mdrc
BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

CRC

Center for Research on the Context of Teaching

BAY AREA SCHOOL REFORM COLLABORATIVE

LOCAL COLLABORATIVE

COACH SURVEY

Spring 2004

CRC: School of Education, CERAS Building, Stanford University, Stanford, CA 94305-3084 (650) 723-4972
MDRC Regional Office: 475 14th Street, Suite 750, Oakland, CA 94612 (510) 663-6372

ABOUT THE SURVEY

This survey is being conducted by the Center for Research on the Context of Teaching (CRC) and MDRC as part of an evaluation of the Bay Area School Reform Collaborative (BASRC).

Coaches of all BASRC Local Collaboratives are included in the survey. The survey asks coaches to describe their experiences and views of the coaching role and conditions in their Local Collaborative.

The questionnaire includes three parts:

- Local Collaborative Coach Role
- Conditions in your Local Collaborative and district
- Professional Background

Time needed to complete the structured questionnaire is approximately 30 minutes. Of course, additional written comments of any length are welcome.

All responses are entirely confidential. The survey is governed by stringent Stanford University and MDRC regulations designed to safeguard study participants by ensuring privacy of individuals' responses. ID numbers are used for follow up and record keeping only. All survey results will be reported only in summary statistical form that ensures that neither individuals, districts, nor schools can be identified.

Thank you for contributing your time and thoughtful responses to this survey. It is important that all BASRC Local Collaborative coaches participate so that the range of coaches' experiences and viewpoints is represented.

FOR FURTHER INFORMATION

If you have any questions about this survey, please feel free to call us collect:
Pai-rou Chen, BASRC Project Director, (650) 725-9809, CRC, Stanford University

LOCAL COLLABORATIVE COACH ROLE

The questions in this section concern your coaching role within your Local Collaborative (LC) this year.

1. *Which of the following best describes your **coaching responsibilities**? (Check* (√) one.*)*

Coach at one school only	1❍
Coach at the district level only	2❍
Coach with responsibilities at multiple schools, but not in the district office	3❍
Coach at one or more schools and in the district office	4❍
Other (specify): _____	5❍

2. *Indicate any **positions** you currently hold in your district **in addition to LC coach**.* (Check (√) all that apply.)

None, coaching/reform coordination is my only role	❑a
Classroom teacher	❑b
School site administrator (specify): _____	❑c
District Administrator (specify): _____	❑d
Literacy Coordinator	❑e
Other (specify): _____	❑f

3. *What **FTE (Full-Time Equivalent)** is allocated for your coaching/ reform coordination responsibilities?*

_____ FTE

4. ***In your coaching role** this year, approximately what **percentage of your time have you spent working with...***

a.	Individual teachers in their classrooms	%
b.	Grade level or department groups	%
c.	Reform leaders in the schools	%
d.	Whole school faculty	%
e.	School administrators	%
f.	District administrators	%
g.	Staff from multiple schools around joint work	%

Total = 100 %

4h. *Please briefly describe the work you have been doing with the group you spent the most time with this year (largest % above).*

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

		School **most** advanced on inquiry				School **least** advanced on inquiry			
	SCHOOL NAME (specify):								
		Never	Once	A few times	Many times	Never	Once	A few times	Many times
	Reform Leadership								
a.	Negotiate my coaching role with the school	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
b.	Work with school leadership to identify areas for improvement	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
c.	Help develop effective structures for shared leadership	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
d.	Work to involve more teachers in inquiry-based reform	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
e.	Work with the principal to develop his/her reform leadership	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
f.	Push the school to deepen and broaden its reform efforts	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
g.	Facilitate or help plan discussions about issues of race and equity	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
h.	Help teachers collect data on their own classroom practices	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
i.	Help staff set clear measurable goals for improvement	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
j.	Other (specify): _____	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
	Data and Inquiry								
k.	Prepare data summaries for staff review	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
l.	Teach school groups the "Cycle of Inquiry" process	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍

