

Teaching Pyramid Observation Tool 2024-2025 Michigan Data Summary

Introduction

The purpose of this summary report is to provide information about Michigan schools' use of and scores on the [Teaching Pyramid Observation Tool](#) (TPOT; Hemmeter et al., 2014) during the 2024-2025 school year. Data for these analyses were generated from the MiMTSS Data System.

About the TPOT

The Teaching Pyramid Observation Tool (TPOT) measures how well teachers are implementing the 3 tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children in classrooms serving children 2–5 years of age. TPOT data are collected by a trained Pyramid Model Practice Coach.

Administrations

The developers of TPOT recommend administering the tool twice during the first year of Pyramid Model implementation: once as a baseline shortly after teachers have been trained in the Preschool Pyramid Practices, and again approximately 6 months into implementation. This approach enables comparison of results to identify growth and determine the ongoing need for training and support to achieve fidelity of practice implementation (Hemmeter et al., 2014).

During 2024-2025, five Michigan early childhood sites completed seven administrations of the Teaching Pyramid Observation Tool. Two sites administered the assessment twice. This was a decrease in both administrations and sites compared to 2023-2024.

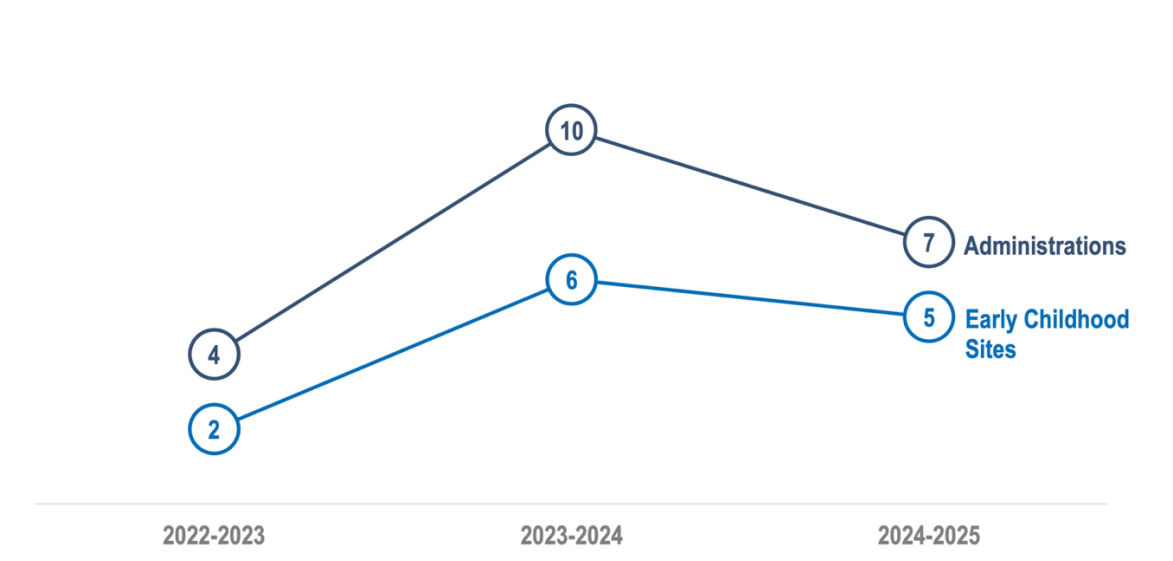


Figure 1. Counts of TPOt administrations and sites over the past three years

Table 1. Counts of TPOt administrations and sites over the past three years

Unit	2022-2023	2023-2024	2024-2025
Administrations	4	10	7
Sites	2	6	5

Total and Subscale Scores

Total and Subscale scores are shared when data from at least 10 sites are available to protect confidentiality. As participation continues to grow, these aggregate scores will be included in future reports.

Discussion

During 2024-2025, approximately 80 educators attended TPOt training, representing 20 ISDs and 11 districts. Given this wide interest in training, more data entry into the MiMTSS Data System was expected. The MiMTSS TA Center is working to promote the use of the MiMTSS Data System as a place to enter aggregated TPOt scores, allowing users to access those summaries over time and across multiple sites. For example, revisions have been made to the EC PBIS Leadership Team training series offered by the MiMTSS TA Center to support data entry, including guidance on entering the TPOt into the data system, a demonstration, and a job aide to reinforce the importance of consistent data submission.

References

Hemmeter, M. L., Fox, L., & Snyder, P. (2014). *Teaching Pyramid Observation Tool (TPOt) for Preschool Classrooms Manual*. Paul H. Brookes Publishing Co.

URLs Used in Document

[Teaching Pyramid Observation Tool](https://brookespublishing.com/product/tpot/?srsltid=AfmBOopqsu86Oru4_JO4hHHKsMxaxADhElrgxRPPZ1PSzF-pliy4BCUf)

(https://brookespublishing.com/product/tpot/?srsltid=AfmBOopqsu86Oru4_JO4hHHKsMxaxADhElrgxRPPZ1PSzF-pliy4BCUf)

About the MiMTSS TA Center

Michigan's MTSS (MiMTSS) Technical Assistance Center works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools. The mission is to support educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

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