

## BASRC Local Collaborative Coach Survey Scale Definition

These scales were derived from the Bay Area School Reform Collaborative (BASRC) Local Collaborative Coach Survey conducted in 2002, 2003, and 2004 (Ns=45, 48, and 38 respectively). Principal components analysis was used to identify survey items that loaded on a common factor; alpha coefficients indicate the internal consistence of the scale.

### I. LOCAL COLLABORATIVE COACH ROLE

***School Coaching Roles: Facilitate Cycle of Inquiry (4 point Likert scale, 3 items. Alpha = .83 in 2002, .81 in 2003, and .74 in 2004)***

(Results based on the ratings of school most advanced on inquiry.)

*The work of an LC coach can include a range of activities. In your role as coach this year, approximately how often did you do each of the following with those LC schools least and the most advanced on inquiry?*

	2002	2003	2004
Help the school use the “Cycle of Inquiry” to address equity issues	7b	(5i)	(5l)
Help teachers set measurable goals for student performance	7c	5c	5t
Facilitate teachers’ collaboration to improve instruction	7h	(5j)	(5m)

***School Coaching Roles: Support Instructional Change (4 point Likert scale, 4 items. Alpha = .79, .90, & .79)***

(Results based on the ratings of school most advanced on inquiry.)

*The work of an LC coach can include a range of activities. In your role as coach this year, approximately how often did you do each of the following with those LC schools least and the most advanced on inquiry?*

	2002	2003	2004
Help the school set measurable goals for evaluating teacher practices	7d	5q	5u
Help teachers select and use multiple kinds of assessments to evaluate students’ progress	7e	5r	5w
Work with teachers on instruction in the classroom	7g	5o	--
Help teachers identify effective changes in school / classroom practices to address student achievement gaps	7i	5s	5x

**School Coaching Roles: Support School Reform Leadership (5 point Likert scale, 5 items. Alpha = .81, .76, & .70)**

(Results based on the ratings of school most advanced on inquiry.)

*The work of an LC coach can include a range of activities. In your role as coach this year, approximately how often did you do each of the following with those LC schools least and the most advanced on inquiry?*

	2002	2003	2004
Negotiate my coaching role with the school	7k	5a	5a
Work with school leadership to identify areas for improvement	7l	5b	5b
Help develop effective structures for shared leadership	7m	5c	5c
Work to involve more teachers in inquiry-based reform	7n	5d	5d
Work with the principal to develop his/her reform leadership	7o	5e	5e

Note: in 2005, alpha = .80 if deleting Q5a.

**School Coaching Roles: Coordinate Reform Work (4 point Likert scale, 4 items. Alpha = .72, .74, & .68)**

(Results based on the ratings of school most advanced on inquiry.)

*The work of an LC coach can include a range of activities. In your role as coach this year, approximately how often did you do each of the following with those LC schools least and the most advanced on inquiry?*

	2002	2003	2004
Prepare data summaries for staff review	7q	5h	5k
Manage the school's accountability reporting demands	7r	5m	5p
Coordinate professional development	7s	5t	5y
Obtain outside resources (e.g., grants, support providers)	7t	5x	5ee

**District Coaching Roles: Support District Reform Leadership (4 point Likert scale, 7 items. Alpha = .93, .92, & .94)**

*Now consider the ways in which you have worked as an LC coach with **district office personnel**. How often did you do the following during this past year? If your coaching does not include interactions with district staff please check N/A for each item.*

	2002	2003	2004
Work with district leadership to refine the reform agenda	8a	7a	7a
Help the district central office staff use the "Cycle of Inquiry"	8b	7b	7b
Help develop effective structures for reform leadership in the district	8d	7d	7d
Work to involve more district central office staff in inquiry-based reform	8f	7f	7f
Aid district and schools in aligning priorities across the LC	8h	7h	7h
Work with district leadership to identify areas for improvement	8i	7i	7i
Help district leaders set measurable goals for central office improvement	8j	7j	7j

**Coaching in LC: Facilitate Knowledge Sharing (4 point Likert scale, 4 items. Alpha = .85, .79, & .89)**

*The next question concerns your role in **coordinating work across schools within your LC**. Please rate how often you did the following during this past year.*

	2002	2003	2004
Organize professional development sessions that involve more than one school	9a	8a	8a
Arrange for teachers from one school to present or observe at another	9b	8b	8c
Arrange for teachers from other schools to interview or talk with one another	9c	8c	8d
Share lessons from one school at another (coach as connection)	9f	8f	--

**Coaching in LC: Coordinate LC Relations (4 point Likert scale, 5 items. Alpha = .79, .85, & .84)**

*The next question concerns your role in **coordinating work across schools within your LC**. Please rate how often you did the following during this past year.*

