PIIC Teacher Survey Spring 2013

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 teachers and instructional coaching for PIIC by surveying individuals who are full-time teachers in the 2012-2013 school year, who work in schools that have instructional coaches, and who have participated in PLN. 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 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 a few questions about your experiences this school year with regards to coaching and classroom practice. The survey should take no longer than 15 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 whether or not instructional coaching has been effective for improving your classroom practice. 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. We hope you enjoyed the PLN experience.

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 grade level(s) do you teach? Please mark all that apply.
   - ○ 1-3
   - ○ 4-6
   - ○ 7-8
   - ○ 9-12

The next questions ask about your participation in PLN 1.

3. Has your classroom practice changed as a result of your participation in PLN 1?
   - ○ Yes [go to question 5]
   - ○ No [go to question 4]

4. Why not?

5. How has your classroom practice changed as a result of your participation in PLN 1? Please select up to three (3) of the most significant changes in your classroom practice.
   - I am:
     - ○ 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 to students
     - ○ Preparing more structured lesson plans
     - ○ Using more variety in instructional techniques
     - ○ Requiring students to do more writing

The next set of questions are about one-on-one coaching and coach-led small group and whole school 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.

6. Were you coached one-on-one by a PIIC coach this school year since August 2012?
   - Yes
   - No [go to question 8]

7. If yes, how often were you coached one-on-one this school year?
   - At least once or twice a month
   - Once or twice a semester

8. Did you participate in coach-led small group or coach-led whole school activities this school year since August 2012?
   - Yes
   - No, but I did participate in one-on-one coaching, as previously indicated [go to question 11]
   - No, I did not participate in one-on-one coaching or group-led coaching activities this school year

If answers to questions 3, 6, and 8 are ‘no’ [End of Survey].

9. If yes, how often did you participate in coach-led small group or coach-led whole school activities this school year?
   - At least once or twice a month
   - Once or twice a semester

10. During this school year, in which of the following coach-led small group or coach-led whole school activities did you participate?

<table>
<thead>
<tr>
<th>Topic</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using classroom management techniques</td>
<td></td>
<td></td>
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<tr>
<td>Implementing the BDA cycle of instructional coaching (planning, visiting, debriefing)</td>
<td></td>
<td></td>
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<tr>
<td>Using appropriate literacy strategies</td>
<td></td>
<td></td>
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<tr>
<td>Collecting and using formative assessments to improve instruction</td>
<td></td>
<td></td>
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<tr>
<td>Applying reflective practice</td>
<td></td>
<td></td>
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<tr>
<td>Using PVAAS, eMetrics, iMAP, 4Sight, etc. for instructional improvement</td>
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<td></td>
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<tr>
<td>Attending grade level or content area meetings</td>
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</tbody>
</table>

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Establishing professional learning communities (PLCs)

11. How effectively has your coach implemented each of the following, using the scale provided? Please mark “not implemented” if the item was not implemented by your coach.

<table>
<thead>
<tr>
<th></th>
<th>Very Effectively</th>
<th>Somewhat Effectively</th>
<th>Not Effectively</th>
<th>Not Implemented</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing BDA cycle of coaching</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Modeling literacy practices</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Collecting and analyzing whole school data to support instructional change</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Applying reflective practice</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Applying 21st century skills</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Building a collaborative environment among teachers</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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</tbody>
</table>

12. Has your classroom practice changed as a result of the one-on-one and/or small group coaching, aside from the impact of PLN 1?
   ○ Yes
   ○ No

If no, why not? ________________________________________________

[If answer to question 12 is no: Thank you. That is all we need to know at this time. [Survey ends here.]

13. If yes, how has your classroom practice changed as a result of one-on-one and/or small group coaching, aside from the impact of PLN 1? Please select up to three (3) of the most significant changes in your classroom practice.

   I am:

   ○ Implementing the Before-During-After model
   ○ Using more formative assessments
   ○ Reflecting on my practice more, or reflecting more effectively on my practice
   ○ Increasing use of instructional technology
14. Have the changes in your classroom practice had an impact on student engagement?
   ○ Yes
   ○ No [go to question 16]

15. If yes, how have changes in your classroom practice impacted student engagement? Please select up to three (3) of the most significant changes in student engagement.
   ○ A greater number of students are engaged
   ○ Students are more active in group work
   ○ Students are volunteering answers more often
   ○ Students are more invested in their learning
   ○ Students are sharing more among themselves
   ○ Students are talking more and the teacher is talking less
   ○ Students are more engaged in reading and writing
   ○ Students are asking more questions

16. Have the changes in your classroom practice had an impact on student learning?
   ○ Yes
   ○ No

If answer to question 16 is no: Thank you. That is all we need to know at this time. [Survey ends here.]

17. If yes, how have changes in your classroom practice impacted student learning? Please select up to three (3) of the most significant changes in student learning.
   ○ Students are better at retaining information
   ○ The quality of student writing has improved
   ○ Students’ scores on my tests have increased
   ○ Students are earning higher grades
   ○ Students demonstrate deeper understanding of concepts
   ○ Students are thinking more broadly about the material

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- The number of students with failing grades has decreased
- Student scores on formative and summative assessments are higher
- Students demonstrate the ability to make connections with prior learning

Thank you for participating.