# Coaching Evaluation Survey - Revised

## Description & Purpose

### Theoretical Background

The **Coaching** *Evaluation Survey - Revised* is a measure developed to evaluate educator perceptions of the PS/RtI coaching they receive. Research suggests that large-scale systems-change efforts such as PS/RtI require a significant degree of professional learning for educators to embrace the ideas of the new model and become proficient with the skills required for application (Croft et al., 2010; Kratochwill, Volpainsky, Clements, & Ball, 2007). Professional learning designs that include school-based coaching to provide ongoing training and technical assistance have been found to facilitate a greater number of educators successfully implementing new practices (Croft et al., 2010; Killion & Harrison, 2006; Learning Forward, 2011). Furthermore, coaching has been found to increase the instructional capacity of schools and staff members, which is a fundamental prerequisite toward enhancing student outcomes. Specifically, research indicates that professional learning must be intensive, job-embedded, ongoing, collaborative, and supported by modeling and collective problem solving — all of which can be facilitated by organized school-based coaching supports.

### Description

The *Coaching Evaluation Survey - **Revised*** contains 27 items designed to measure educators' perceptions of the support they receive from PS/RtI Coaches. Project staff developed the measure to determine the extent to which PS/RtI Coaches possessed the skills highlighted in the coaching literature (e.g., Brown et al., 2005). The instrument uses the following 5-point Likert-type scale: *1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree*. Additional items beyond the 27 that use the 5-point scale are included that assess overall satisfaction with, and effectiveness of, coaching or request additional information through open-ended response prompts.

### Purpose

There are three primary purposes for the use of the *Coaching Evaluation Survey - Revised*. First, this tool can be used to summatively evaluate school-based coaching as perceived by those who receive support over the course of a school year.

The term coaching has been defined in a number of ways. For the purpose of this manual, coaching is defined as the process of providing educators ongoing training, technical assistance, and support to facilitate PS/RtI implementation.

The revised version contains fewer items than the original *Coaching Evaluation Survey*. See the first version of the manual, located on the Project website, for information on the original version.

Specifically, the instrument can be used to evaluate the roles and responsibilities of coaches as well as activities in which they engage (e.g., training, technical assistance, modeling of PS/RtI practices, consultation with stakeholders). The second purpose is to provide formative feedback to coaches on their activities. Information gathered through this instrument can provide insight on coaches' strengths and areas in need of improvement within and across schools they serve. Coaches can use the feedback obtained to guide their own professional development plans. Finally, those involved in supervising and/or providing professional development to PS/RtI Coaches can utilize these data to inform the nature and content of ongoing training and support to coaches.

## Intended Audience

### Who Should Complete the Coaching Evaluation Survey - Revised?

School-Based Leadership Team (SBLT) members complete the survey. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder,** in addition to providing expertise in the particular content areas or disciplines listed above.

Individuals in charge of providing professional development and/or supervising PS/RtI Coaches also may complete the survey. Examples of individuals who may be in these positions include PS/RtI coordinators, reading supervisors, professional development coordinators, district leaders and student services supervisors. Regardless of the title of individual(s), it is recommended that the *Coaching Evaluation Survey - Revised* be completed for the purpose of informing professional development of individuals involved in PS/RtI coaching, not performance evaluations.

Finally, PS/RtI Coaches may complete the survey. The instrument can be modified to facilitate completion by Coaches. Project staff have made changes to the wording of the items on the instrument so that Coaches answer the same questions SBLT members respond to regarding the activities in which they engage. This activity provides an opportunity for Coaches to self-reflect regarding the services they provide. An example of a *Coaching Self-Evaluation Survey* is available from the Project.

### Who Should Use the Results for Decision Making?

PS/RtI Coaches should receive the results of the surveys. The PS/RtI Coach is a site-based professional with responsibility for facilitating the implementation of

**Facilitator:** Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

**Timekeeper:** Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

**Data Coach:** Data coaches provide assistance with interpreting data and using it to inform decisions.

**Recorder:** Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.

PS/RtI practices in schools. The PS/RtI Coach's responsibilities may include some or all of the following activities: facilitate building-level staff training; work collaboratively with SBLTs to develop and implement a PS/RtI training agenda based on school needs; provide technical assistance to building administrators, teachers, and support personnel to facilitate PS/RtI activities; collect, analyze, and disseminate data necessary for summative and formative evaluation of instructional goals; and consult with school and district members on systems and organizational issues to enhance the implementation and sustainability of PS/RtI practices. Given the diverse and often difficult nature of these activities, receiving feedback from the stakeholders that PS/RtI Coaches serve can provide valuable information to improve the services they provide. Importantly, the information provided should remain anonymous. One strategy for ensuring anonymity and keeping Coaches focused on improving the services they provide is to aggregate the data at the school and/or district level. In other words, data can be combined to display trends in the perceived strengths and weaknesses of the coaching support provided.

District-Based Leadership Team (DBLT) members also may receive the results of the *Coaching Evaluation Survey - Revised*. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities. Because DBLT members will likely be involved in hiring coaches, allocating resources to supporting them (e.g., professional development), and defining ways in which they will work with schools, data to inform school-based perceptions of their services can be used to guide decisions to be made.

