**Purpose:** This tool helps you and your potential coaches gauge the extent to which your school structures and climate align with coaching as a way of work. Your team’s rating will provide guidance on areas of focus as you prepare to develop and implement a coaching plan.

**Directions:** The administrator and his/her leadership team should complete the Coaching Readiness Tool independently. Responses are calculated and the average score put in the middle column. All comments are listed in the right-hand column. This information will be used to determine areas of priority for building a coaching partnership.

Rate each statement below using 1–3 (*1-never, 2-sometimes, 3-often*).

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| --- | --- | --- |
| **Statement Related to Readiness for Coaching** | **Rate each statement 1–3** | **Elaboration on the rating you provided**. |
| 1. *Administrator informal observations.* | | |
| 1a. The principal is present daily in most or all classrooms for non-evaluative purposes. |  |  |
| 1b. Administrative team leaders are present daily in most or all classrooms for coaching (non-evaluation) purposes. |  |  |
| 1. *Common informal observations.* | | |
| 2a. Teachers' doors are always open, and anyone can come in at any time. |  |  |
| 2b. Staff are informally observed without prior notice. |  |  |
| 1. *Regular feedback provided.* | | |
| 3a. Staff receive feedback in-the-moment or after an observation verbally or via email. |  |  |
| 3b. School leaders receive regular feedback and coaching. |  |  |
| 3c. Staff observe each other at least once a month and give each other feedback. |  |  |
| 3d. Staff give each other feedback outside of classroom observations verbally or via email. |  |  |
| 1. *Coaching* | | |
| 4a. Staff are coached to support their academic rigor, cultural responsiveness, and mindsets in addition to pedagogical practices. |  |  |
| 4b. Staff share their coaching targets with others so they can receive multiple points of view and feedback. |  |  |
| 1. *Staff feel Comfortable with Coaching* | | |
| 5a. Staff feel “safe” in their coaching partnerships. |  |  |
| 5b. There are clear roles and responsibilities for coaches and those in coaching partnerships. |  |  |
| 5c. Leadership has shared priorities and objectives for the coaching partnerships. |  |  |