Tool 5: Systems Coaching Self-Assessment

Directions: Assess the 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; 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 the team on topic, use of agendas, notes		
	Increase the 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 the team		
	Ensure the team adheres to rules and roles		
	Align improvement plans across initiatives		
	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		

Ohio | Department of Education