Supervisors of PS/RtI Coaches may receive results from the surveys as well. Data from the *Coaching Evaluation Survey - Revised* can be used as one source of data to support coaching activities.

## Directions for Administration

The Florida PS/RtI Project staff has identified two primary approaches to administering the *Coaching Evaluation Survey - Revised*. Both approaches described below involve completion of the instrument by SBLT members. The difference in the approaches involves how the data are collected. One method involves district centralized mailings whereas the other method involves administration at trainings or other meetings. The two approaches are described in more detail below:

### Centralized Mailings to Schools

Cover letter. It is recommended that persons in charge of survey dissemination and collection draft a cover letter to school principals informing them of the purpose of administering the survey.

Directions for completing the survey. The principal should be made aware of which staff members should be targeted for data collection (e.g., SBLT members) and how this information will be used to inform the professional development activities of their Coach. The letters should also communicate the reason that the instrument is being administered, and why the information obtained is important to the Coach, the school's progress toward PS/RtI implementation, and district goals. Finally, a date by which the completed surveys gathered by the principal should be returned should be included. It is also recommended that a cover-letter be attached to all surveys disseminated within a school, informing participants of the nature and purpose of the survey as well as any specific directions for returning the surveys to the principal (e.g., directions to place the completed survey in a sealed envelope before returning to the principal).

Methods of administration. Given that *Coaching Evaluation Survey - Revised* feedback should remain confidential, the Project has provided principals with sealed envelopes for SBLT members to use to return completed surveys. Principals can disseminate the surveys in meetings with SBLT members or through staff mailboxes. In either case, the principal should communicate the importance of the data being collected, how to return the surveys (e.g., principal's mailbox, secretary), and the date by which completed surveys should be submitted. When all surveys are returned, the principals mail them back to the appropriate contact (e.g., RtI coordinator at the district office) using procedures outlined. These procedures further reinforce confidentiality and encourage honest feedback from educators.

The above procedures can be adapted for administration using district supported or commercially available (e.g., SurveyMonkey®) technological resources. Electronic administration may expedite completion and analysis of the survey. Decisions regarding how to administer and analyze the survey should be made based on resources such as personnel and time available.

Regardless of the method used, questions often arise about topics such as what particular items mean. The cover letters should include contact information of an individual who can answer questions or address concerns about the instrument.

### *Live Administration*

Role of individuals administering the survey. In some settings, administration of the *Coaching Evaluation Survey - Revised* may be more feasible at trainings or meetings where SBLT members are present. In this case, staff who administer the survey should receive a brief training/orientation prior to administration. These staff members should have an understanding of what the instrument measures and its purpose, the audience for which the survey is intended, and the administration procedures.

Directions for administering the survey. Prior to administration, it is recommended that a district administrator explain the reason that the instrument is being administered, and why the information obtained is important to the coach, the school's progress toward PS/RtI implementation, and district goals. This explanation can

occur live at the meeting or through contact via media such as telephone, email, letter, etc. After the survey is introduced, survey administrators should provide SBLTs with a description of the survey, the purpose of collecting the data, how the survey data will be used, and specific instructions for completing the instrument. Individuals responsible for administering the survey should provide the directions aloud to SBLTs to ensure accurate completion of the survey. It should be clarified that the *Coaching Evaluation Survey - Revised* is an individually administered measure that should be completed independently. Additionally, SBLT members should be ensured that their responses are anonymous and provided the opportunity to ask any questions before beginning.

## Frequency of Use

When determining how often to administer the *Coaching Evaluation Survey - Revised*, it is important to consider the resources available so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members are required to participate. In other words, decisions about how often to collect the data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

The time required and resources available to support data collection must be considered when developing a plan to collect data on PS/RtI Coach activities using the *Coaching Evaluation Survey - Revised*. Although schools and districts will need to make adjustments given available resources, general recommendations for completing the survey are to administer the instrument one time at the end of each year. Administration at the end of each year can be used to provide information on SBLT perceptions of coaching activities that occurred during the year as well as serve as a baseline for the evaluation of coaching services provided the next year.

## Technical Adequacy

### Content Validity Evidence

To inform development of the original version of the *Coaching Evaluation Survey*, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects. Specifically, the literature on different coaching models (e.g., instructional coaching, systems coaching) was reviewed to determine the knowledge and skill sets required as well as the activities in which coaches engage. This information was used to develop an item set that would be representative of activities important to consider when evaluating PS/RtI coaching.

### Construct Validity Evidence

Exploratory common factor analytic (EFA) and confirmatory factor analytic (CFA) procedures were used to determine the underlying factor structure of the *Coaching Evaluation Survey - Revised*. A common factor analysis was conducted using the

responses from a sample of 506 surveys completed by SBLT members participating in the Project during the Spring of 2008 and Spring of 2009. The SBLT member sampled during the Spring of 2008 were from 39 pilot schools across eight demonstration districts in the State. SBLT members sampled during the Spring of 2009 were from 34 pilot schools across seven demonstration districts. Factors were extracted using principal axis factor extraction method. Based on examination of eigenvalues and a scree plot, three factors were retained and rotated using an oblique rotation (Promax) to aid in the interpretability of the factors.

