



# *Internal Coherence Assessment Protocol*

## Internal Coherence Survey

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### **Acknowledgements**

The Internal Coherence project knits together research from several established fields, including the work of leadership, effective teams, organizational learning, and individual and collective efficacy. The Internal Coherence Survey incorporates established items and scales from these fields, as well as items developed for this project in collaboration with experts within these fields.

Please see the page following the survey for a full bibliography of items.



Please indicate the school where you work: \_\_\_\_\_

### Leadership for Learning

Please indicate how accurately each of the following statements describes your **principal**, in light of your experiences in your school **this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
1. The principal invites input from faculty in discussions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal asks probing questions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The principal listens attentively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal encourages multiple points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The principal acknowledges the limitations of his or her own knowledge or expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The principal is knowledgeable about effective instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The principal communicates a clear vision for teaching and learning at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The principal is directly involved in helping teachers address instructional issues in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Psychological Safety

Please indicate how accurately each of the following statements describes your experiences **at your school this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
9. People in this school are eager to share information about what does and does not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Making mistakes is considered part of the learning process in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. If I make a mistake at this school, it will not be held against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In this school, teachers feel comfortable experimenting with untried teaching approaches, even if the approach might not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. In this school, it is easy to speak up about what is on your mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. People in this school are usually comfortable talking about problems and disagreements about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Professional Development

Please indicate how accurately each of the following statements describes your **professional development experiences on your campus this school year.**

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
15. My professional development experiences this year have been closely connected to my school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My professional development experiences this year have been valuable to my practice as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My professional development experiences this year have been designed in response to the learning needs of the faculty, as they emerge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My professional development experiences this year have included follow-up support as we implement what we have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Collaboration Around an Improvement Strategy

Please indicate how accurately each of the following statements describes your experiences **at your school this school year.**

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
20. Our school has an improvement plan, of which we are all aware.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. We focus our whole-school improvement efforts on clear, concrete steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We coordinate our curriculum, instruction, and learning materials with our school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The programs or initiatives we implement connect clearly to our school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Teachers' Involvement in Instructional Decisions

Please indicate how accurately each of the following statements describes **teachers' work at your school this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
24. Teachers work collectively to plan school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Teachers work collectively to select instructional methods and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Teachers work collectively to evaluate curricula and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Teachers work collectively to determine professional development needs and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers work collectively to plan professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. As a full faculty, we work toward developing a shared understanding of effective instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. As a full faculty, we regularly revisit and revise our thinking about the most effective instructional practices we can use with our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Collective Efficacy

Please indicate how accurately each of the following statements describes the **teachers in your school this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
31. Teachers are confident they will be able to motivate their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Teachers have the skills needed to produce meaningful student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. If a child doesn't learn something the first time, teachers will try another way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Teachers believe that every child can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Teachers are skilled in various methods of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Teachers have what it takes to explore new instructional approaches to help underperforming students meet standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you participate in a grade-level or content-area team?

37. Please select all that apply:

grade-level team     content-area team     other (Please describe.) \_\_\_\_\_

I do not participate in a teacher team. (Skip to the end of the survey.)

If you participate in more than one team, please choose **one** team on which to base your answers to the following items.

### Teams' Shared Understanding of Effective Practice

Please indicate how often you have worked with members of your **team** to do each of the following **this school year**.

	Almost Never	2-3 Times a Year	About Once a Month	2-3 Times a Month	Once a Week	More Than Once a Week
38. How often have you worked with members of your team to discuss teaching decisions based on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. How often have you worked with members of your team to discuss teaching decisions based on student assessment data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. How often have you worked with members of your team to evaluate curricular or assessment materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. How often have you worked with members of your team to discuss lesson plans or specific instructional practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Support for Teams

Please indicate how accurately each of the following statements describes the **principal in your school this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
42. The principal provides teacher teams with the right balance of direction and independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. The principal gives teacher teams a clear and meaningful purpose for their time together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. The principal provides adequate time for teacher teams to meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. The principal ensures that teacher meeting time is protected and maintained consistently throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. The principal supports teacher teams in following through on instructional decisions made by the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Team Processes

Please indicate how accurately each of the following statements describes your experience on your **team this school year**.

	Highly Inaccurate	Inaccurate	Somewhat Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
47. Our team meetings have an agenda, which we do our best to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. There is always someone who has the responsibility of guiding or facilitating our team discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. When our team makes a decision, all teachers on the team take responsibility for following through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Our team meetings include productive debate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. All members of the team are actively involved in our collective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Team meetings connect to each other and the overarching purpose for team work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Item Sources

Items 1-5 and 9-14 are adapted from “Is Yours a Learning Organization?” by D. A. Garvin, A. C. Edmondson & F. Gino, 2008, Harvard Business Review, March, p. 109-16.

Items 7 and 15-16 are from Consortium on Chicago School Research. (2009). Survey of Chicago public schools - high school teacher edition [Online survey and Website]. Chicago, IL. Reprinted with permission from the Consortium on Chicago School Research and the University of Chicago Urban Education Institute.

Items 24-28 are from “A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools,” by Y. L. Goddard, R. D. Goddard & M. Tschannen-Moran, 2007, Teachers College Record, 109, p. 877-96.

Items 31-35 are from “A Theoretical and Empirical Analysis of the Measurement of Collective Efficacy: The Development of a Short Form,” by R. D. Goddard, 2002, Educational and Psychological Measurement, 62, p. 97-110.

Item 36 is from Bay area school reform collaborative. (2002). Bay area school reform collaborative - teacher survey. [Online survey and Website.] Oakland, CA. Retrieved May 31, 2011 from [http:// www.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/BASRC-teacher-survey2002.pdf](http://www.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/BASRC-teacher-survey2002.pdf).

Items 38-46 were developed with assistance from Susan F. Henry, Educational Consultant on Teacher Collaboration. (2010).

All other items were developed for the Internal Coherence project by Michelle L. Forman, Richard F. Elmore, and Elizabeth Leisy Stosich.