PIIC Coach Survey Spring 2014

FHI 360, a non-profit organization, is undertaking a series of research projects for the Pennsylvania Institute for Instructional Coaching (PIIC) with support from the Annenberg Foundation. We are conducting a research study of coaches and instructional coaching for PIIC by surveying individuals who are full-time or part-time coaches in the 2013-2014 school year. You may have completed the first of these surveys during the fall semester; this spring survey will help PIIC understand how professional learning opportunities may have impacted changes in classroom practice over the course of the year.

As you know, all mentors, coaches, and teachers who benefit from PIIC are encouraged to participate in all PIIC sanctioned research activities. Your participation is voluntary and not a job requirement. If you agree to participate in this study, you will be asked to respond to a few questions about your experiences this school year with regards to coaching and classroom practice. The survey should take no longer than 20 minutes. Your individual responses will be kept confidential, and to minimize the risk of breach of confidentiality, your information will be kept in a secure location.

A benefit of your participation is that you can provide information on instructional coaching and the effect that coaching has on teachers and students. Professional development opportunities and resources available to teachers can be made more effective as a result of your input.

Before you get started, please confirm that you agree to participate in this survey.

○ Yes
○ No

If no: Thank you for your time.

NOTE: If you are adapting this survey please acknowledge that it was developed by FHI 360 for the Pennsylvania Institute for Instructional Coaching (PIIC) with support from the Annenberg Foundation. Also, please revise the above description as appropriate.
1. What is the name of your school? ______________________________________

2. What is the number of your IU? ______________________________________

3. What are the grade levels of the teachers you coach? Mark all that apply.
   - 1 - 3
   - 4 - 6
   - 7 - 8
   - 9 - 12

4. Are you a full-time or part-time coach (at least one period per day release time)?
   - Full-time
   - Part-time
   - No release time

5. If you are a part-time coach, what percentage of time do you coach?
   - Less than 25%
   - 25% - 50%
   - 51% - 75%
   - 76% - 99%
   - N/A

6. Are you currently coaching and teaching?
   - Yes
   - No

7. How many years have you been coaching?
   - Less than 1 year
   - 1-2 years

PIIC Coach Survey School Year 2013-2014

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8. Not including this year, how many years have you taught before becoming a coach?
   - Less than 5 years
   - 5-10 years
   - 11-15 years
   - More than 15 years

The next questions ask about teachers’ participation in PLN 1.

9. Have you observed teachers’ classroom practice change as a result of their participation in PLN 1?
   - Yes
   - No [go to question 11]

10. What are the top three changes in teachers’ classroom practice as a result of their participation in PLN 1?
    Teachers are:
    - Using PLN literacy strategies
    - Implementing the Before-During-After model
    - Using more cooperative/exploratory learning
    - Differentiating instruction more effectively
    - Using more formative assessments
    - Assigning more partner and group work for students
    - Preparing more structured lesson plans
    - Using more variety in instructional techniques
    - Requiring students to do more writing

The next questions ask about one-on-one coaching activities.

One-on-One coaching involves two people—the classroom teacher and the coach. Coaches work one-on-one with teachers in their classrooms, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for improving instruction, engaging students, and increasing student learning.

11. Since August 2013, have you provided one-on-one coaching?
    - Yes
    - No [go to question 17]

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12. If yes, about how many teachers have you coached one-on-one this school year since August 2013?
   - 1 teacher
   - 2-3 teachers
   - 4-5 teachers
   - More than 5 teachers

13. How often did you use the BDA cycle of instructional coaching when you worked one-on-one with teachers?
   - Always
   - Almost always
   - Sometimes
   - Rarely
   - Never

14. During this school year, which topics did you address when you provided one-on-one coaching to teachers? Please select all that apply.

<table>
<thead>
<tr>
<th>Topic</th>
<th>YES</th>
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</tr>
</thead>
<tbody>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Collecting and using formative assessments to improve instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying reflective practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using PVAAS, eMetrics, iMAP, 4Sight, etc. for instructional improvement</td>
<td></td>
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</tr>
</tbody>
</table>

15. Using the following scale (very effectively, somewhat effectively, not effectively), how effectively do you feel you have addressed each topic during your one-on-one coaching with teachers? Please mark “not implemented” if you did not address the topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Effectively</th>
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16. What are the top three changes in teachers’ classroom practice you have most often observed or heard about as a result of your one-on-one coaching?

Teachers are:
- Focusing more on literacy and using higher level literacy strategies, including PLN
- Engaging students more effectively
- Integrating more technology in instruction
- Using more formative assessments
- Differentiating instruction more effectively
- Pairing or grouping students more often
- Implementing more collaborative learning opportunities
- Aligning lessons to state standards
- Using stronger classroom management techniques
- Using data to make decisions about instruction
- Facilitating more and lecturing less

The next questions ask about coach-led small group and whole school activities.

17. Since August 2013, have you led small group or whole school activities in your capacity as a PIIC coach?
- Yes
- No [go to question 22]

If answers to question 11 and question 17 are both ‘no’: Thank you. That is all we need to know at this time. [End of Survey].

