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 2007-08 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)

<table>
<thead>
<tr>
<th>My school’s PS/RtI coach…</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. …is an effective listener.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. …communicates clearly with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>3. …effectively engages team members and other faculty in reflecting upon their professional practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4. …is skilled in interpreting student outcome data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>5. …is skilled in facilitating consensus building among school-based personnel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6. …is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>7. …is skilled in building trust among members of the school-based RtI leadership team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>8. …is skilled in facilitating productive work relationships with other individuals in the school setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
My school’s PS/RtI coach…

9. …when introducing a new skill or concept:
   a. clearly explains the need for the skill/concept. 1 2 3 4 5 0
   b. clearly indicates the sub-skills that are required to use the new skill/concept. 1 2 3 4 5 0
   c. clearly indicates the support that will be provided to the team to help implement the new skill/concept. 1 2 3 4 5 0

10. …is skilled in modeling steps in the problem-solving process:
   a. Problem Identification 1 2 3 4 5 0
   b. Data Collection and Interpretation 1 2 3 4 5 0
   c. Problem Analysis 1 2 3 4 5 0
   d. Intervention Development 1 2 3 4 5 0
   e. Intervention Support 1 2 3 4 5 0
   f. Intervention Documentation 1 2 3 4 5 0
   g. Response to Intervention Interpretation 1 2 3 4 5 0
   h. Intervention Modification 1 2 3 4 5 0

11. …provides opportunities for the leadership team to practice steps in the problem-solving process. 1 2 3 4 5 0

12. …works effectively with the school-based team to implement problem solving. 1 2 3 4 5 0

13. …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 0

14. …provides timely feedback to members of the team. 1 2 3 4 5 0

15. …provides useful feedback to members of the team. 1 2 3 4 5 0

16. …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 0
<table>
<thead>
<tr>
<th>My school’s PS/RtI coach…</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. …works effectively with school-based personnel in using the problem-solving process to identify needs at the <em>classroom</em> level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>18. …is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>19. …responds to requests for technical assistance in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>20. …works with the school-based team and faculty to monitor student progress (Tier I).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>21. …works with the school-based team and faculty to assist in decision making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>22. …works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
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</table>

23. 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?


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


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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
26. Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

27. What is your current role in your school?

☐ General Education Teacher   ☐ Administrator   ☐ Special Education Teacher

☐ Other Instructional Personnel (e.g., Reading Teacher, Coach, Interventionist, Speech/Language Therapist)

☐ Student Services Personnel (e.g., Guidance Counselor, School Psychologist, Social Worker)

☐ Other (please specify) ____________________________________________________

THANK YOU FOR YOUR FEEDBACK!