

# SCOA

## Directions to use the SCOA Application

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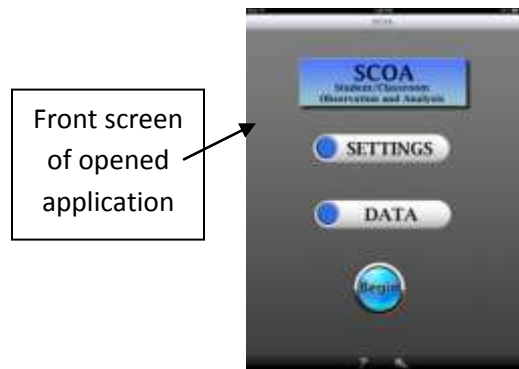
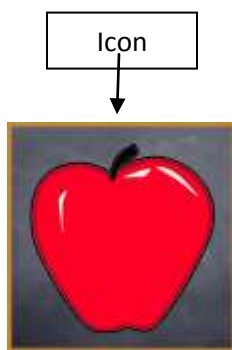
### Features

This application can has many functions. It can collect observation data such as the amount of time an event occurs or the number of events observed. Observers can take notes following an observation and export the observation data to spreadsheet software to make graphic displays. Reliability can be calculated between observers and the export file can be imported into various software programs allowing for complex analyses.

SCOA can be use to collect information at multiple levels within the school setting ranging from whole school characteristics to individual student behaviors. Observation data can inform general school dynamics, teacher practices, change over time, and/or relationships among teacher and student behavior.

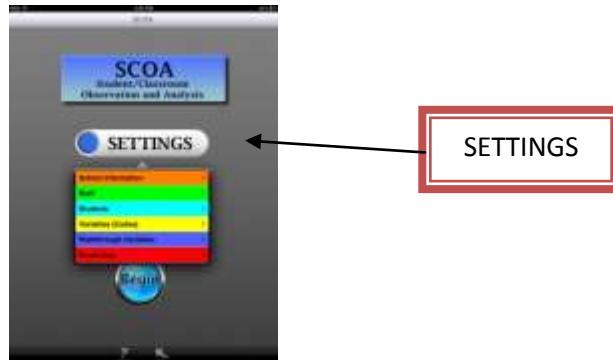
### Download application

Download SCOA application through iTunes to the device. The device may be an iPhone, iPad or iTouch.



