

## Coaching Effectiveness

*Please indicate how much you disagree or agree with each of the following statements by circling the appropriate number.*

	Disagree				Agree		
1. Teachers see the coach as a peer.	1	2	3	4	5	6	7
2. The coach has a deep understanding of the scientifically proven instructional practices they share.	1	2	3	4	5	6	7
3. The coach understands the components of coaching.	1	2	3	4	5	6	7
4. The coach uses the components of coaching.	1	2	3	4	5	6	7
5. The coach is an effective relationship builder.	1	2	3	4	5	6	7
6. The coach balances ambition with humility.	1	2	3	4	5	6	7
7. The coach spends more than 50% of his/her time directly improving instruction.	1	2	3	4	5	6	7

## Teaching Practices

*Please indicate how much you disagree or agree with each of the following statements by circling the appropriate number.*

	Disagree				Agree		
1. The school has adopted a comprehensive & simple model for considering instruction.	1	2	3	4	5	6	7
2. The adopted model includes specific teaching practices that address all instructional factors considered.	1	2	3	4	5	6	7
3. The teaching practices effectively address the needs of students and teachers.	1	2	3	4	5	6	7
4. The teaching practices are powerful.	1	2	3	4	5	6	7
5. The teaching practices are easy to learn and use.	1	2	3	4	5	6	7
6. The school is focused on the right amount of teaching practices.	1	2	3	4	5	6	7
7. Coaches activities focus on supporting teachers' implementation of the teaching practices in the model.	1	2	3	4	5	6	7
8. Admin walk-throughs and evaluations focus on the identified teaching practices.	1	2	3	4	5	6	7
9. Other forms of professional learning (ie. Professional Learning Communities, School Improvement Plans) focus on the identified teaching practices.	1	2	3	4	5	6	7

## School/District Support

*Please indicate how much you disagree or agree with each of the following statements by circling the appropriate number.*

	Disagree						Agree
1. The coach and principal meet frequently.	1	2	3	4	5	6	7
2. The coaches roles and responsibilities are clearly defined.	1	2	3	4	5	6	7
3. The principal attends coaching professional development sessions.	1	2	3	4	5	6	7
4. The principal understands the teaching practices the coach shares.	1	2	3	4	5	6	7
5. The principal believes that the coach's ongoing professional growth is an important part of effective coaching.	1	2	3	4	5	6	7
6. The principal frequently and publically communicates his/her recognition of the value of the coach.	1	2	3	4	5	6	7
7. The organization does not interfere with the ability of the coach to have an impact on teachers.	1	2	3	4	5	6	7
8. The coach has sufficient time to be effective.	1	2	3	4	5	6	7
9. The coaching relationship is confidential.	1	2	3	4	5	6	7
10. Teachers feel they can trust the coach.	1	2	3	4	5	6	7

# Implementation

*Please indicate how much you disagree or agree with each of the following statements by circling the appropriate number.*

	Disagree				Agree		
1. A sufficient number of teachers are working with coaches.	1	2	3	4	5	6	7
2. Teachers are improving the way they teach based on interactions with the coach.	1	2	3	4	5	6	7
3. Teachers are sustaining the changes that the coach has made.	1	2	3	4	5	6	7

## Student Achievement

*Please indicate how much you disagree or agree with each of the following statements by circling the appropriate number.*

	Disagree				Agree		
1. The coach's efforts are leading to improvements in student achievement.	1	2	3	4	5	6	7
2. Achievement scores in the school are improving.	1	2	3	4	5	6	7
3. Teachers see improvements in student achievement as a result of their work with coaches.	1	2	3	4	5	6	7