Factor loadings derived from the EFA ranged from .43 to .78. The initial version of the *Coaching Evaluation Survey* retained all factor loadings greater than or equal to .3 unless an item loaded onto multiple factors  and a conceptual rationale for selecting one factor did not exist. Two items that loaded onto multiple factors were not included after careful review and discussion of the relevance of the items to the conceptualization of each factor. The three factors collectively accounted for 95% of the common variance in participant ratings. The resultant factors were labeled 1) *Role, Function, and Activities of the PS/RtI Coach (Role of the PS/RtI Coach)*; 2) *Modeling of the Problem Solving Process*, and 3) *Consultation Skills*. However, further analysis by Project staff as well as feedback from stakeholders indicating difficulties with administration due to survey length suggested a compelling reason to shorten the survey. Therefore, Project staff eliminated items from the original scale by using a more conservative factor loading cut-off (<.5) as well as professional judgment (Henson & Roberts, 2006). A subsequent EFA of the remaining items was conducted using the procedures outlined above. The EFA procedures resulted in the same three factors previously described above but a decision was made to rename one of the factors (Project staff decided to rename the *Consultation Skills* factor to *Interpersonal/Communication Skills*) to more accurately reflect what the skills assessed by the factor are labeled in the literature. The three factors collectively accounted for 96% of the common variance (see *Coaching Evaluation Survey - Revised: Table 1* in *Supplements*, page 121 for the final factor solution). It should be noted that the use of professional judgment resulted in two items with loadings of less than .5 on the Role of the PS/RtI Coach factor being retained. Project staff decided to retain the items because they were considered critical to the conceptualization of the factor.

Project staff then used CFA procedures to examine the factor structure at the respondent level (Intra-class correlations below .05 for the majority of items suggested that controlling for nested data was not necessary). The CFA was conducted using a sample of 247 SBLT members from 34 elementary schools across Florida. Surveys were administered to the SBLT members during the Spring of 2010. Maximum likelihood estimation was used in the analysis. Correlated errors between items were controlled for when relationships between the items were theoretically defensible. The fit for each model was examined using the $X^2$ likelihood ratio statistic, Bentler's (1992) comparative fit index (CFI), the root mean square error of approximation (RMSEA; Steiger & Lind, 1980), and the standardized root mean square residual (SRMR). Project staff considered CFI values greater than or equal to .95 and SRMR and RMSEA values less than or equal to .08 (Hu & Bentler, 1999) to indicate acceptable levels of fit.

Fit indices for the first model indicated general fit. Although the chi-square value indicated a significant lack of fit ($X^2$ = 750.66, $p$ < .001, $df$ = 297), alternate fit indices less sensitive to sample size suggested acceptable levels of fit. The CFI of .95 equaled the typical cutoff value of .95 for this index. The SRMR of .03 and RMSEA of .08 were less than or equal to the cutoff value of .08 suggested by Hu and Bentler (1999). All factor pattern coefficients remained significantly different from zero ($p$ < .001). Standardized loadings ranged from .79 to .91 for items that loaded on the Role of the PS/RtI Coach factor, from .84 to .94 for the Modeling of the Problem-Solving Process factor, and from .82 to .93 for the Interpersonal/Communication Skills factor. Correlations between the factors were positive and significantly different from zero ($p$ < .001). Specifically, Specifically, Role of the PS/RtI Coach and Modeling of the Problem-Solving Process, Role of the PS/RtI Coach and Interpersonal/Communication Skills, and Modeling of the Problem-Solving Process and Interpersonal/Communication Skills correlated at .89, .92, and .86 respectively (see *Coaching Evaluation Survey - Revised: Table 2* in *Supplements*, page 122 for the individual item loadings and standard errors).

Thus, the results of the factor analytic procedures suggest that the *Coaching Evaluation Survey - Revised* taps into coaching in three domains: agreement with statements about the *role, function, and activities of PS/RtI Coaches*; agreement with statements about *modeling the problem-solving process*; and agreement with statements about *coaches' interpersonal/communication skills*.

### Internal Consistency Reliability

**Internal consistency reliability:** Internal consistency reliability evidence is based on the degree of homogeneity of scores (i.e., the extent to which the scores cluster together) on items measuring the same domain. In the context of the *Coaching Evaluation Survey - Revised*, an internal consistency reliability estimate provides a measure of the extent to which educators who responded one way to an item measuring a coaching domain (or factor) tended to respond the same way to other items measuring the same domain.

Internal consistency reliability estimates (as measured by Cronbach's alpha) for each of the three factors (domains) yielded by the factor analysis are as follows:

**Factor 1** (*Role, Function, and Activities of the PS/RtI Coach*): α = .97

- **Factor 2** (*Modeling of the Problem Solving Process*): α = .97
- **Factor 3** (*Interpersonal/Communication Skills*): α = .96

- Reliability estimates for all three factors exceeded the .70 threshold typically used (Nunnally, 1978).

