

Partnerships for Innovation Concurrent Session

Sample Measures Handout

Sample 1: Teacher Survey Item

Component: Coaching

17. Please indicate the extent to which you agree or disagree with the following statements about your PLI coach.

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a. My PLI coach shows up on time to planned appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My PLI coach is fully prepared for our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I trust my PLI coach to productively guide how I think about my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have a positive professional relationship with my PLI coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. So far in PLI, my one-on-one conversations with my PLI coach have been a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My PLI coach motivates me to work on improving my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My PLI coach gives me instructional resources to strengthen my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am comfortable talking about my own instruction one-on-one with my PLI coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample 2: Workshop Exit Feedback Items

Component: Workshop

1. To what extent do you agree with the following statements about the facilitation of today's PI workshop? *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The facilitators promoted a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators promoted lively and productive conversations with my colleagues during today's workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators allowed sufficient time for me to process new learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what extent do you agree with the following statements about the results of today's workshop? *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
As a result of today's workshop, I feel more comfortable using the FFT Clusters when talking about teaching with my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's workshop, I better understand how to use the FFT Clusters and evidence of student learning to set team learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's workshop, I feel ready to use the Edthema platform to share videos with my coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of today's workshop, I have a better understanding of the goals and processes of one-on-one coaching rounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample 3: Immediate Debrief Interview Protocol for Facilitators

Component: Workshop

1. In what ways did we achieve our highest priority goals for the workshop? How do we know? (What, if anything, do the postworkshop survey data tell us?)
2. In what ways did we fall short in meeting some of our objectives? What evidence do we have that supports that?
3. What were the reasons for achieving or missing our objectives (root-cause analysis)? What if anything can we do differently next time to address these reasons to meet the objectives?
4. Based on our achievements and opportunities to improve, what should we start doing? What should we stop doing? What should we continue to do?
5. What key takeaways should we share with the other program specialists before the next workshop in this district or other districts?

Sample 4: Work Product Checklist (Excerpt)

Component: Coaching

4. Coach's "Nice Work" prompt identifies the CLASS dimension and defines the dimension or component of the dimension under discussion. (0 = No; 1 = Yes)
5. Coach's "Nice Work" prompt models how to make specific, behavioral observations by including a clear observational statement related to the dimension. (0 = No; 1 = Yes)
6. Coach's "Nice Work" prompt encourages the teacher to make specific observations about the video. (0 = No; 1 = Yes)

17. Coach's e-mail summary describes the major topics covered during the conference. (0 = No; 1 = Yes)
18. Coach's e-mail summary reminds teacher of the next video recording date and the date and time of the next conference. (0 = No; 1 = Yes)
19. Coach's action plan identifies specific effective interactions for the teacher to try. (0 = No; 1 = Yes)
20. Coach's action plan identifies the CLASS dimension of focus for the next cycle. (0 = No; 1 = Yes)

Component measured: Overall program Year 1 immediate outcomes

X. Please indicate the extent to which you agree or disagree with the following statements.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a.	I became aware of important aspects of my teaching in 2018–19 that I hadn't noticed before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	I actively sought to improve more aspects of my teaching in 2018–19 than I had in prior years teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	I experimented with new aspects of my teaching in 2018–19 more than I had in prior years teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	I mastered some teaching skills I learned about in 2018–19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	I became much better at analyzing the quality of my own teaching in 2018–19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>