18. About how many small group or whole school activities have you led this school year since August 2013?
- 1-5 activities
- 6-10 activities
- 11-15 activities
- More than 15 activities

19. During this school year, which topics did you address during small group or whole school activities? Please mark all that apply.

<table>
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<tr>
<td>Applying 21st century skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using data (PVAAS, eMetrics, iMAP, 4Sight, etc.) for instructional improvement</td>
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</tbody>
</table>

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20. Using the following scale (very effectively, somewhat effectively, not effectively), how effectively do you feel you have addressed each of these topics in your small group or whole school coaching activities? Please mark “not implemented” if you did not address the topic.

<table>
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<tr>
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</tr>
<tr>
<td>Using appropriate literacy practices</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Collecting and using whole school and formative assessment data to support instructional change</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>Building a collaborative environment among teachers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Other (please specify)</td>
<td>○</td>
<td>○</td>
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</table>

21. What are the top three changes in teachers’ classroom practice you have most often observed or heard about as a result of your small group or whole school coaching activities? Teachers are:
   - Focusing more on literacy and using higher level literacy strategies, including PLN
   - More confident trying new strategies
   - Pairing or grouping students more often
   - Using data to make decisions about instruction
   - Using more formative assessments
   - Collaborating more often and more effectively with other teachers
   - Differentiating instruction based on student needs
   - Integrating more technology in instruction
   - Engaging students more effectively
   - Facilitating more, lecturing less
   - Aligning lessons to state standards
   - Reflecting on their teaching practice
   - Other (please specify)

The next questions are about your work with your PIIC mentor.

22. Since August 2013, have you met one-on-one with your PIIC mentor?
   - ○ Yes
   - ○ No [go to question 24]

23. If yes, how many times have you met with your PIIC mentor this school year?
   - ○ One time

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24. Since August 2013, has your PIIC mentor held coaches’ meetings?
   o Yes
   o No [go to question 28]

25. If yes, how many times has your mentor held coaches’ meetings this school year since August 2013?
   o One meeting
   o 2-4 meetings
   o More than 4 meetings

26. During this school year, which of the following topics did your mentor address in one-on-one or group meetings in which you participated? Please mark all that apply.

<table>
<thead>
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27. Using the following scale (very effectively, somewhat effectively, not effectively), how effectively did your mentor address each of the following topics? Please mark “not implemented” if the topic was not addressed by your mentor.

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formative assessment data to support instructional change

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<td>Other (please specify)</td>
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28. Please mark your top three choices about how your coaching practice has changed as a result of your one-on-one or group work with your mentor.

I am:
- More motivated and confident in my practice because of mentor support
- Better able to identify teacher needs and differentiate my coaching practice
- Sharing specific strategies and resources with teachers that were provided by my mentor
- Using coaching techniques modeled by the mentor
- Working more effectively with administration to establish the role of the coach
- Moving beyond just providing resources
- Implementing the BDA model more effectively
- Facilitating teacher collaboration more effectively
- Collaborating with other coaches
- Reflecting more effectively on my coaching practice

29. To enhance your work with teachers, administrators, and other school leaders, on what three topics would you like additional support from your mentor?

- Enlisting teachers
- Questioning techniques
- Planning professional learning for teachers
- Facilitating professional learning for teachers
- Providing feedback to you as you coach or work with individual teachers
- Goal setting and action planning to meet your school and/or professional goals
- Organizing/facilitating learning walks
- Organizing/facilitating professional learning communities
- Other (please specify)

The final questions ask about PIIC professional learning and teacher recruitment.

30. Which of the following PIIC topics would you like to learn more about? Please select all that apply.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes</th>
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Using classroom management techniques | ☐ | ☐  
Implementing the BDA cycle of coaching | ☐ | ☐  
Using appropriate literacy practices | ☐ | ☐  
Collecting and using whole school and formative assessment data to support instructional change | ☐ | ☐  
Applying reflective practice | ☐ | ☐  
Applying 21st century skills | ☐ | ☐  
Building a collaborative environment among teachers | ☐ | ☐  
Other (please specify) | ☐ | ☐  

31. Are you registered for the PIIC online instructional coaching resource guide?  
☐ Yes  
☐ No

32. If yes, how many times have you used the guide this school year since August 2013?  
☐ None, I have not used the guide  
☐ 1 – 5 times  
☐ 6 – 10 times  
☐ More than 10 times

33. Coaches recruit teachers in a variety of ways to participate in one-on-one coaching. What methods have you tried to recruit teachers to work one-on-one with you? Please mark all that apply.  
☐ School administrator identifies specific teachers  
☐ School administrator identifies teachers in specific grades  
☐ School administrator identifies teachers in specific content areas  
☐ New teachers to the school  
☐ Voluntary – I approach teachers  
☐ Voluntary – teachers approach me  
☐ Other (please specify)

34. What methods have been most effective in recruiting teachers to work one-on-one with you? Please mark all that apply.  
☐ School administrator identifies specific teachers  
☐ School administrator identifies teachers in specific grades  
☐ School administrator identifies teachers in specific content areas  
☐ New teachers to the school  

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- Voluntary – I approach teachers
- Voluntary – teachers approach me
- Other, please specify

Thank you for participating!