# Effective Coaching of Teachers: Fidelity Tool Worksheet

## Purpose of the Fidelity Tool Worksheet

Like any other educational innovation, coaching of teachers[[1]](#footnote-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.

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 can be used to collect information about 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 Rubric. This rubric offers information and guidelines for how to score coaches on the fidelity worksheet.
* 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.

## 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 5indicates 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 8. 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 9.
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.

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** | **Yes/No/Not Applicable** | **Observer Notes** | | |
| --- | --- | --- | --- | --- |
| **Quality of Coaching Practice** | **Duration or Frequency of Coaching Practice** | **Responsiveness of Coach to Teacher** |
| **Observation:** Watching the teacher in the classroom environment use a specific program, intervention, or practice | * Yes * No | 1 2 3 4 5 | 1 2 3 4 5 | 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 | * Yes * No * Not applicable (NA): modeling was not needed | 1 2 3 4 5  OR: NA | 1 2 3 4 5  OR: NA | 1 2 3 4 5  OR: NA |
| **Performance Feedback:** Presenting formal or informal data about the teacher’s use of a specific program, intervention, or practice | Check all that apply to the session.   * Specific * Positive * Corrective (if warranted) * Corrective was not warranted * Timely (1 to 2 days’ time)   Delivery Mechanisms:   * 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) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| **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. | 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 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| **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** | **Points Possible for Column (1 point per box marked *except* for any *No*s): 17**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 20**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 20**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 20**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Total Points Possible:** 77  **Calculation:** Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Practice  \_\_\_\_\_\_\_\_\_\_/ 77 × 100 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% Fidelity of Coaching Practice  ***Example:***  15 + 20 + 14 + 8/77 × 100 = 74% Fidelity of Coaching Practice | | | |
| **Comments/Notes:** | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **USE THIS FORM TO CALCULCATE FIDELITY OF COACHING PRACTICE IF MODELING WAS NOT NEEDED** | **Points Possible for Column (1 point per box marked *except* for any *No*s): 17**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 15**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 15**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Points Possible for Column: 15**  **Points:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Total Points Possible:** 62  **Calculation:** Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Practice  \_\_\_\_\_\_\_\_\_\_/ 62 × 100 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% Fidelity of Coaching Practice  ***Example:***  14+13+10+9 /46×61 100 =75% 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

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](mailto:NCSI@wested.org) or 866.664.8471.

We look forward to hearing from you!

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1. Although 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. [↑](#footnote-ref-1)