Continued from p. 2

		School most advanced on inquiry				School least advanced on inquiry			
		Never	Once	A few times	Many times	Never	Once	A few times	Many times
m.	Facilitate teachers' collaboration using the "Cycle of Inquiry"	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
n.	Teach data analysis skills to teachers and/ or administrators	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
o.	Prepare data summaries for staff review	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
p.	Manage the school's accountability reporting demands	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
q.	Collect or help teachers collect data on their own classroom practices	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
r.	Help staff monitor student progress over time	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
s.	Other (specify): _____	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
	Instructional Support								
t.	Help teachers set measurable goals for student performance	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
u.	Help teachers set measurable goals for evaluating individual teacher practice	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
v.	Help teachers identify interventions for struggling students	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
w.	Help teachers select and use multiple kinds of assessments to evaluate students' progress	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
x.	Help teachers identify effective school / classroom practices to address achievement gaps	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
y.	Coordinate professional development	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
z.	Observe individual teachers in their classrooms	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
aa.	Model or demonstrate classroom instructions for individual teachers	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍

Continued from p. 3

		School most advanced on inquiry				School least advanced on inquiry			
		Never	Once	A few times	Many times	Never	Once	A few times	Many times
bb.	Arrange for teachers to observe another teacher's instructions	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
cc.	Other (specify): _____	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
	Reform Coordination								
dd.	Coordinate times for school groups to meet	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
ee.	Obtain outside resources (e.g. grants, support providers)	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
ff.	Prepare agendas/ activities for reform leadership meetings	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
gg.	Prepare agendas/ activities for staff meetings	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
hh.	Observe or participate in grade-level / department team meetings	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
ii.	Work with principal on administrative work (e.g., discipline, material selection/ordering, scheduling)	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
jj.	Help school administration align resources to reform efforts	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍
kk.	Other (specify): _____	1❍	2❍	3❍	4❍	1❍	2❍	3❍	4❍

6. *Please indicate the approximate percentage of your time that you spend working on each type of activity listed below.* (See Question 5 for examples of each.)

a.	Reform Leadership	%
b.	Data and Inquiry	%
c.	Instructional Support	%
d.	Reform Coordination within school(s)	%
e.	Reform Coordination across schools or between the schools and central office	%

Total = 100 %

7. *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).

		Never	Once	A few times	Many times	N/A
a.	Work with district leadership to refine the reform agenda	1❍	2❍	3❍	4❍	5❍
b.	Help the district central office staff use the "Cycle of Inquiry"	1❍	2❍	3❍	4❍	5❍
c.	Negotiate my coaching role at the district central office	1❍	2❍	3❍	4❍	5❍
d.	Help develop effective structures for reform leadership in the district	1❍	2❍	3❍	4❍	5❍
e.	Prepare data summaries for staff review	1❍	2❍	3❍	4❍	5❍
f.	Work to involve more district central office staff in inquiry-based reform	1❍	2❍	3❍	4❍	5❍
g.	Manage the district's accountability reporting demands	1❍	2❍	3❍	4❍	5❍
h.	Aid district and schools in aligning priorities across the LC	1❍	2❍	3❍	4❍	5❍
i.	Work with district leadership to identify areas for improvement	1❍	2❍	3❍	4❍	5❍
j.	Help district leaders set measurable goals for central office improvement	1❍	2❍	3❍	4❍	5❍
k.	Work with district central office to align resources with reform efforts	1❍	2❍	3❍	4❍	5❍
l.	Help identify effective instructional materials	1❍	2❍	3❍	4❍	5❍
m.	Help identify effective intervention strategies for struggling students	1❍	2❍	3❍	4❍	5❍
n.	Help district leadership monitor the implementation of instructional materials	1❍	2❍	3❍	4❍	5❍
o.	Help district design professional development focused on district improvement efforts	1❍	2❍	3❍	4❍	5❍
p.	Other (specify): _____	1❍	2❍	3❍	4❍	5❍

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

		Never	Once	A few times	Many times
a.	Organize professional development sessions that involve more than one school	1❍	2❍	3❍	4❍
b.	Share examples of effective strategies for English Language Learners	1❍	2❍	3❍	4❍
c.	Arrange for teachers from one school to present or observe at another	1❍	2❍	3❍	4❍
d.	Arrange for teachers from other schools to interview or talk with one another	1❍	2❍	3❍	4❍
e.	Organize meetings that bring together administrators from multiple schools	1❍	2❍	3❍	4❍
f.	Facilitate meetings between district personnel and school personnel	1❍	2❍	3❍	4❍
g.	Communicate lessons learned in one school to another school in the LC	1❍	2❍	3❍	4❍
h.	Present data to a group that includes more than one school	1❍	2❍	3❍	4❍
i.	Initiate a newsletter or alternate form of cross-school written communication	1❍	2❍	3❍	4❍
j.	Obtain outside resources for the LC	1❍	2❍	3❍	4❍
k.	Inform schools about district-generated instructional resources (e.g. guides to standards, sample lessons)	1❍	2❍	3❍	4❍
l.	Facilitate or help organize discussions across schools focused on issues of race and equity	1❍	2❍	3❍	4❍
m.	Share examples of effective ways of monitoring student progress	1❍	2❍	3❍	4❍
n.	Other (specify): _____	1❍	2❍	3❍	4❍