## Entering School, Teacher and Student information

**Step 1:** Begin observations by setting up the device. Touch **SETTINGS**.

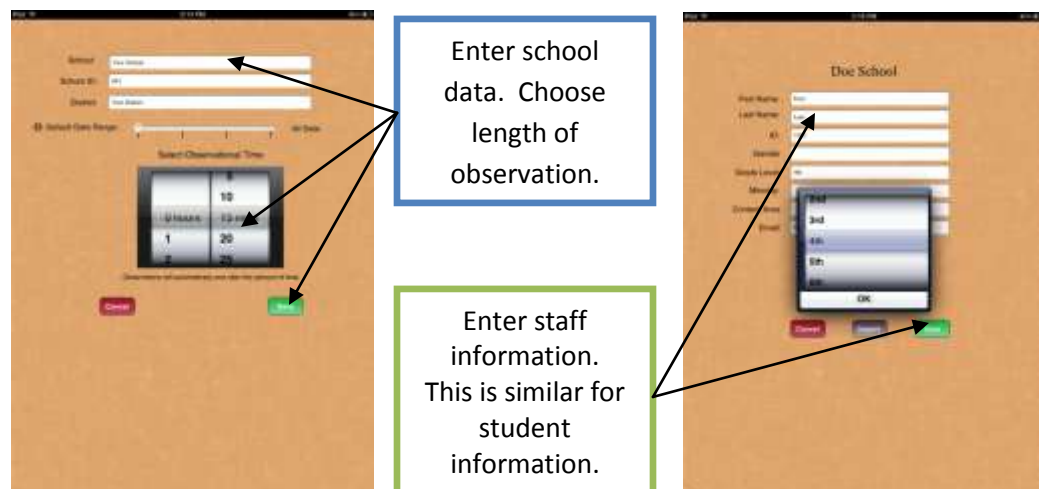


**Step 2:** Enter school, teacher, and/or student information

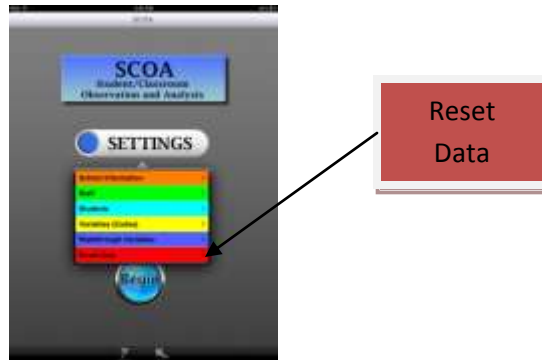
**School Information** is entered by '+' adding a school. Include full name of the school, a unique school ID and name/state of the school district. **SAVE** information.

**Staff** are entered by choosing the school and '+' adding a staff member. Staff can be identified by name and ID or initials and a staff ID. Characteristics of staff can be chosen from the options. Enter the staff email if you wish to forward findings from the observation to the teacher.

**Students** can be entered as members of classrooms. Choose the Staff and '+' add the student by name and ID or initials. Characteristics of students can be chosen from the options.



**NOTE: RESET DATA** will completely erase all data entered and should be used with caution.



### Variables (Codes)

Instructional, teacher and student observation variables are programmed and ready for use. For a definition of each of the variables, refer to the list of variables at the end of the document. Variables (codes) are preprogrammed within four categories:

- instructional variables,
- teacher observation variables,
- student observation variables, and
- custom variables.

### Procedures for a timed observation

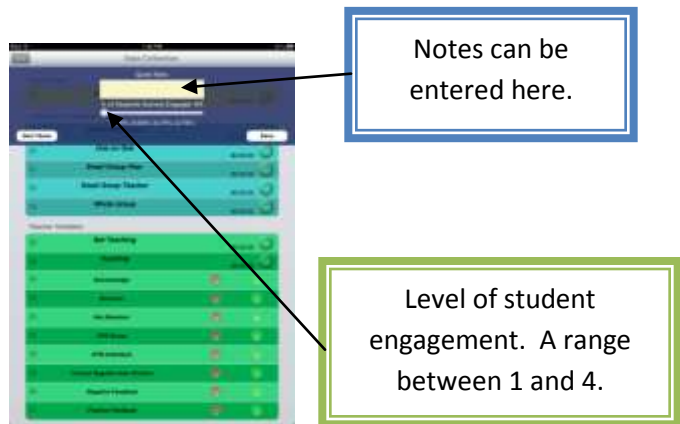
- a. Press **BEGIN** from the main screen.



- b. Choose the type of observation to collect. Two types of timed observations are available:  
**OBSERVE WHOLE CLASS WITH TARGET STUDENT** and  
**OBSERVE WHOLE CLASS WITHOUT TARGET STUDENT**
- c. **OBSERVE WHOLE CLASS WITH TARGET STUDENT:** this is an observation with a target student, one identified specifically for

observation. This observation format allows for the collection of student engagement variables during the observation.

- d. **OBSERVE WHOLE CLASS WITHOUT TARGET STUDENT:** this is an observation without a target student. It collects information on the teacher behavior, allowing for a rating of student engagement upon completion of the observation.
- e. You will be prompted to choose a **SCHOOL** and a **TEACHER** to observe. You will be further prompted to choose a **STUDENT** if this information was entered.
- f. Observations can be collected in one minute increments. The time of the collection is determined when the school data is entered. **Note:** if you want to change the observation time, return to the **SETTING, SCHOOL, CHOOSE** the **SCHOOL** and adjust the timer.
- g. As soon as the school is chosen the timing will begin. If you wish to pause the overall timer. Press stop as soon as the screen appears.
- h. At the end of the timer, the device will prompt you to enter **Quick Notes**, provide a **Level of Student Engagement** (if there is no target student) using a sliding scale, and **SAVE**. If you choose to end a session before the timer, press **SAVE** and you will be asked if you want to **SAVE** the observation.



