Coaching Survey

The following questions will help me learn how I can most effectively support your work this year as an instructional coach. Please answer each question and return the form to me. Thank you!

Name: __________________________________________________

1. How do you like to learn? Check all that apply and provide another option if needed.
   - Read Articles
   - Watch Videos
   - Brainstorm Ideas with Colleagues
   - Professional Development Trainings
   - Practice Implementation with Feedback
   - Observe and Debrief Modeling of Lessons
   - Analyze Student Learning Data with Colleagues
   - Other:

2. What type of feedback do you find most productive? Check all that apply and provide another option if needed.
   - Written feedback
   - Oral feedback
   - Feedback in the form of questions?
   - Feedback with an example?
   - Other:

3. What type of student learning data should we analyze and use for planning instruction? Check all that apply and provide another option if needed.
   - Mathematics State Assessment Data
   - Progress Monitoring Mathematics Assessment Data
   - Common Assessment Data (mid- and end-of-unit)
   - Formative Assessment Data from daily lessons - written or observed via classroom visits
   - Other:

(continued on next page)
Coaching Survey

4. Goal
   a. What is a possible goal (problem of practice) we can focus on together that will improve student learning? Choose or provide another option to explore.

<table>
<thead>
<tr>
<th>NCTM Teaching Practices</th>
<th>Standards for Mathematical Practice</th>
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</thead>
<tbody>
<tr>
<td>Establish mathematics goals to focus learning.</td>
<td>Mathematically proficient students can…</td>
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<tr>
<td>Implement tasks that promote reasoning and problem solving.</td>
<td>□ Make sense of problems and persevere in solving them.</td>
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<tr>
<td>Use and connect mathematical representations. Facilitate meaningful mathematical discourse.</td>
<td>□ Reason abstractly and quantitatively</td>
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<tr>
<td>Pose purposeful questions.</td>
<td>□ Construct viable arguments and critique the reasoning of others</td>
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<tr>
<td>Build procedural fluency from conceptual understanding.</td>
<td>□ Model with mathematics</td>
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<tr>
<td>Support productive struggle in learning mathematics.</td>
<td>□ Use appropriate tools strategically</td>
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<tr>
<td>Elicit and use evidence of student thinking.</td>
<td>□ Attend to precision</td>
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</tbody>
</table>

Other:

Goal:

b. How will we know if progress is made toward reaching the goal or if the goal is met?

Visit [https://www.mathedleadership.org/coaching-corner/](https://www.mathedleadership.org/coaching-corner/) to download a free reproducible version of this resource.