9. *Listed below are several kinds of LC coach activities. **In your opinion**, how much emphasis should be placed on each?*

		Low emphasis				High emphasis
a.	Helping staff to understand and use BASRC's "Cycle of Inquiry"	1❍	2❍	3❍	4❍	5❍
b.	Supporting instructional change among teachers	1❍	2❍	3❍	4❍	5❍
c.	Supporting reform leadership in schools	1❍	2❍	3❍	4❍	5❍
d.	Managing reform coordination at the school level	1❍	2❍	3❍	4❍	5❍
e.	Working with district leadership	1❍	2❍	3❍	4❍	5❍
f.	Coordinating work across schools in your LC	1❍	2❍	3❍	4❍	5❍
g.	Participating in professional development that improves your work as a coach	1❍	2❍	3❍	4❍	5❍
h.	Other (specify): _____	1❍	2❍	3❍	4❍	5❍

10. BASRC offers a variety of tools, strategies and relationship building opportunities designed to further the progress of LCs. Please indicate ***how much those activities / strategies helped you in supporting the progress of your LC.***

		Not helpful				Extremely helpful
	BASRC Activities and Tools					
a.	Tools for coaching (e.g. inquiry interview and contracting skills)	1❍	2❍	3❍	4❍	5❍
b.	Tools for leading inquiry (e.g. COI documents and on-line course)	1❍	2❍	3❍	4❍	5❍
c.	Strategies for addressing equity with school faculties	1❍	2❍	3❍	4❍	5❍
d.	Tools for coordination (e.g. establishing norms, meeting design)	1❍	2❍	3❍	4❍	5❍
e.	Strategies for addressing literacy (e.g. from BASRC/ CORE Literacy Institute)	1❍	2❍	3❍	4❍	5❍
f.	Tools for capturing agreements (e.g. workplan, record of agreements, budget)	1❍	2❍	3❍	4❍	5❍
g.	Receiving feedback on work (e.g. ROP)	1❍	2❍	3❍	4❍	5❍
h.	Other (specify): _____	1❍	2❍	3❍	4❍	5❍
	Opportunities for Building Relationships	1❍	2❍	3❍	4❍	5❍
i.	Coaches' Network	1❍	2❍	3❍	4❍	5❍
j.	Communicating with a partner coach in your LC	1❍	2❍	3❍	4❍	5❍
k.	Coaches Network Listserve	1❍	2❍	3❍	4❍	5❍
l.	Summer Institute	1❍	2❍	3❍	4❍	5❍
m.	Other (specify): _____	1❍	2❍	3❍	4❍	5❍

Please write any thoughts about how your role as a Local Collaborative Coach has evolved since the start of BASRC Phase II.

CONDITIONS IN YOUR LOCAL COLLABORATIVE AND DISTRICT

The questions in this section are designed to measure the range of readiness for reform among schools within BASRC LCs. Individual schools and districts will never be identified in data summaries or reports.

11. Schools and districts in each Local Collaborative vary in their experiences with inquiry-based reform. Please describe the sites in your LC in terms of the items below.

	School <u>most</u> advanced on inquiry	**School <u>least</u> advanced on inquiry**	**District Office**
a. **Site Name (specify):**			
b. I am the primary coach at this site (Check if Yes)	❑	❑	❑
c. How extensively is the staff engaged in inquiry?			
No one	1❍	1❍	1❍
A few individuals	2❍	2❍	2❍
A few departments / grade levels	3❍	3❍	3❍
Most departments / grade levels	4❍	4❍	4❍
All departments / grade levels (whole school)	5❍	5❍	5❍
Don't know	7❍	7❍	7❍
d. How extensively are practices around instruction changing?			
No one	1❍	1❍	1❍
A few individuals	2❍	2❍	2❍
A few departments / grade levels	3❍	3❍	3❍
Most departments / grade levels	4❍	4❍	4❍
All departments / grade levels (whole school)	5❍	5❍	5❍
Don't know	7❍	7❍	7❍
e. How would you rate the site's maturity in inquiry?			
Beginning	1❍	1❍	1❍
Emerging	2❍	2❍	2❍
Systematic	3❍	3❍	3❍
Sustainable	4❍	4❍	4❍
Don't know	7❍	7❍	7❍

