

Coaches are evaluated using the STEP evaluation tool; however, principals are also asked to provide feedback regarding instructional coaches' responsibilities. Using the rating scale of 1 – 5 (where 1 equals *not at all* and 5 equals *to a great extent*), principals indicated the extent to which the instructional coach has contributed to meeting this need within the assigned school. Below is a summary of these data (reflects middle school coaches only). The 2006-2007 data represents 82% of middle school coaches and the 2007-2008 data represents 80% of middle school coaches as indicated by the number of principals who returned survey instruments.

| Responsibilities of Instructional Coaches MIDDLE SCHOOL | Percent of Coaches Rated 1, 2, or N/A 2006-2007 | Percent of Coaches Rated 3 2006-2007 | Percent of Coaches Rated 4 or 5 2006-2007 | Percent of Coaches Rated 1, 2, or N/A 2007-2008 | Percent of Coaches Rated 3 2007-2008 | Percent of Coaches Rated 4 or 5 2007-2008 |
|--|--|---|--|--|---|--|
| Work with ES, MS, or HS teachers to improve student achievement | -- | 13% | 87% | 15% | 21% | 64% |
| Model effective coaching and reading or mathematics instruction | 1% | 6% | 93% | -- | 14% | 86% |
| Work with school administrators to provide support to new ES, MS, or HS teachers in reading or mathematics | 1% | 6% | 93% | 14% | -- | 86% |
| Assist administrators and teachers in using assessments to plan and monitor instruction | 18% | 2% | 80% | 15% | 21% | 64% |
| Support, monitor, and evaluate the Georgia Performance Standards implementation (if applicable) | 1% | 6% | 93% | -- | 21% | 79% |
| Support implementation of the Strategic Plan in the area of reading and/or mathematics | 14% | 13% | 73% | -- | 43% | 57% |