## Scoring

### Analysis of Responses to the Survey

The Florida PS/RtI Project has utilized two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of agreement with statements about coaching reported by SBLT members that complete the *Coaching Evaluation Survey - Revised*. Second, the frequency of (i.e., frequency distribution) each response option selected (e.g., *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, and *Strongly Agree*) by SBLT members can be calculated for each survey item.

Calculating item means provides an overall impression of the agreement level for each item. Calculating average levels of agreement can be done at the domain (i.e.,

factor) and/or individual item levels. Examining agreement at the domain level allows stakeholders to examine general perceptions of SBLT members regarding (1) the role, function, and activities of coaches; (2) how they model the problem solving process; and (3) their interpersonal/communication skills. A domain score for each of the three domains measured by the instrument may be computed for each respondent to the survey by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the total possible value within the domain to **produce an average level of agreement for each domain**. The items that comprise each of the domains are as follows:

- **Factor 1** (*Role, Function, and Activities*): Items 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.
- **Factor 2** (*Modeling of the Problem Solving Process*): Items 8A, 8B, 8C, 8D, 8E, 8F, 8G, and 8H.
- **Factor 3** (*Interpersonal/Communication Skills*): Items 1, 2, 3, 5, 6, and 7.

Average levels of agreement also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which SBLT members agree with particular statements about the coaching they receive. This information can be used to identify specific perceptions held by SBLT members that may help indicate which coaching activities facilitate or hinder implementation of PS/RtI practices.

Calculating the frequency of SBLT members who selected each response option for an item, on the other hand, provides information on the range of agreement levels. This information can be used to determine what percentage of SBLT members agree or disagree with a given statement. When making decisions about coaching activities and how they are perceived, information on the number of SBLT members who agree with statements about receiving evidence-based coaching can help inform decisions regarding moving forward with supporting coaches.

It is recommended that key stakeholders analyze *Coaching Evaluation Survey - Revised* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which SBLT members agree with statements about their PS/RtI Coaches' skills. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in coaches' interpersonal/communication skills across time may best be answered by calculating and displaying domain scores. Questions about specific coaching skills of a coach or multiple coaches may best be answered by calculating and displaying the number of SBLT members that report disagreement, neutrality, or agreement with the skill(s) being evaluated. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

***Technology Support***

School personnel should consider using district supported or commercially avail-

For example, if an educator selected SA two times, A three times, and N two times when completing the 7 items that comprise the "Interpersonal/ Communication Skills" domain, the values corresponding with those responses would be added together to obtain a total value of 28 (i.e., (2x5)+(3x4)+(2x3)=28). The total value of 28 would be divided by the number of items (7) to obtain the average domain score (i.e., 28/7 = 4). An average domain score of 4 could be interpreted as the educator, on average, agreeing that the PS/RtI coach demonstrates interpersonal/ communication skills

able technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

## Training Required

### *Training Suggested for Administering the Coaching Evaluation Survey - Revised*

A brief training is recommended prior to administering the survey. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings.

- Theoretical background on systems coaching and its relationship to implementation of new practices
- Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of coaching the items assess)
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as frequently asked questions and how to facilitate better return rates from school settings

### *Training Suggested for Analyzing, Interpreting, and Disseminating Coaching Evaluation Survey - Revised Results*

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the *Coaching Evaluation Survey - Revised* may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

- Appropriate use of the survey given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the survey
- Guidelines for interpreting and disseminating the results

## Interpretation and Use of the Data

### *Examination of Broad Domains*

When examining the *Coaching Evaluation Survey - Revised* data for interpretation, it is recommended to start by examining the three broad domains, or factors, measured by the survey (i.e., role, function, and activity; problem solving process

modeling; interpersonal/communication skills). Key stakeholders can examine graphically displayed data to evaluate trends in SBLT member agreement with statements within each domain measured by the instrument. Each of the methodologies for scoring mentioned above (i.e., calculating average levels of agreement at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining survey data on coaching is to take note of the percent of SBLT members who reported strongly agreeing (5) or agreeing (4); the percent who reported a neutral view (3); as well as the percent of SBLT members who reported disagreeing (2) or strongly disagreeing (1) with statements about coaching within each domain (Note: "Do Not Know" responses are eliminated from graphs). This type of visual analysis (an example of a graph displaying SBLT perceptions of coaching is provided below) allows stakeholders to determine the extent to which SBLT members tend to agree, disagree, or remain neutral regarding the coaching practices in their building. This approach can be used to examine agreement for any given administration as well as to examine trends over time.

### Identification of Specific Needs

After examining data from the broad domains measured by the *Coaching Evaluation Survey - Revised,* it is recommended that stakeholders examine SBLT responses to individual items. The extent that SBLT members agree that a given coaching practice is being exhibited can be used as one source of information for identifying strengths and weaknesses. Graphs can be created for visual analysis of data to determine what coaching aspects may need to be reinforced and which aspects need to be targeted for professional development. Items with large numbers of respondents indicating that neutrality or disagreement regarding coaching activities may be priorities for training and ongoing support.

As with any data collection methodology, caution should be used when interpreting results. Data from the *Coaching Evaluation Survey - Revised* will reflect the perceptions of SBLT members. The extent to which they understand the PS/RtI model and the role of coaches will likely impact the responses provided. Data from multiple sources (i.e., focus group interviews, direct observation, permanent product reviews, etc) should be used when making decisions whenever possible to ensure the most accurate picture of coaching provided.