Continued from p. 8

	School most advanced on inquiry	School least advanced on inquiry	District Office
f. How committed are site leaders to the goal of closing achievement gaps?			
Not committed	1❍	1❍	1❍
Somewhat committed	2❍	2❍	2❍
Quite committed	3❍	3❍	3❍
Strongly committed	4❍	4❍	4❍
Don't know	7❍	7❍	7❍
g. To what extent is this site working with other LC partners on joint reform work?			
Not at all	1❍	1❍	1❍
Occasionally	2❍	2❍	2❍
Regularly	3❍	3❍	3❍
Intensively	4❍	4❍	4❍
Don't know	7❍	7❍	7❍
h. Which best describes staff receptiveness to coaching?			
Few or no staff members receptive	1❍	1❍	1❍
Some staff members receptive	2❍	2❍	2❍
Most staff members receptive	3❍	3❍	3❍
All staff members receptive	4❍	4❍	4❍
Don't know	7❍	7❍	7❍
i. To what extent do you feel successful in providing the kind of support you would like to provide for staff at this site so far?			
Not very successful	1❍	1❍	1❍
Somewhat successful	2❍	2❍	2❍
Mostly successful	3❍	3❍	3❍
Very successful	4❍	4❍	4❍
j. How likely do you feel that the site will sustain their reform work beyond 2003-04?			
Not very likely	1❍	1❍	1❍
Somewhat likely	2❍	2❍	2❍
Mostly likely	3❍	3❍	3❍
Very likely	4❍	4❍	4❍

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

		Strongly disagree				Strongly agree
a.	Educators throughout our Local Collaborative provide support and feedback to one another	1❍	2❍	3❍	4❍	5❍
b.	The relationship between schools in our Local Collaborative is one of respect and trust	1❍	2❍	3❍	4❍	5❍
c.	The relationship between Local Collaborative schools and the district is one of respect and trust	1❍	2❍	3❍	4❍	5❍
d.	Schools in our Local Collaborative have developed a shared understanding of the nature of our reform work	1❍	2❍	3❍	4❍	5❍
e.	Schools in our Local Collaborative provide the district meaningful feedback on strategies to better support inquiry-based reform	1❍	2❍	3❍	4❍	5❍
f.	The district is accountable to our Local Collaborative for actively supporting inquiry-based reform	1❍	2❍	3❍	4❍	5❍
g.	District leaders have developed important knowledge and skills to support inquiry-based reform efforts in our Local Collaborative	1❍	2❍	3❍	4❍	5❍
h.	The work of the Local Collaborative is helping the district to address the special needs of low-performing schools	1❍	2❍	3❍	4❍	5❍

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

	The district central office …	Strongly disagree				Strongly agree
a.	Uses the experiences of schools to improve its strategies and approaches for supporting reform	1❍	2❍	3❍	4❍	5❍
b.	Understands and is responsive to each school's data needs	1❍	2❍	3❍	4❍	5❍
c.	Is involved in LC work with schools	1❍	2❍	3❍	4❍	5❍
d.	Is using cycles of inquiry to improve its own practices	1❍	2❍	3❍	4❍	5❍
e.	Collects and uses student achievement data to improve its support for schools	1❍	2❍	3❍	4❍	5❍
f.	Examines data to evaluate the effectiveness of its programs and policies in supporting each school's improvement efforts	1❍	2❍	3❍	4❍	5❍
g.	Helps schools to use information about student achievement relative to standards in order to improve instruction	1❍	2❍	3❍	4❍	5❍
h.	Provides different levels and kinds of support based on data on student skills gaps	1❍	2❍	3❍	4❍	5❍

