

Coaching Questionnaire

New Jersey Department of Education, Division of Early Childhood Education

The questionnaire should be used by master teachers/coaches as a self-evaluative tool to reflect on one’s own coaching practices for continuous growth purposes.

CHECK THE BOX that is most representative in your situation.	YES	NO
PLANNING CONFERENCE		
1. Prior to each visitation, teachers and coaches agree on the focus and that the structured visitation tool used will be relevant to the teacher’s concerns.		
2. Teachers have input into the decisions about what will be observed during the coaching process.		
3. Coaches and teachers regularly meet to discuss supports needed.		
CLASSROOM VISIT		
4. Classroom visitation is based on the idea to “coach” teachers.		
5. Classroom visitation is used to help the teacher become more self-reflective about his/her teaching practices and students’ learning.		
6. The coach documents what is seen and heard in relation to a structured observation or standards-based tool.		
POST-VISIT CONFERENCE		
7. The coach spends adequate time analyzing the classroom data collected before the post-visitation conference is held.		
8. The coach devises a plan for the post-visitation conference.		
9. Conferences are held within 24 hours of the classroom visitation.		
10. The coach asks the teacher questions that assist the teacher in reflecting about what occurred during the classroom visit.		
11. The conversation between coach and teacher tend to focus on what the students are doing and learning and then what the teacher is doing to support and scaffold that learning.		
12. The coach and teacher discuss specific areas or “trends” clearly evident in the data during the post-visitation conference that indicate what did or did not work well.		
13. The post-visitation conference includes specific plans for future instruction.		
OTHER		
14. The teacher and the coach work together productively toward the improvement of instruction.		
15. Coaches and administrators discuss the coaching process.		
16. The coaches critique their own professional behavior in some systematic manner.		
17. The classroom visits and/or post-visitation conferences are video or audio taped at times so the process can be analyzed.		

Coaching Questionnaire is adapted from the *Snyder-Pavan Clinical Supervision Practices Questionnaire*.

Anderson, R. H., & K. J. Snyder. 1993. *Clinical supervision: Coaching for higher performance*. Lancaster, PA: Technomic Publishing Company, Inc.

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