### Data Dissemination to Stakeholders

It is recommended that the data be shared with identified stakeholders (e.g., coaches, DBLT members, supervisors) as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs) to discuss the results to inform professional development goals and content as well as formative and summative judgments regarding the quality of coaching provided to schools.

One helpful strategy for facilitating discussions about *Coaching Evaluation Sur-*

*vey - Revised* data is to provide key stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions regarding issues such as current SBLT member perceptions of coaching, additional professional development that might be necessary, and goals for developing coaching structures (e.g., networks among coaches to problem-solve common issues). Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions among coaches. However, stakeholders can generate additional guiding questions to better meet their needs.

- What areas demonstrated the largest growth in coaching skills over time (i.e., interpersonal/communication, problem solving process modeling, roles/activities)? What areas did not change in a positive direction over time?
- What were rated as areas of strength? What areas were not rated as highly? Based on this information, what areas might be targeted for improvement?

## School-Level Example of *Coaching Evaluation Survey - Revised* Data

The following example demonstrates how key stakeholders may use data derived from the *Coaching Evaluation Survey - Revised* to inform PS/RtI implementation. Data from the instrument are displayed graphically. Following the graph, background information on the district's initiative and an explanation of what is represented on the graph is provided.

### *Explanation of the Graph*

Atlantic School District has been committed to implementing the PS/RtI model over the past two school years. Three schools from the district were assigned a PS/RtI coach, Mr. Dorman, at the beginning of the first year to help facilitate implementation. Mr. Dorman's supervisor, the District's RtI Coordinator, has been using the *Coaching Evaluation Survey - Revised* as one mechanism to gather data regarding coaching at each assigned school. The RtI Coordinator asked the SBLTs at Mr. Dorman's three schools to complete the instrument at the end of each school year.

Seven items from the *Coaching Evaluation Survey - Revised* are graphically displayed in Figure 7. These items represent Atlantic School District SBLT ratings of Mr. Dorman's interpersonal/communication skills (items 1–7). Notice that two bars are located above each item. For each item, these bars represent the two time points in which data were collected (i.e., the end of Year 1 and end of Year 2). For each bar, the green section represents the percentage of SBLT members who reported agreement (i.e., selected strongly agree or agree) with the specific statement, the yellow section represents those SBLT members who selected neutral for the statement, and the red section represents those SBLT members who disagreed (i.e., selected strongly disagree or disagree). Those individuals who selected "Do Not Know" on the survey are not reflected in this graph. These data were shared with Mr. Dorman shortly after each administration.
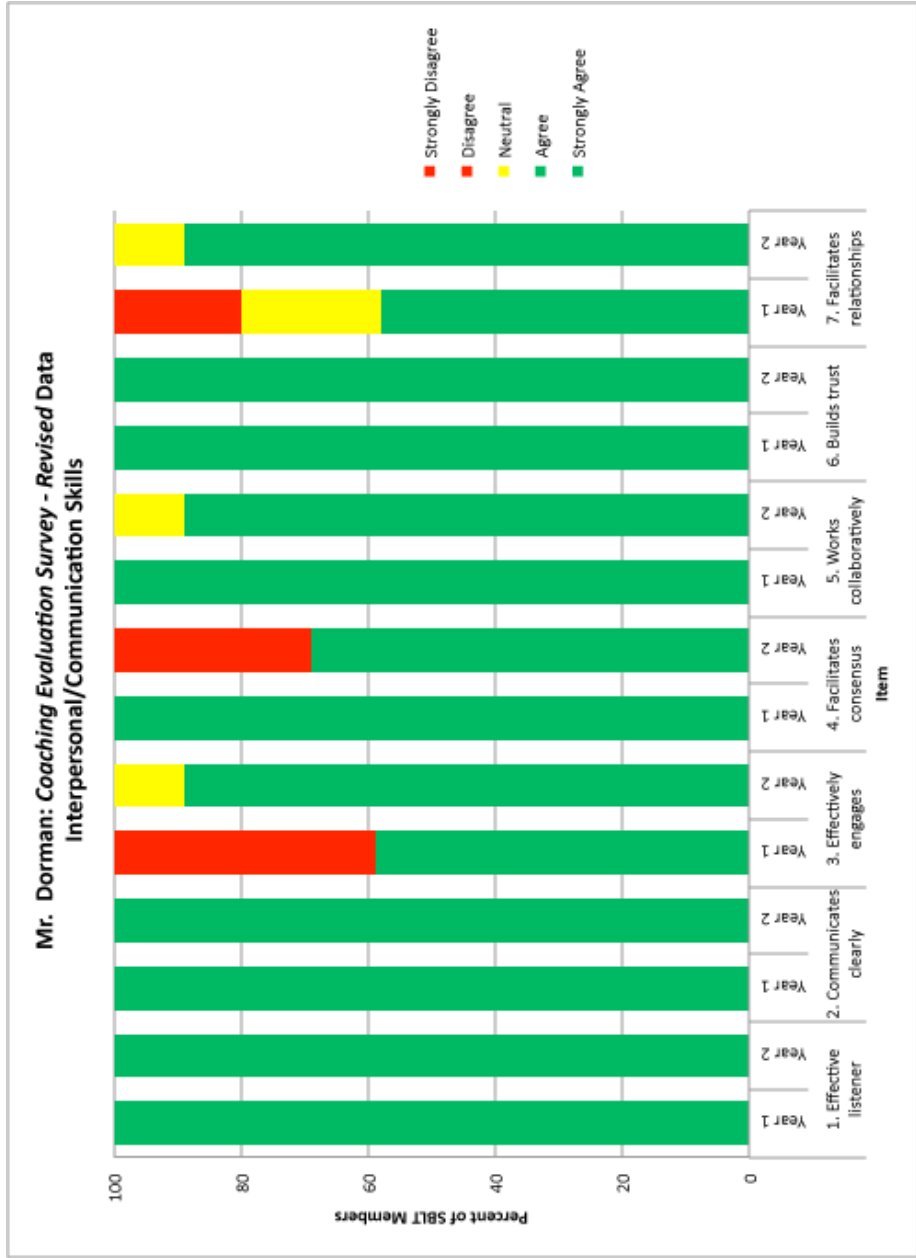
*Figure 7. Example Coaching Evaluation Survey - Revised Graph*

