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Teaching Pyramid Observation Tool (TPOT): Summary of Key Teaching Practices from 2016-2022 in Oregon

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This brief data report summarizes the Teaching Pyramid Observation Tool (TPOT)¹ key teaching practices observations collected from fall 2016 to spring 2022 for early learning classrooms in Oregon. TPOT was chosen to assess teachers' uses of *Pyramid Model* teaching practices intended to promote children's social and emotional skills. Through partnership with the Oregon Department of Education's Initiative: Oregon Early Childhood Inclusion, Oregon State University researchers supported data management, analysis, and reporting. The data presented in this report are representative of the 27 Centers in 5 Counties, in which the fall and spring data were available and provided to the ODE's Oregon Early Childhood Inclusion. Data collection did not occur from Spring 2020 to Spring 2021 because coaching was paused due to the COVID-19 Pandemic.

TPOT Key Teaching Practices Scores

The Teaching Pyramid Observation Tool (TPOT) key teaching practices subscale assessed the use of *Pyramid Model* teaching practices across 14 items. Percentages were calculated for each key teaching practice with higher scores suggesting that more of the key teaching practice's indicators were present at observation. The scores of 8 items that appeared to have a statistically significant increase or decrease from fall 2016 to spring 2022. These changes over time in scores are summarized in Table 1. Figures 1, 2, and 3 highlight those subscales with the biggest increase.

Table 1. Percentage of Use of Significant Teaching Practices over Time

TPOT Teaching Practice	Fall 2016	Spring 2022	Difference
Interventions for Children with Challenging Behavior	15	70	55
Connecting with Families	56.5	90.5	34
Supporting Family Use of the Pyramid Model Practices	46.8	78.3	31.5
Teaching Behavior Expectations	46.5	75	28.5
Teaching Social Skills and Emotional Competencies	53.3	81.3	28
Teaching Children to Express Emotions	62.8	87.5	24.7
Transitions Between Activities Are Appropriate	62.5	84.5	22
Collaborative Teaming	83.3	63.8	-19.5

¹ Fox, L., Hemmeter, M. L., & Snyder, P. S. (2014). Teaching pyramid observation tool for preschool classrooms (TPOT). *Research Edition*. Baltimore, MD: Paul H. Brookes.

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Figure 1. Interventions for Children with Challenging Behavior (fall 2016 to spring 2022)

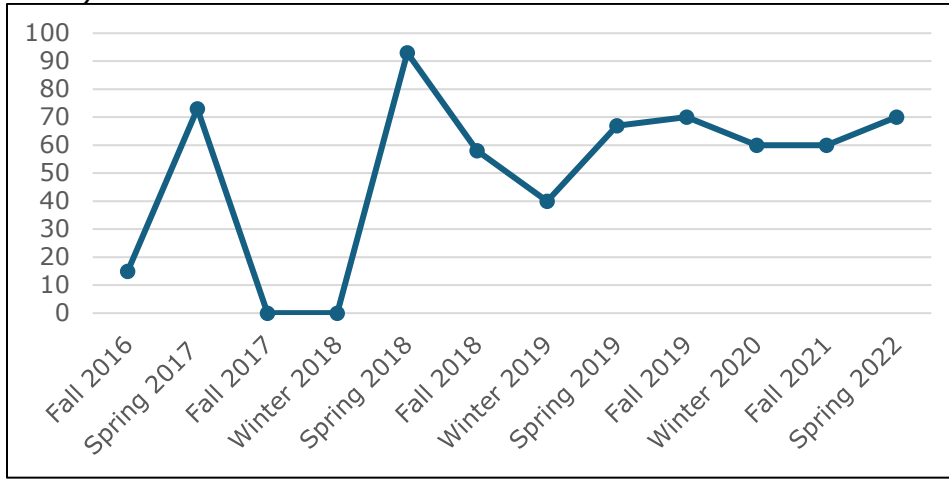


Figure 2. Connecting with Families (fall 2016 to spring 2022)

