

Tool 6: Systems Coaching Self-Assessment

Directions: Assess your ability to provide systems coaching in literacy by rating each of the following on a scale of 1 to 3 (1- low, 2- medium, 3- high):

- I possess the knowledge of how to do this
- I can coach others to do this

| Item | I Have Knowledge of How to Do This | I Can Coach Others to Do This |
|---|------------------------------------|-------------------------------|
| Establish relationships | | |
| Assess readiness for change | | |
| Build consensus, use data to create sense of urgency | | |
| Identify and engage stakeholders | | |
| Administer and analyze a needs assessment | | |
| Use of collaborative problem solving to develop improvement plans (including clarifying the problem, asking questions and collecting data for problem analysis, using, organizing and displaying data and developing plans) | | |
| Establish roles, responsibilities, and decision rules | | |
| Paraphrase others' thoughts and summarize for clarification | | |
| Ask questions or elicit more information | | |
| Facilitate active participation of others | | |
| Facilitate discussions that recognize individual and cultural perspectives | | |
| Keep team on topic, use of agendas, notes | | |
| Increase team's skill in using collaborative problem solving | | |
| Distribute responsibilities among team members | | |
| Ensure and maintain administrative support for problem solving and decisions made by team | | |
| Keep team adhering to rules and roles | | |
| Align improvement plans across initiatives | | |

| | Item | I Have Knowledge of How to Do This | I Can Coach Others to Do This |
|--|--|------------------------------------|-------------------------------|
| | Implementation and analysis of Reading Tiered Fidelity Inventory | | |
| | Universal screening assessments (selecting, administering, interpreting and assessing fidelity) | | |
| | Diagnostic assessments (selecting, administering, interpreting and assessing fidelity) | | |
| | Progress monitoring assessments (selecting, administering, interpreting and assessing fidelity) | | |
| | Outcome evaluation assessments (selecting, administering, interpreting and assessing fidelity) | | |
| | Evidence-based universal reading programs (selecting, implementing and evaluating) | | |
| | Evidence-based intervention programs (selecting, implementing and evaluating) | | |
| | Align budgets to improvement plans | | |
| | Align professional development to improvement plans | | |
| | Coach evidence-based instruction | | |
| | Evaluate the effectiveness of coaching | | |
| | Establish a fidelity of implementation system to measure staff competence and inform professional development and coaching plans | | |
| | Plan, provide and evaluate professional development | | |
| | Use feedback in planning future professional development and coaching | | |
| | Implement communication plan | | |