### *RtI Coordinator and Mr. Dorman's Use of the Data for Decision-Making*

Examination of broad *Coaching Evaluation Survey - Revised* domains. When examining data from the *Coaching Evaluation Survey - Revised*, the RtI Coordinator and Mr. Dorman started by visually analyzing the items across the interpersonal/communication skills domain displayed in Figure 7. Immediately evident from the graph is that the SBLT members at Mr. Dorman's schools perceive that he possesses strong interpersonal/communication skills. Following Year 1, a minimum of 80% of SBLT members at the three schools reported agreement on five of the seven items. Both parties agreed that the data reflected positively on the general use of interpersonal/communication skills but wanted to further investigate those items on which lower ratings were provided.

Identification of specific needs. Less than 60% of SBLT members agreed with the statements provided in items 3 and 7. Item 3 assessed the extent to which Mr. Dorman effectively engaged team members and other faculty in reflecting upon their professional practices. Item 7 assessed facilitating working relationships among educators in the school setting. While discussing these two items, the RtI Coordinator and Mr. Dorman noted a pattern. Specifically, the two items focused on skills in facilitating staff working together to address issues in the school. Mr. Dorman began wondering why some SBLT members perceived he was skilled in facilitating working relationships and collaborative reflection while others did not. One idea the two parties discussed was whether some SBLT members were more aware of and involved in meetings in which Mr. Dorman helped facilitate the collaborative activities described by the items than others. After some reflection, Mr. Dorman agreed that some SBLT members may not have been as involved as others. The RtI Coordinator and Mr. Dorman developed a plan for Mr. Dorman to talk with each of his school principals to determine if greater involvement of some SBLT members should occur.

Monitoring of implementation using *Coaching Evaluation Survey - Revised* data over time. At the end of Year 2, the district RtI Coordinator and Mr. Dorman met again to review data from the survey. The data displayed in Figure 7 above suggested that SBLT members continued to view Mr. Dorman's interpersonal/communication skills as a strength. At least 80% of SBLT members agreed with statements for six of the seven items. Importantly, the data for items 3 and 7 suggested improvements in the skills of facilitating productive working relationships and collaborative examination of instructional practices. At the end of Mr. Dorman's first year as a coach, less than 60% of SBLT members agreed with these statements. However, at the end of Year 2, approximately 90% of respondents agreed with the statements. Thus, these data seemed to suggest that the strategies developed related to increases in SBLT members agreeing that Mr. Dorman facilitates working relationships and collaborative examination of instructional practices.

Although the overall responses were once again positive, Mr. Dorman and the RtI Coordinator decided to discuss the responses to item 4 following Year 2. Specifically, whereas 100% of the SBLT members agreed with the statement during Year 1, approximately 70% of respondents agreed during Year 2 indicating a 30%

decrease (30% of SBLT members disagreed). This item reflects responses related to the coach's skill in facilitating consensus building among school personnel. Mr. Dorman and the RtI Coordinator discussed the possible reasons for this change and developed a plan for addressing the concerns.