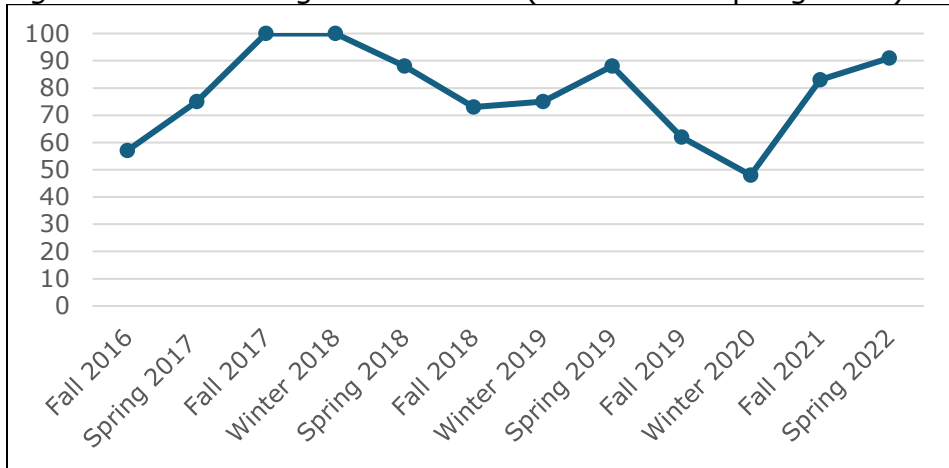
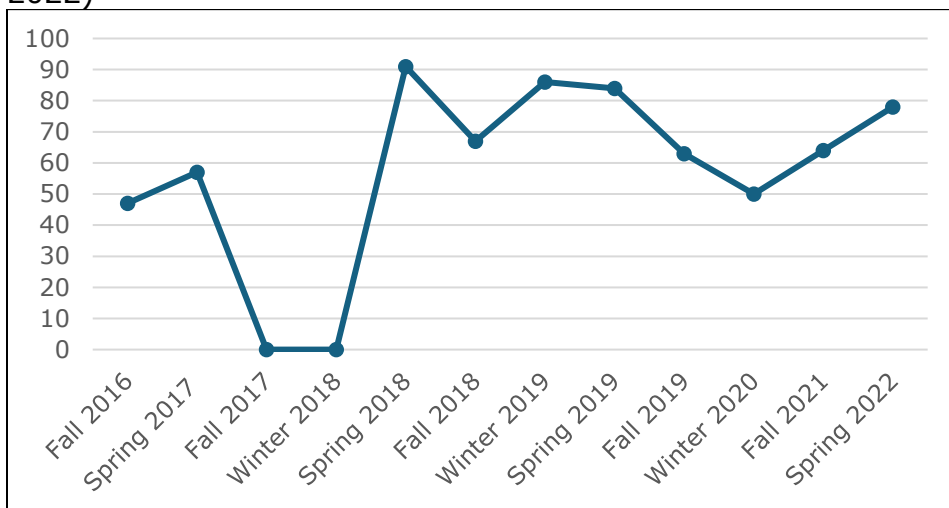


Figure 3. Supporting Family Use of the Pyramid Model Practices (fall 2016 to spring 2022)



Beyond those increases or decreases that were significant, the remaining six *Pyramid Model* teaching practices were not significantly different over time. Specifically, the practices of promoting children's engagement, engaging in supportive conversations with children, teaching friendship skills, teacher practices, problem solving, schedule, routines, and activities, and providing directions did not significantly increase from fall 2016 to spring 2022.

Conclusion

This report seeks to inform early childhood educators, coaches, and policymakers in the state of Oregon on *Pyramid Model* teaching practices. These findings show that *Pyramid Model* teaching practices have increased across fall 2016 to spring 2022, with the highest increases in Interventions for Children with Challenging Behavior, Connecting with Families, and Supporting Families Use of the Pyramid Model Practices. Other practices, such as promoting children's engagement, have not shown significant growth yet, indicating room for growth and for support services to tailor supports for those specific practices.

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