Systems Coach Self-Assessment

Systems Level Coach Name:

Years of Coaching Experience:

LEA:

This self-assessment includes evidence-based coaching skills and content knowledge that are   important for effective coaching in a Multi-Tiered System of Supports (MTSS) framework. The items represent a thorough list of the knowledge and skills that would help MTSS Systems Coaches to most effectively implement and sustain the essential features of the Utah MTSS implementation plan across both behavior and academic areas. **We do not expect every Systems Coach to be an expert in every area, nor to develop expert-level expertise in every area.** In particular, some behavior or academic content-specific items may not apply to your role and include a *Not Applicable* (NA) response choice.

We hope you use this self-assessment to recognize and celebrate your strengths, identify your needs,   prioritize less-than-expert knowledge and skills that may be important in your role, and write goals   for learning and improvement.

We hope you use this information to learn, grow, and improve your skills as a Systems Coach. This information could also be used at a district or state/program level to help know how to best support Systems Coaches and identify and prioritize professional development and coaching needs.

Please rate your knowledge and skills from *Novice* (1) to *Expert* (5). Check the box to the right to indicate additional learning that might be needed, particularly within your role as a Systems Coach. At the end of the survey, use the items you checked to write 2-5 goals for improvement.

Evidence-Based Knowledge/Skills Not Specific To Student Behavior Or Academic Instruction

Write an X in the box to indicate your level of knowledge and skills on the novice to expert continuum.

Skill	Novice……………………………………………..Expert					N/A	Other Learning Needed
Write an X in the box to indicate your level of knowledge and skills on the novice to expert continuum.							
1. Implement and evaluate the Utah MTSS model applied at a district systems level to improve student outcomes.							
2. Apply principles of implementation science and school readiness for change to build capacity for implementing the UMTSS model, improve student outcomes, and promote UMTSS sustainability (for example based on the National Implementation Research Network (NIRN) stages of implementation and implementation drivers).							
3. Implement and evaluate teaming strategies (i.e., Team Initiated Problem Solving (TIPS) UMTSS Teaming tools).							
4. Develop, implement and/or evaluate evidence-based professional development (including presentation).							
5. Implement and evaluate data-based decision-making and problem-solving (e.g., 4 step model) to							

Skill	Novice……………………………………….Expert					N/A	Other Learning Needed
Write an X in the box to indicate your level of knowledge and skills on the novice to expert continuum.							
facilitate action planning.							
6. Identify alignment among initiatives (both within school and across LEA) designed to improve student outcomes, such as UMTSS, PBIS, A2A, SSIP, etc.							
7. Facilitate access to school support resources (school, district, community, state, etc.) and create action plans to address needs with regard to MTSS.							
8. Implement and/or evaluate principles of effective student, parent, and community engagement; create action plans; and evaluate results.							
9. Aggregate/disaggregate data and create easy-to-read formats (e.g., visual representations using appropriate units of analyses to share with various stakeholders groups).							
10. Understand differentiation to support the needs of gifted, ELL, disadvantaged, marginalized, and/or struggling students, and/or students identified to receive special education services.							
11. Understand school, district, and state infrastructure, context, and culture; and adjust coaching practices accordingly.							
12. Understand and effectively use feedback loops between the district and schools within the district as they relate to MTSS implementation and barriers to success.							
13. Provide positive constructive feedback for continuous improvement.							
14. Use an appropriate coaching approach (e.g., consultation, collaboration, coaching) based on context, content, relationship, and need.							
15. Facilitate effective meetings; monitor action items and timelines.							
16. Communicate effectively and in a timely way with state, district, school, parent, and community stakeholders.							
17. Maintain a high positive to negative ratio of interactions with school teams, school personnel, and district personnel.							
18. Provide immediate, effective feedback to school team members using tools such as TIPS Fidelity Checklist and the UMTSS Feedback Form.							
19. Help teams effectively set goals and develop action plans.							
20. Follow up with requests for assistance from team members and other school staff.							
21. Follow up with requests for assistance from team members and other school staff.							

Mark an X in the appropriate column to indicate your level of knowledge and skills on the novice to expert continuum.							
22. Plan, implement, and/or evaluate Tier 1 (core) instruction, Tier 2 (targeted) interventions and Tier 3 (intensive) interventions for the following:	Novice……………………………………………………………….Expert					N/A	Other Learning Needed
a. Positive behavior support							
b. English/Language Arts							
c. Mathematics							
23. Use tools to facilitate evaluation of three tiers of instruction and intervention, including but not limited to the following:	Novice……………………………………………………………….Expert					N/A	Other Learning Needed
a. Positive behavior support (SET, TFI, Self assessment survey)							
b. English/Language Arts (PET-R, R-SET							
c. Mathematics (MQI, N-SET)							
24. Understand Utah Core State Standards for the following:	Novice……………………………………………………………….Expert					N/A	Other Learning Needed
a. English/Language Arts							
b. Mathematics							
25. Understand other relevant standards include the following:	Novice……………………………………………………………….Expert					N/A	Other Learning Needed
a. Leadership standards (e.g., Utah Education Leadership Standards, NCTM Prime Leadership Standards, ASCD Standards for Education Leaders)							
b. Educator standards (Utah Effective Teacher Standards, Utah educator effectiveness/effective instruction guidelines, etc.)							
c. Role specific standards (e.g., National Council of Teachers of Mathematics, National Association of School Psychologists, American School Counselor Association)							
26. Understand how to incorporate Universal Design for Learning (UDL) when designing, delivering, or observing instruction for the following:	Novice……………………………………………………………….Expert					N/A	Other Learning Needed
a. Positive behavior supports							
b. English/Language Arts							

Mark an X in the appropriate column to indicate your level of knowledge and skills on the novice to expert continuum.							
c. Mathematics							
27. Analyze data school level data (e.g., SET, R-SET, TIPS, etc) and student level data (e.g., YPP, SWIS, Educator's Handbook, DIBELS, AIMSweb, SAGE, or other CBAs) to identify plan, select, and/or create	Novice……………………………………………………….Expert					N/A	Other Learning Needed
a. Tier 1 (core instruction)							
b. Tier 2 (targeted interventions)							
c. Tier 3 (intensive interventions)							
28. Understand evidence-based pedagogy and effective instruction for	Novice……………………………………………………….Expert					N/A	Other Learning Needed
a. Positive behavior supports							
b. English/Language Arts							
c. Mathematics							

Review the items you checked in the "Additional learning needed" column **Circle the 2-5 items that you rate as the highest priority. You are not expected to be an expert in every area** nor to develop expert-level expertise in every area, so select items that best fit your role as a systems coach. Write learning goals or goals for improvement for those items.

Goal for improvement	Actions to accomplish goal	Review Date	How will you know goal is accomplished?