- i. Saved files are on the device used. The observation results can be viewed by pressing the **DATA** key from the main page. Choose the **SCHOOL, TEACHER** or **STUDENT** and the **DATE** of the specific observation to view the results. At the top right is an envelope. Pressing the envelope allows the results to be sent via an email to the teacher observed. Note: the email address will automatically enter if provided under the teacher settings or can be entered manually.



## Walkthrough observations

The walkthrough function allows the user to collect frequency of an observed topic throughout the building. The options with this collection type include **YES**-observed, **NO**-not observed, or **NA**-not applicable.

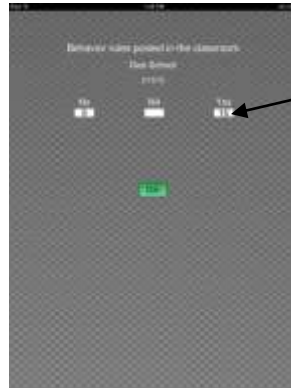
- a. Begin under **SETTINGS** and touch **WALKTHROUGH**.
- b. Press add '+' and enter the name of the behavior or topic you would like to observe. Press **SAVE**.



- c. To collect data using a walkthrough approach, press **BEGIN** and **WALKTHROUGH**. Choose the **SCHOOL** and any or all of the **VARIABLES** you are choosing to observe.
- d. Press **GO**
- e. Collect using the options of **YES**-observed, **NO**-not observed, or **NA**-not applicable
- f. **SAVE** the file when all **WALKTHROUGH** variables are complete.



- g. To observe the findings, press **DATA** from the main page, **WALKTHROUGH DATA**, the **SCHOOL** and the **VARIABLE/DATE** you would like to view. You will see the sum of each category



Result totals are displayed.

### Information during coding

Encountering a question regarding codes during an observation can be addressed by pressing the italics “*i*” to the left of the code. This will bring up a definition of the code.

A text box appears with a definition of the variable.



## Codes

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### Code Definitions

Codes are programmed within the application. Definitions of codes are written with specificity allowing teacher and student behaviors to be recorded with precision and accuracy by multiple observers. The codes reflect student and teacher behaviors that are observable and measurable. The following code definitions are used when recording classroom teacher and student behaviors.



<b>Code Description</b>	<b>Short Term</b>	<b>Type of Data Collected</b>	<b>Code Definition</b>	<b>Example</b>
Teacher teaching	Teaching	Percent of observation	Teacher is engaged in instruction by explaining a concept, demonstrating a principle, or modeling a skill or activity to the group. The teaching must be academic and furthering the lesson/objective of class. Ask yourself, "Are students receiving content instruction?"	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Describe steps in an assignment</li> <li>- Demonstrate a procedure</li> </ul>
Teacher not teaching	Not Teaching	Percent of observation	Teacher is not engaging students and is involved in independent task with no interaction with students. Use "Not-teach" when teacher is talking off-topic.	<ul style="list-style-type: none"> <li>- Teacher working at desk</li> <li>- Conversation unrelated to content</li> </ul>
Teacher provided opportunities to respond (group)	OTR Group	Frequency count	Teacher provides an opportunity to respond that is curriculum relevant and that is directed at whole class or small group. OTR must be instruction related and not a social question, a question within the context of negative feedback, or a direction to perform a task. This question is not rhetorical. Students must have to think about answering the question. OTR must be relevant to curriculum.	<ul style="list-style-type: none"> <li>- "Who can tell me?"</li> <li>- "What are reasons for the...?"</li> <li>- "Describe your solution."</li> </ul>



