

# **Attachment I: Teaching Pyramid Observation Tool (TPOT)**

## **Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality**

The purpose of the information collection is to examine how preschool teachers and practitioners change their practices around social and emotional learning. The TPOT is an on-site observation tool and, at the end of the observation, the observer conducts a 20-minute interview with the lead teacher to understand key practices in the classroom. The purpose of the interview is to capture situations in which the opportunity to use a specific key practice did not arise throughout the course of the classroom observation. If a teacher is unavailable to complete the interview immediately after the observation, the observer will make arrangements to complete the interview over the phone as soon as possible. The Study Team will use the 20-minute interview, along with the observation, to characterize the social and emotional learning practices in classrooms of programs participating in the BSC implementation.

This information is planned to be used to further the proper performance of the functions of the agency by assessing teaching practices that may be amenable to the types of quality improvement interventions involved with participation in the BSC.

Public reporting burden for this collection of information is estimated to average 20 minutes per response. This collection of information is voluntary and all responses collected will be kept private to the extent permitted by law.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-XXXX and the expiration date is XX/XX/XXXX.

## TPOT Scoresheet Interview Questions

### ITEMS SCORED BY INTERVIEW AND OBSERVATION

It is reasonable to expect that teachers may NOT explicitly teach all skills associated with indicators for Items 9–11 on the day you are observing. In addition to observing for specific teaching practices related to the indicators for Items 9–11, ask the questions following each item and use your observations and answers to the interview questions to score each indicator. Ask the teacher to be as specific as possible throughout the interview. When marking an indicator associated with Items 9–11 as Yes, you must also mark *R* (reported), *O* (observed), or both. When scoring an indicator associated with Items 9–11 as No, it is not necessary to mark *R* or *O*. **If you observe a behavior that conflicts with the teacher’s report, make scoring decisions based on observation.** For example, if the teacher does not describe a practice that you observe the teacher implementing during your observation, give the teacher credit (mark Yes and *O* for observed) for the indicator. If the teacher describes the use of a practice (e.g., “I always validate the emotion before I problem solve with a child” or “We always check in using the emotion chart and I always address emotion words during storytime”) and you do not observe the use of the practices when there are opportunities, mark the indicator as No based on your observation. Only mark indicators that counter teacher report when you are confident about the decision. Below are decision rules about how to score:

- If you observe the practice but the teacher does not report the practice in the interview, mark Yes and observed (*O*).
- If the teacher reports that the practice is used and you see the practice used, mark Yes and mark that the practice was reported (*R*) and observed (*O*).
- If the teacher does not report use of the practice and you do not see the practice used, just mark No.
- If the teacher reports the use of a practice and you observe that the teacher did not use the practice in the manner in which it was reported, mark No.
- If the teacher reports the use of a practice and you observe the use of a practice that is counter to what the teacher reported (e.g., you observe a teacher reprimand a child about expressing emotions, but the teacher reported always validating children’s emotions), mark No.
- If the teacher reports the use of a practice and there is no opportunity to use the practice during the observation, mark Yes and reported (*R*).

*When administering interview questions, please ask the questions as listed below. Ways you might give clarification, if needed or requested by the respondent, are provided. Clarifications should use the same words as the original questions.*

#### Consent:

Thank you very much for participating in this observation and interview. Your participation is very important to the study. The purpose of this 15-20 minute interview is to learn about aspects of your teaching practice that I may not have had the opportunity to observe today. Teachers will receive a \$25 honoraria in the form of a gift card for completing this observation and interview.

Participating in this interview is up to you, and you can choose to not answer a question if you wish. We will not share your comments with anyone outside of the research team in any way that will reveal your identity. Our report will describe the experiences and viewpoints expressed, but comments will not be attributed to specific individuals. No individuals will be quoted by name and your answers will be kept private and compiled with other respondents. No one will be identified by name. Participation is voluntary and refusal to participate will not affect you in any way. Thank you for taking the time to candidly and thoughtfully talk with us today, we greatly appreciate your help!

Do you agree to participate in this interview?

- Yes
- No

## 9. Teaching Friendship Skills

Tell me how you teach or help children learn how to be friends. \_\_\_\_\_

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What skills do you teach? \_\_\_\_\_

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What strategies and materials do you use? \_\_\_\_\_

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How do you individualize instruction around friendship skills for specific children? Please give me a few examples. *(If clarification is requested, you might say, "How do you provide individualized instruction about friendship skills for a child who needs extra help?")* \_\_\_\_\_

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NOTES:

## 10. Teaching Children to Express Emotions

Tell me how you teach or help children recognize and deal with emotions. Give me some examples of the range of emotions you teach or help children learn. *(If clarification is requested, you can say, "What are examples of the emotions you help children learn?")* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What strategies do you use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What materials do you use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tell me how you teach or help children deal with anger. *(If clarification is requested, you can say, "What do you do to help children when they feel angry?")* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What strategies do you use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What materials do you use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you individualize instruction around emotions for specific children? Please give me a few examples. *(If clarification is requested, you can say, "How do you provide individualized instruction about emotions for a child who needs extra help?")*  
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\_\_\_\_\_  
\_\_\_\_\_

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## 11. Teaching Problem Solving

Tell me how you teach or help children learn how to solve common social problems in the classroom (e.g., when one child has a toy that another child wants or when a child wants a turn at the computer but another child is there). \_\_\_\_\_

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What strategies do you use? \_\_\_\_\_

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What materials do you use? \_\_\_\_\_

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Describe what you teach children to do when they have a social or emotional problem. \_\_\_\_\_

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How do you individualize instruction around problem solving for specific children? Please give me a few examples. *(If clarification is requested, you might say, "How do you provide individualized instruction about problem solving for a child who needs extra help?")* \_\_\_\_\_

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## 12. Interventions for Children with Persistent Challenging Behavior

What do you do when children have severe and persistent challenging behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What steps do you go through to get support for these children? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your role in the process of developing a behavior plan for these children? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your role in implementing the plan? Tell me how you know if the plan is working. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### 13. Connecting with Families

Describe how you communicate with your families. What kinds of information do you share with families? \_\_\_\_\_

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Describe how you choose what method you will use to reach families. \_\_\_\_\_

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Describe how you promote family involvement in your classroom. \_\_\_\_\_

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Tell me what you do to make sure all families in your classroom can be involved? \_\_\_\_\_

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### 14. Supporting Family Use of the Pyramid Model Practices

What type of information do you provide to families about supporting their children’s social-emotional development at home? \_\_\_\_\_

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What type of information do you provide to families about addressing challenging behavior at home? \_\_\_\_\_

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Tell me about the role that parents play in supporting their children’s social-emotional development at school. \_\_\_\_\_

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Tell me about the role that parents play in addressing children’s challenging behavior at school. \_\_\_\_\_

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