



Internal Coherence Survey

Developed by Richard F. Elmore and Michelle L. Forman

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 them.

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

Section I: Leadership (cont.)

3. Please indicate your level of agreement with each of the following statements about your principal from strongly disagree (1) to strongly agree (6).

	strongly disagree	2	3	4	5	strongly agree
13. The principal at this school understands how children learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 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"/>
15. The principal makes clear to the staff his or her expectations for meeting instructional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The principal at this school carefully tracks students' academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The principal actively monitors the quality of teaching at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The principal at this school knows what is going on in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The principal at this school uses assessment data to give teachers feedback about instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The principal at this school considers my students' learning outcomes as part of my evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The principal at this school makes systematic and frequent visits to classrooms ¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ Item 21 is from Mid-continent Research for Education and Learning. (2005). Balanced Leadership Profile [Online survey and Website]. Aurora, CO: Author. Reprinted with permission.

Section III: Whole School Level (cont.)

8. Please indicate your level of agreement with each of the following statements about your school from strongly disagree (1) to strongly agree (6).

	strongly disagree	2	3	4	5	strongly agree
54. 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"/>
55. Teachers in our school visit one another's classrooms to observe instructional practice and student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. 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"/>
57. As a full faculty, we use student data to inform our discussions about most effective instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Decisions made by the faculty about most effective instructional practices influence my curricular decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Our school is committed to the faculty's ongoing learning about the most effective instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do you participate in Common Planning Time as a member of a grade-level or content-area team?

	yes	no
60	<input type="radio"/>	<input type="radio"/>

Section V: Professional Development

13. Please indicate your level of agreement with each of the following statements about your professional development experiences, from strongly disagree (1) to strongly agree (6).

	strongly disagree	2	3	4	5	strongly agree
87. 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"/>
88. 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"/>
89. My professional development experiences this year have helped me build new skills to better meet the learning needs of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. 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"/>
91. My professional development experiences this year have included follow-up support from leaders as we implement what we've learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section VI: Open Response

14. Please provide any additional comments you have in the space below. 92

Item Sources

Items 1-10 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.

Item 11 is from “School Leadership and Student Achievement: The Mediating Effects of Teacher Beliefs,” by J. A. Ross and P. Gray, 2006, Canadian Journal of Education, 29, p. 1-25.

Items 13-18 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 19 and 20 were collaboratively developed with Roger D. Goddard, Professor at Texas A&M University and Director of the Education Leadership Research Center. (2010).

Item 21 is from Mid-continent Research for Education and Learning. (2005). Balanced Leadership Profile [Online survey and Website]. Aurora, CO: Author. Reprinted with permission.

Items 22-28 are from Ohio State University. (2001). Teachers’ Sense of Efficacy Scale. [Online survey and Website.] Columbus, OH: Tschannen-Moran, M., & Woolfolk Hoy. Retrieved May 31, 2011 from <http://people.ehe.ohio-state.edu/ahoy/files/2009/02/tses.pdf>.

Item 29 is from Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. Journal of Educational Psychology, 76(4), 569–82.

Items 30-38 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 39 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>.

Items 41-42 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 47-52 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.

Item 53 is from a personal communication with Yvonne L. Goddard, Assistant Professor in Educational Psychology at Texas A&M University. (2011).

Items 61-72 were developed with assistance from Susan F. Henry, Educational Consultant on Teacher Collaboration. (2010).

Items 85-86 developed in collaboration with Roger Goddard. (2010).

Items 87-88 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.

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