Teacher provided opportunities to respond (Individual)	OTR Individual	Frequency count	Teacher provides an opportunity to respond that is curriculum relevant toward a specific individual. OTR must be instruction related and not a social question, a question within the context of negative feedback, or a direction to perform a task. This question is not rhetorical. Students must have to think about answering the question.	<ul style="list-style-type: none"> <li>- "Sam, what is your answer?"</li> <li>- "Kate, how did you answer the problem?"</li> <li>- "Thomas, describe your idea for the project."</li> </ul>
Positive Feedback	Positive Feedback	Frequency count	Teacher response to the student that the individual behavior or response is correct.	<ul style="list-style-type: none"> <li>- "Yes!"</li> <li>- "That is correct"</li> <li>- "Great job."</li> </ul>
Negative Feedback	Negative Feedback	Frequency count	Teacher response to the student that the individual behavior or response is incorrect.	<ul style="list-style-type: none"> <li>- "No!"</li> <li>- "Stop"</li> <li>- "That is wrong"</li> </ul>
Correction	Correct Negative than Positive	Frequency count	Teacher response to the student that the behavior or response is not correct and includes a statement of the desired behavior or response.	<ul style="list-style-type: none"> <li>- "No, John, do not throw the paper from your desk. Walk over to the trash and place the paper into the basket."</li> </ul>
Directions	Direction	Frequency count	Teacher provides a command to the student that is not related to content or curriculum.	<ul style="list-style-type: none"> <li>- Please put your books away.</li> <li>- Please line up to move down the hallway.</li> </ul>
Acknowledge	Acknowledge	Frequency count	Teacher acknowledges a student request for attention. The code is only used when the student solicits teacher attention first.	<ul style="list-style-type: none"> <li>- "Did you have a question?"</li> <li>- "Yes, Caroline, what is your idea?"</li> <li>- Teacher points to the raised hand</li> </ul>
Get Attention	Get attention	Frequency count	Student solicits the teacher's attention.	<ul style="list-style-type: none"> <li>- Raised hand</li> <li>- Call of teacher's name</li> <li>- Call out</li> </ul>





Student down time	Down-time	Percent of observation	There are no academic expectations of the students observed.	<ul style="list-style-type: none"> <li>- Teacher seated at desk working on computer</li> <li>- Teacher outside of the classroom</li> </ul>
Student off-task	Off-task	Percent of observation	Student is neither actively engaged nor looking at the teacher but is not disrupting the class in any way (no negative behaviors). Sleeping	<ul style="list-style-type: none"> <li>- Texting</li> <li>- Working on another subject</li> <li>- Turned away from the task and reading a novel</li> </ul>
Student passive engagement	Pass Eng	Percent of observation	Student is passively attending to instruction by orientation to teacher or peer if appropriate.	<ul style="list-style-type: none"> <li>- Eyes following the teacher</li> <li>- Watching a demonstration</li> </ul>
Student active engagement	Act Eng	Percent of observation	Student is actively engaging with instructional content via choral response, raising hand, responding to teacher instruction, writing, reading, or otherwise completing assigned task.	<ul style="list-style-type: none"> <li>- Reading to the group</li> <li>- Writing a response</li> <li>- Creating a visual</li> <li>- Completing an experiment</li> <li>- Solving a problem with manipulatives</li> </ul>
Disruption	Disrupt	Frequency count	Students displays a behavior that disrupts or has the potential to disrupt the lesson	<ul style="list-style-type: none"> <li>- Out of seat</li> <li>- Yelling</li> <li>- Talking to a peer</li> <li>- Profanity</li> <li>- Threats</li> </ul>
Whole group instruction	Whole Group	Frequency	Whole group is defined as an activity that involves the majority or the entire class and in which the teacher is providing the students with direct instruction in academic content (e.g., reading, math, science lesson; social skills group).	<ul style="list-style-type: none"> <li>Listening to lecture</li> <li>Guided practice</li> <li>Observing a demonstration</li> </ul>
Small group peer instruction	Small Group Peer	Frequency	Small group peer is defined as participation with one or more peers without being teacher	<ul style="list-style-type: none"> <li>Share answer with partner</li> <li>Lab work with partner</li> </ul>



			directed. During this activity, the students are discussing, collaborating, and working together without the teacher.	Cooperative group
Small group teacher instruction	Small Group Teacher	Frequency	Small group teacher is defined as participation in a group with a portion of the students in the class (at least one other student) and the teacher. During this activity the teacher is providing the students in the group with instruction	Teacher led direct instruction to 4 students Work station with a teacher
Independent work	Independent Work	Frequency	Independent work is defined when student sit at his or her seat (on the floor, at the blackboard) and work independently. This may include reading, completing worksheets, taking a test, etc.	Worksheet Reading Computer use
One-on-one instruction	One on one	Frequency	One on one is defined as the student being provided individual direct instruction or attention in academic content by an adult.	- Teacher and student completing a task - Correction of a work product with the teacher

For additional information, please refer to the **SUPPORT** link on the **SCOA** application.

