Teaching Pyramid Observation Tool/ Teaching Pyramid Infant-Toddler Observation Scale

LOOK ➤ **THINK** ➤ **ACT**

Data Considerations for All:

▶ Were data collected by trained observers?

▶ Were TPOT administration procedures, as outlined in the manual, followed?

▶ Has there been turnover in classroom staff that might affect program scores or scores within a classroom?

▶ Did class composition change between time 1 and time 2 data?

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at Red Flags across teachers on the program summary tab.	Are there common red flags? What might contribute to those red flags? Is additional training needed? Is there a procedural issue? Have red flags decreased across administrations?	Plan training to build capacity for desired practice. Identify needed changes, establish new policy, and/or share data with teachers including rationale for change.
On the program summary tab, look at average scores for Key Practice Items across teachers. Identify the areas that are the lowest in implementation.	What might contribute to common low scores? ▶ Are action plans aligned to the practices that need improvement? ▶ Has the program established the expectation that practices should be implemented? ▶ Do teachers lack materials for implementation? ▶ Do teachers lack training or coaching in the practice? ▶ Does the curriculum support the practice? ▶ Is the culture of the program to not implement the practice?	Initiate programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices. Provide materials for implementation. Establish targeted professional development activities to strengthen common areas of need. Curricular changes to align curriculum with Pyramid Model implementation. Provide teachers with a process for requesting and receiving classroom implementation ideas.

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at average scores for Key Practice Subscale over administrations.	Is there evidence of growth across all teachers in the implementation of Pyramid Model practices? Is the growth expected or in proportion to program efforts in providing teachers with professional development support (e.g., training and coaching)? Are action plans aligned to key practice areas that need improvement?	Provide higher quality training events on selected key practices (e.g., with implementation materials, using adult learning strategies). Increase access to professional development training (e.g., on-line, after hours, Saturdays). Provide more coaching cycles. Improve the delivery of complete coaching cycles. Improve the alignment of action plans to targeted key practice items. Identify any competing initiatives that might be affecting implementation and determine how to reduce the demands on teachers.
Look at item and indicator analysis across teachers.	What is the pattern across teachers? Are there common items or indicators that are not being observed?	Provide targeted professional development events. Set a program-wide goal for improvement in a key practice area. Provide coaching with a focus on the targeted key practice item(s). Provide materials to support implementation of targeted key practice items.
Using the individual summary tab, look at teacher individual scores for Key Practice Items. Identify the areas that are the lowest in implementation.	What might be factors related to a teacher's implementation scores? ▶ Teacher training or background ▶ Quality or intensity of coaching ▶ Classroom composition ▶ Teacher beliefs or biases ▶ Alignment of action plans to key practice items that need strengthening ▶ Delivery of complete coaching cycles	Provide professional development training opportunity that are focused on areas of need. Increase coaching with a focus on areas of need. Align action plans to key practice items in greatest need. Address teacher beliefs or biases using the Pyramid Model Equity Coaching Guide.

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at individual teacher Red Flags.	Could there be a supervision issue? Could the teacher need more intensive professional development?	Provide feedback on red flags and identify PD opportunity. Develop action plan and provide coaching support.
Look at fidelity scores of teachers on the fidelity tab.	Are teachers reaching fidelity on the TPOT? Are teachers showing growth towards fidelity across TPOT administrations?	Determine if teachers who are at fidelity should receive a lower frequency of coaching. Identify teachers at fidelity and consider if their practices might inform the work of colleagues by sharing through classroom observations, video clips, training to peers. Consider the use of peer coaching by teachers at fidelity. Intensify training and coaching for teachers who are not making progress towards fidelity.