# Blank Coaching Evaluation Survey - Revised

Problem Solving/Response to Intervention                                   Coaching Evaluation Survey
*Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu*

## Coaching Evaluation Survey

**Directions:** *Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements about the performance of your school's PS/RtI coach during the 2009-10 school year. Please shade in the circle that best represents your response to each item. If you have not observed or do not have knowledge of a given behavior, please respond "Do Not Know" by shading in the circle labeled DK.*

①= **Strongly Disagree** (*SD*)
②= **Disagree** (*D*)
③= **Neutral** (*N*)
④= **Agree** (*A*)
⑤= **Strongly Agree** (*SA*)
○= **Do Not Know** (*DK*)

| My school's PS/RtI coach… | SD | D | N | A | SA | DK |
|---|---|---|---|---|---|---|
| 1. …is an effective listener. | ① | ② | ③ | ④ | ⑤ | ○ |
| 2. ...communicates clearly with others. | ① | ② | ③ | ④ | ⑤ | ○ |
| 3. …effectively engages team members and other faculty in reflecting upon their professional practices. | ① | ② | ③ | ④ | ⑤ | ○ |
| 4. …is skilled in facilitating consensus building among school-based personnel. | ① | ② | ③ | ④ | ⑤ | ○ |
| 5. …is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers). | ① | ② | ③ | ④ | ⑤ | ○ |
| 6. …is skilled in building trust among members of the school-based RtI leadership team. | ① | ② | ③ | ④ | ⑤ | ○ |
| 7. …is skilled in facilitating productive work relationships with other individuals in the school setting. | ① | ② | ③ | ④ | ⑤ | ○ |
| 8. …is skilled in modeling steps in the problem-solving process: | | | | | | |
| a. Problem Identification | ① | ② | ③ | ④ | ⑤ | ○ |
| b. Data Collection and Interpretation | ① | ② | ③ | ④ | ⑤ | ○ |
| c. Problem Analysis | ① | ② | ③ | ④ | ⑤ | ○ |

1

Problem Solving/Response to Intervention                                    Coaching Evaluation Survey
*Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu*

| **My school's PS/RtI coach…** | SD | D | N | A | SA | DK |
|---|---|---|---|---|---|---|
| d.  Intervention Development | ① | ② | ③ | ④ | ⑤ | ○ |
| e.  Intervention Support | ① | ② | ③ | ④ | ⑤ | ○ |
| f.  Intervention Documentation | ① | ② | ③ | ④ | ⑤ | ○ |
| g.  Response to Intervention Interpretation | ① | ② | ③ | ④ | ⑤ | ○ |
| h.  Intervention Modification | ① | ② | ③ | ④ | ⑤ | ○ |
| 9.  …provides opportunities for the leadership team to practice steps in the problem-solving process. | ① | ② | ③ | ④ | ⑤ | ○ |
| 10. …works effectively with the school-based team to implement problem solving. | ① | ② | ③ | ④ | ⑤ | ○ |
| 11. …works with the school-based team to gradually increase the team's capacity to function independently in implementing the problem-solving process in our school. | ① | ② | ③ | ④ | ⑤ | ○ |
| 12. …provides *timely* feedback to members of the team. | ① | ② | ③ | ④ | ⑤ | ○ |
| 13. …provides *useful* feedback to members of the team. | ① | ② | ③ | ④ | ⑤ | ○ |
| 14. …works effectively with school-based personnel in using the problem-solving process to identify needs at the *school-wide* level. | ① | ② | ③ | ④ | ⑤ | ○ |
| 15. …works effectively with school-based personnel in using the problem-solving process to identify needs at the *classroom* level. | ① | ② | ③ | ④ | ⑤ | ○ |
| 16. …is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model. | ① | ② | ③ | ④ | ⑤ | ○ |
| 17. …responds to requests for technical assistance in a timely manner. | ① | ② | ③ | ④ | ⑤ | ○ |
| 18. …works with the school-based team and faculty to monitor student progress (Tier I). | ① | ② | ③ | ④ | ⑤ | ○ |
| 19. …works with the school-based team and faculty to assist in decision making. | ① | ② | ③ | ④ | ⑤ | ○ |

2

Problem Solving/Response to Intervention                                    Coaching Evaluation Survey
*Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu*

| **My school's PS/RtI coach…** | SD | D | N | A | SA | DK |
|---|---|---|---|---|---|---|
| 20. …works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model. | ① | ② | ③ | ④ | ⑤ | ○ |

21. How satisfied are you with the overall assistance that your school's PS/RtI coach has provided your school in the implementation of PS/RtI?

    ① Very Dissatisfied  ② Dissatisfied  ③ Satisfied  ④ Very Satisfied  ⑤ Not Able to Provide a Rating

22. Overall, how would you rate the effectiveness of the RtI coach in helping your school implement the PS/RtI model?

    ① Not Effective  ② Minimally Effective  ③ Somewhat Effective  ④ Effective  ⑤ Very Effective

23. If there is one area in which I would like to see our PS/RtI coach provide additional assistance it would be…

    _____

    _____

    _____

    _____

24. Additional Comments:

    _____

    _____

    _____

    _____

25. What is your current role in your school?

    ○ General Education Teacher       ○ Administrator       ○ Special Education Teacher

    ○ Other Instructional Personnel (e.g., Reading     ○ Student Services Personnel (e.g., Guidance
      Teacher, Coach, Interventionist,                    Counselor, School Psychologist, Social
      Speech/Language Therapist)                          Worker)

