

REPRODUCIBLE

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)

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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.

NCTM Teaching Practices <i>Principles to Action: Ensuring Mathematical Success for All,</i> National Council of Teachers of Mathematics: 2014	Standards for Mathematical Practice Common Core State Standards for Mathematics, 2010
<ul style="list-style-type: none"> <input type="checkbox"/> Establish mathematics goals to focus learning. <input type="checkbox"/> Implement tasks that promote reasoning and problem solving. <input type="checkbox"/> Use and connect mathematical representations. Facilitate meaningful mathematical discourse. <input type="checkbox"/> Pose purposeful questions. <input type="checkbox"/> Build procedural fluency from conceptual understanding. <input type="checkbox"/> Support productive struggle in learning mathematics. <input type="checkbox"/> Elicit and use evidence of student thinking. 	<p><i>Mathematically proficient students can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively <input type="checkbox"/> Construct viable arguments and critique the reasoning of others <input type="checkbox"/> Model with mathematics <input type="checkbox"/> Use appropriate tools strategically <input type="checkbox"/> Attend to precision <input type="checkbox"/> Look for and make use of structure <input type="checkbox"/> Look for and express regularity in repeated reasoning
<p>Other:</p>	
<p>Goal:</p>	

- 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/> to download a free reproducible version of this resource.