Colorado Multi-Tiered System of Supports
Office of Learning Supports

Look-For-Tool Overview

November 2023, Version 1

Look-For-Tool Purpose

This tool is used as a guide to see how well the Colorado Multi-Tiered System of Supports (COMTSS) district and/or school focus area, determined through the COMTSS Data-Based Decision-Making Protocol process, is being addressed through professional development given to teachers. The Look-For-Tool data is meant to help guide professional development efforts at the classroom level only and should never be used for evaluation purposes. Each district and school implementation team will decide how data is used and shared with staff. The data gathered will be used in the following ways:

- Guide improvements to professional development and other needed implementation supports.

- Used to monitor progress at both school and district levels.

- Assesses how well the district and/or school focus area is being addressed through professional development given to teachers.

Who can administer and collect the data from the Look-for-Tool?

Any staff member trained in the use of the tool including but not limited to: School administrator, Instructional Coach, Peer Coach, Peer trained to observe, COMTSS District Coordinator and/or a School Lead can administer the tool.

Sample Size

The COMTSS Specialist in collaboration with the COMTSS District Coordinator will choose the sample size within the required guidelines. The guidelines are as follows:

- Schools with 10 teachers or less will use the Look-For-Tool for all teachers in specific grade levels, content area, grade spans or K-12 grades depending on who received the professional development.

- Schools with 11 or more teachers will use the Look-For-Tool for at least 10 teachers in specific grade levels, content area, grade spans or K-12 grades depending on who received the professional development.

Data Collection

By February 15, 2024, data will need to be collected at a minimum of at least two schools once a year and submitted to the Office of Learning Supports through a Google form.

Reporting Guidelines

Each year, two goals should be reported. One goal will be calculated with items 1-4 and another for item 5 (student engagement item).

Items 1-4

> ➤ Year 1 reporting goal: average total teachers scores are 7.2/12 on items 1-4.

> ➤ Year 2 reporting goal: average teachers scores are 8.4/12 on items 1-4.

> ➤ Year 3 reporting goal: average teachers scores are 9.6/12 on items 1-4.

Item 5 (student engagement item)

> ➤ Year 1 reporting goal: average total teachers scores are 1.8/3 on item 5.

> ➤ Year 2 reporting goal: average teachers scores are 2.1/3 on item 5.

> ➤ Year 3 reporting goal: average teachers scores are 2.4/3 on item 5

Please ask your COMTSS Specialist for assistance if needed.

Guidance Around Calibration

- Discuss what you are looking for using the general definitions of the scores. What will each scoring criteria look like in practice?

- Practice using the tool and scoring the same teachers. Then, together as a team, compare how each observer scored each teacher and align scoring criteria/definitions/similarities.

Clearly Define the Scoring Criteria

General Scores Definitions		
Not yet in place	**Partially in place**	**Mostly/Fully in place**
Not yet engaged in the practices	Engaged in some but not all aspects of the practices	Engaged in the practices

Next Steps

The COMTSS District Coordinator in collaboration with the District/School Implementation Team members and the COMTSS Specialist will expand the general score definitions based on the focus area that is being addressed through professional development given to teachers. Then, using the definition of the scores, teams come up with concrete examples of the practice to calibrate what the practice will look like in real time (e.g. a 1 looks like, a 2 looks like, etc.).

Avoid

- Using "and/or" the item definitions and attributes in the Look-For-Tool.

- Using the Look-For-Tool for evaluation purposes.

Look-For-Tool Template

The COMTSS District Coordinator in collaboration with the District/School Implementation Team members and the COMTSS Specialist identify the four features and the fifth item remains constant.

Name of District/School	
Date	
Grade Level	
Name of Educators	
Name of Reviewer	
Time in/Time out (10 minutes)	

Practice/Program/Focus Area Trained On:

Features of the focus area that will be looked for in classrooms	1: Not yet in place	2: Partially in place	3: Mostly/ Fully in Place	No opportunity to observe
What you expect to see teachers saying and doing #1				
What you expect to see teachers saying and doing #2				
What you expect to see teachers saying and doing #3				
What you expect to see teachers saying and doing #4				
Engages students in meaningful interactions with content. Teacher uses a variety of materials and/or strategies to: Generate new knowledge OR Extend critical thinking OR Promote reflection by all students on their own learning, effort, or understanding.*				

*This item was taken from the Observation Tool for Instructional Supports and Systems which was created by Dean Fixsen and Caryn Ward.

