theresa, did I offer specific strategies for her to increase student engagement, particularly among struggling learners?

- Theresa's goal for teaching is to accurately use graphic organizers to increase students' reading comprehension of nonfiction text and to improve her classroom management. I'd like to work with her to increase the pacing of her instruction. How can I guide our coaching sessions in this direction?

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?

- Manuel learned that he could increase his use of alliance-building strategies (e.g., affirming the difficulty of change and referring to Theresa's past teaching accomplishments). Manuel thinks that using these strategies will allow him to gradually guide Theresa toward a new area: increasing her instructional pacing. Increasing her pacing also may help her to engage students with learning and behavioral challenges.

- Manuel did achieve his immediate goal of supporting Theresa in her use of graphic organizers and in classroom management. Some struggling learners are not engaged during instruction, however, and Manuel will continue to work with Theresa in this area.

- Theresa responded positively to written data about her performance (e.g., student engagement, praise, and redirections). Manuel plans to continue to use written data with Theresa. Theresa also responded positively to alliance strategies.

- Samia and Manuel will use information from this tool to continually discuss his coaching practice, the impact of coaching on teaching and learning, and how coaching will evolve over time.

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

Samia and Manuel will reconvene in a month.

Date for Future Observations:

October

Comments/Notes:

Manuel is coaching several teachers in reading, math, and classroom management. He would like for Samia to observe him working with other teachers to determine if he continually uses effective coaching practices with all teachers.

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.

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

We look forward to hearing from you!