Continued from p. 10

	The district central office …	Strongly disagree				Strongly agree
i.	Fosters communication among schools in the district	1❍	2❍	3❍	4❍	5❍
j.	Coordinates professional development opportunities that respond to data about student needs	1❍	2❍	3❍	4❍	5❍
k.	Promotes system-wide culture of evidence-based practice	1❍	2❍	3❍	4❍	5❍
l.	Is working systematically to support under-performing schools	1❍	2❍	3❍	4❍	5❍
m.	Is working systematically to support under-performing students	1❍	2❍	3❍	4❍	5❍
n.	Helps schools identify effective instructional materials and practices	1❍	2❍	3❍	4❍	5❍
o.	Holds schools accountable for implementing the district's instructional programs	1❍	2❍	3❍	4❍	5❍
p.	Helps schools identify interventions for struggling students	1❍	2❍	3❍	4❍	5❍
q.	Helps schools establish measurable goals for improvement	1❍	2❍	3❍	4❍	5❍
r.	Aligns resources with system-wide improvement efforts	1❍	2❍	3❍	4❍	5❍
s.	Has a clear plan to sustain evidence-based reform work	1❍	2❍	3❍	4❍	5❍

14. *Please comment on the **greatest challenges** you have faced in your work as a coach.*
    Challenges:

15. *Please describe what you perceive as your **greatest successes** as a coach. Please also comment on the biggest **resources** that have been most valuable in supporting your success.*
    Successes:

    Resources:

PROFESSIONAL BACKGROUND

- **If this is your first year as an LC Coach, please answer Questions #16 to #19.**
- **If this is NOT your first year as an LC Coach, please skip to Question #20.**

*16. Please indicate your **experience with BASRC** prior to this year.* (Check (√) all that apply.)

No prior formal experience with BASRC	❑a
Teacher in a BASRC school	❑b
Administrator in a BASRC school	❑c
Administrator in a BASRC district	❑d
Coach/ reform coordinator in a BASRC school/ district	❑e
Support provider in a BASRC school	❑f
Other (specify): _____	❑g

17. Please indicate the number of years you were in any of the following positions prior to this year. (Write "0" if none.)

a.	Classroom teacher	_____
b.	School site administrator	_____
c.	Counselor	_____
d.	Parent / community coordinator	_____
e.	Support provider	_____
f.	School-based coach	_____
g.	Coordinator of another grant (specify): _____	_____
h.	District administrator	_____
i.	Other (specify): _____	_____

18. Now indicate the number of years you have been employed in the district in which you are currently a coach (include this year).

Years in District, including 2003-04 _____

19. If you have teaching experience, please indicate for how many years you have taught at each grade level, including this year. (Write in "0" if none.)

a.	Elementary grades	_____
b.	Middle grades	_____
c.	High school grades	_____

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

		Not prepared				Very prepared
a.	Analyze and prepare data for inquiry	1❍	2❍	3❍	4❍	5❍
b.	Provide teachers with specific feedback on their instructional practices	1❍	2❍	3❍	4❍	5❍
c.	Lead the "Cycle of Inquiry"	1❍	2❍	3❍	4❍	5❍
d.	Lead teachers in instructional change	1❍	2❍	3❍	4❍	5❍
e.	Address specific learning needs of English Language Learners	1❍	2❍	3❍	4❍	5❍
f.	Address specific learning needs of low performing students	1❍	2❍	3❍	4❍	5❍
g.	Design instruction to build on students' racial and ethnic experiences and knowledge	1❍	2❍	3❍	4❍	5❍
h.	Support reform work across schools in the LC	1❍	2❍	3❍	4❍	5❍
i.	Take a leadership role in the direction of *districtwide* reform	1❍	2❍	3❍	4❍	5❍
j.	Lead discussions with school staff about equity	1❍	2❍	3❍	4❍	5❍
k.	Share examples of effective practices for closing achievement gaps	1❍	2❍	3❍	4❍	5❍
l.	Plan professional development activities related to the school reform effort	1❍	2❍	3❍	4❍	5❍

21. In light of budget concerns and the fact that BASRC funding is ending, ***what do you anticipate happening to your coaching/ reform coordination position after the 2003-2004 school year?*** (Check (√) all that apply.)

a. Most likely my coach position will be …	
Funded at the same FTE (full-time equivalent) as it is now	❑a
Funded, but at a reduced FTE	❑b
Eliminated	❑c
Other (specify): _____	❑d
b. If continued, most likely the funding will come from …	
The district	❑a
A school/ group of schools	❑b
A grant	❑c
Don't know	❑d

Please use the space in the back for any additional comments you would like to make.

Thank you for your time and thoughtful responses!

Space for comments