Behavior Look-For-Tool Example

Practice/Program/Focus Area Trained On: *Positive Behavioral Interventions and Supports (PBIS)*

Features of the professional development that will be looked for in classrooms	1: Not yet in place	2: Partially in place	3: Mostly/ Fully in Place	No opportunity to observe
Teacher recognizes expected behaviors more often than unexpected behavior (ideally 4:1).				
Teacher posts expected classroom behaviors (from the school-wide matrix).				
Teacher teaches and models expected classroom behaviors (from the school-wide matrix).				
Teacher provides feedback on expected classroom behaviors (from the school-wide matrix).				

Academic Look-For-Tool Example

Practice/Program/Focus Area Trained On: *Lexia Language Essentials for Teachers of Reading and Spelling (LETRS) in K-1 Classroom*

Features of the professional development that will be looked for in classrooms	1: Not yet in place	2: Partially in place	3: Mostly/ Fully in Place	No opportunity to observe
Phonemic Awareness: Teacher uses hand gestures/signals.				
Phonics Feature Decoding: Teacher provides modeling and practice in word to sentence reading.				
Phonics Feature Encoding: Teacher provides practices on listening comprehension and guided text comprehension through conversations in whole and small groups.				
Writing: Teacher models, provides practice and corrective feedback in letter formation, sentence writing, and introduces the different genres of writing.				

What needs to happen before teams are ready to use the Look-For-Tool:

1. Teams have completed the COMTSS [Data-Based Decision-Making Protocol](#) processes and decided what their focus area and professional development are and what student outcomes they want to impact.

2. Teams engage in a selection process of professional development (e.g., evidence-based program, practice, strategies) to determine how best to meet student needs.

3. Teams operationalize the selected professional development.

   a. They identify the essential components of the practice. These are the key ingredients or features that must be done to improve student outcomes.

   b. For each essential component, a definition and description of what must occur as well as what is flexible and can be customized is created. Teams discuss what they will see and hear if they walk into classrooms and teachers are implementing the essential features of the training (they operationalize it).

   c. How do we do identify these?

      I. For many evidence-based practices, these are already defined (ex. Positive Behavioral Interventions and Supports) with existing documentation such as blueprints, fidelity measures, manuals, training materials. Use this documentation to identify essential features.

      II. What if the practice is not defined? Consider the following to help you identify the essential features:

         i. Review any existing documentation on professional development (e.g., curriculum materials, guides, training resources).

         ii. Meet with those who have knowledge and experience in the focus area and professional development that is being given to teachers.

         iii. Search the web and scan research literature and grey literature (e.g., white papers).

4. Once the operational definitions of the essential components (e.g. look-fors) are developed, determine the specific steps to be engaged in when administering the Look-For-Tool. For example:

   a. Review in a fashion that is NOT disturbing or distracting to classroom activities.

   b. Do not talk/interact with teachers/students.

   c. Complete the rubric while in the classroom for at least 10 minutes.

   d. Be mindful of the time.

   e. The focus of the Look-For-Tool is on adult behavior.

   f. Minimize materials brough into the classroom (e.g. iPad, clipboard, pen, tool, and teacher copy).

5. Once the process is determined, select who will be the Reviewer and engage in the practice of conducting the observation together to ensure agreement on how to score the essential components (i.e., several people score the same people and see if they agree on what the score should be, so they are scoring in the same way).

6. COMTSS District Coordinator and COMTSS District Implementation Team members including school leads are engaged in the design and development process of this tool. The purpose of doing so is to:

   a. Build shared understanding of the need for this type of data collection.

   b. Create common language of the essential components of the practice.

   c. Build capacity for generalization to future practices.