	2002	2003	2004
Organize meetings that bring together administrators from multiple schools	9d	8d	8e
Facilitate meetings between district personnel and school personnel	9e	8e	8f
Present data to a group that includes more than one school	9g	8g	8h
Initiate a newsletter or alternate form of cross-school written communication	9h	8h	8i
Obtain outside resources for the LC	9i	8i	8j

## II. CONDITIONS IN THE LOCAL COLLABORATIVE

### ***LC Relationships: Active District Role in LC (5 point Likert scale, 4 items. Alpha = .88, .85, & .94)***

*The next question concerns relationships within your LC. In responding, consider your Local Collaborative as a whole.*

	2002	2003	2003
The relationship between Local Collaborative schools and the district is one of respect and trust	13c	12c	12c
The district is accountable to our Local Collaborative for actively supporting inquiry-based reform	13f	12f	12f
District leaders have developed important knowledge and skills to support inquiry-based reform efforts in our Local Collaborative	13g	12g	12g
The work of the Local Collaborative is helping the district to address the special needs of low-performing schools	13h	12h	12h

### ***LC Relationships: LC Schools' Mutual Support (5 point Likert scale, 3 items. Alpha = .84, .82, & .92)***

*The next question concerns relationships within your LC. In responding, consider your Local Collaborative as a whole.*

	2002	2003	2004
Educators throughout our Local Collaborative provide support and feedback to one another	13a	12a	12a
The relationship between schools in our Local Collaborative is one of respect and trust	13b	12b	12b
Schools in our Local Collaborative have developed a shared understanding of how to further our reform work	13d	12d	12d

### ***District Reform Practice (5 point Likert scale, 4 items. Alpha = .89, .90, & .91)***

*Please indicate the extent to which you agree with the following statements about the district(s) in your Local Collaborative.*

<b>This district...</b>	2002	2003	2004
Uses the experiences of schools to improve its strategies and approaches for supporting reform	14a	13a	13a
Is doing inquiry into its own practices	14d	13d	(13d)
Collects and uses student achievement data to improve its support for schools	14e	13e	13e
Examines data to evaluate the effectiveness of its programs and policies in supporting each school's improvement efforts	14f	13f	13f

**District Data-based Reform Support (5 point Likert scale, 5 items. Alpha = .91, .92, & .88)**

*Please indicate the extent to which you agree with the following statements about **the district(s) in your Local Collaborative.***

<b>This district...</b>	2002	2003	2004
Understands and is responsive to each school's data needs	14b	13b	13b
Helps schools to use information about student achievement relative to standards in order to improve instruction	14g	13g	13g
Provides different levels and kinds of support based on data on student skills gaps	14h	13h	13h
Coordinates professional development opportunities that respond to data about student needs	14j	13j	13j

**Anchor School Reform Leadership (5 point Likert scale, 5 items. Alpha = .89; no scale in 2003 & 2004)**

*15. The role of anchor schools varies among Local Collaboratives. Indicate the extent to which you agree or disagree with the following statements about the role of the anchor school(s) in your LC.*

<b>The Anchor school(s)...</b>	2002	2003	2004
Proactively supports the inquiry practices of other schools in the LC	15a	--	--
Invites other schools in the LC to visit their site	15b	--	--
Shares data analysis practices with other LC schools	15c	--	--
Is viewed as a resource by other LC schools	15e	--	--
Offers support provider recommendations to other LC schools	15f	--	--

### III. PROFESSIONAL BACKGROUND

***Coach Preparedness to Lead Instructional Change (5 point Likert scale, 4 items. Alpha = .79, .83, & .90)***

*How prepared do you feel to do each of the following activities?*

	2002	2003	2004
Lead teachers in instructional change	20c	21c	20d
Address specific learning needs of English Language Learners	20d	21d	20e
Address specific learning needs of low performing students	20e	21e	20f
Design instruction to build on students' racial and ethnic experiences and knowledge	20f	21f	20g

***Coach Preparedness to Engage Equity (5 point Likert scale, 1 item.)***

*How prepared do you feel to do each of the following activities?*

	2002	2003	2003
Lead discussions with school staff about equity	--	21i	20j

***Coach Preparedness to Lead System Reform (5 point Likert scale, 2 items. Alpha = --, .82, & .71)***

*How prepared do you feel to do each of the following activities?*

	2002	2003	2004
Support reform work across schools in the LC	20g	21g	20h
Take a leadership role in the direction of <i>districtwide</i> reform		21h	20i

***Coach Preparedness to Lead COI (5 point Likert scale, 1 item.)***

*How prepared do you feel to do each of the following activities?*

	2002	2003	2003
Lead the "Cycle of Inquiry"	20b	21b	20c