    ○ Other (please specify) _____

*THANK YOU FOR YOUR FEEDBACK!*

3

# Coaching Evaluation Survey - Revised: Table 1

Table 1
Promax Oblique Factor Solution of Statements from the *Coaching Evaluation Survey - Revised*

| Item # | Item | Factor Loadings | | |
|---|---|---|---|---|
| | | I | II | III |
| 16 | is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model. | **.77** | .18 | -.05 |
| 17 | responds to requests for technical assistance in a timely manner. | **.75** | .05 | .07 |
| 18 | works with the school-based team and faculty to monitor student progress (Tier I). | **.65** | .19 | .10 |
| 12 | provides *timely* feedback to members of the team. | **.64** | .10 | .23 |
| 13 | provides *useful* feedback to members of the team. | **.62** | .10 | .28 |
| 19 | works with the school-based team and faculty to assist in decision making. | **.60** | .19 | .20 |
| 11 | works with the school-based team to gradually increase the team's capacity to function independently in implementing the problem-solving process in our school. | **.57** | .12 | .28 |
| 14 | works effectively with school-based personnel in using the problem-solving process to identify needs at the ***school-wide*** level. | **.55** | .13 | .30 |
| 15 | works effectively with school-based personnel in using the problem-solving process to identify needs at the ***classroom*** level. | **.52** | .23 | .21 |
| 10 | works effectively with the school-based team to implement problem solving. | **.51** | .11 | .39 |
| 9 | provides opportunities for the leadership team to practice steps in the problem-solving process. | **.45** | .18 | .27 |
| 20 | works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model. | **.45** | .24 | .29 |
| 8c | Models problem analysis | -.03 | **.76** | .27 |
| 8f | Models intervention documentation | .31 | **.76** | -.09 |
| 8d | Models intervention development | .08 | **.72** | .21 |
| 8a | Models problem identification | .02 | **.72** | .26 |
| 8h | Models intervention modification | .22 | **.71** | .08 |
| 8b | Models data collection and interpretation | .05 | **.70** | .16 |
| 8g | Models Response to Intervention interpretation | .26 | **.70** | .02 |
| 8e | Models intervention support | .22 | **.64** | .13 |
| 2 | communicates clearly with others. | .02 | .22 | **.73** |
| 3 | effectively engages team members and other faculty in reflecting upon their professional practices. | .10 | .14 | **.72** |
| 4 | is skilled in facilitating consensus building among school-based personnel. | .26 | .04 | **.65** |
| 1 | is an effective listener. | .08 | .20 | **.64** |
| 5 | is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers). | .21 | .17 | **.61** |
| 7 | is skilled in facilitating productive work relationships with other individuals in the school setting. | .30 | .07 | **.60** |
| 6 | is skilled in building trust among members of the school-based RtI leadership team. | .30 | .15 | **.53** |

# Coaching Evaluation Survey - Revised: Table 2

Table 2

Standardized Factor Loadings and Standard Errors for *Coaching Evaluation Survey - Revised* Items

| Factor | Item # | Item | Estimate | Standard Error |
|---|---|---|---|---|
| Role of the PS/RtI Coach | 9 | provides opportunities for the leadership team to practice steps in the problem-solving process. | .81 | .02 |
| | 10 | works effectively with the school-based team to implement problem solving. | .91 | .01 |
| | 11 | works with the school-based team to gradually increase the team's capacity to function independently in implementing the problem-solving process in our school. | .89 | .01 |
| | 12 | provides *timely* feedback to members of the team. | .84 | .02 |
| | 13 | provides *useful* feedback to members of the team. | .85 | .02 |
| | 14 | works effectively with school-based personnel in using the problem-solving process to identify needs at the *school-wide* level. | .90 | .01 |
| | 15 | works effectively with school-based personnel in using the problem-solving process to identify needs at the *classroom* level. | .81 | .02 |
| | 16 | is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model. | .84 | .02 |
| | 17 | responds to requests for technical assistance in a timely manner. | .79 | .03 |
| | 18 | works with the school-based team and faculty to monitor student progress (Tier I). | .84 | .02 |
| | 19 | works with the school-based team and faculty to assist in decision making. | .91 | .01 |
| | 20 | works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model. | .89 | .02 |
| Modeling of the Problem-Solving Process | 8a | Models problem identification | .89 | .02 |
| | 8b | Models data collection and interpretation | .84 | .02 |
| | 8c | Models problem analysis | .88 | .02 |
| | 8d | Models intervention development | .88 | .02 |
| | 8e | Models intervention support | .86 | .02 |
| | 8f | Models intervention documentation | .89 | .02 |
| | 8g | Models Response to Intervention interpretation | .92 | .01 |
| | 8h | Models intervention modification | .94 | .01 |

Table 2
Standardized Factor Loadings and Standard Errors for *Coaching Evaluation Survey - Revised* Items

| Factor | Item # | Item | Estimate | Standard Error |
|---|---|---|---|---|
| Interpersonal/ Communication Skills | 1 | is an effective listener. | .86 | .02 |
| | 2 | communicates clearly with others. | .83 | .02 |
| | 3 | effectively engages team members and other faculty in reflecting upon their professional practices. | .82 | .02 |
| | 4 | is skilled in facilitating consensus building among school-based personnel. | .87 | .02 |
| | 5 | is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers). | .90 | .01 |
| | 6 | is skilled in building trust among members of the school-based RtI leadership team. | .91 | .01 |
| | 7 | is skilled in facilitating productive work relationships with other individuals in the school setting. | .93 | .01 |