

Self-Assessment for Elementary Literacy Coaches



January 2009

Name _____

I am answering the following self-assessment as an:

- Elementary School Literacy Coach
- Elementary School Reading Coach
- Elementary School Reading Specialist/
ReadingTeacher/Reading Support Teacher
- Elementary School Instructional Coach

The Self-Assessment for Elementary Literacy Coaches was adapted by the 2007-08 Literacy Coaching Clearinghouse Advisory Board from the Self-Assessment for Middle and High School Literacy Coaches.

*Literacy Coach Standards Team Members
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Sharon Walpole, University of Delaware

Criteria 1: Foundations of Literacy

Literacy coaches in elementary schools share with teachers an integrated body of research about how students become successful readers, writers, and communicators.

Please rate the following areas of knowledge using the rubric below:

Rubric:

1. I am not sufficiently knowledgeable about the topic, and need to learn more about it.
2. I am somewhat knowledgeable about the topic, BUT need to know more about current evidence-based practices and trends related to the topic.
3. I am knowledgeable about current evidence-based practices and trends related to the topic, BUT need to learn more about how to implement them.
4. I am knowledgeable about implementing current evidence-based practices and trends related to the topic, BUT need to learn how to communicate about such practices and trends to others.
5. I am experienced in implementing and sharing my knowledge of evidence-based practices and trends related to the topic in reading and/or writing blocks, BUT need to build my knowledge and skills about the topic across content areas.
6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one content area, and am confident that I can apply similar skills in additional content areas.

Topics	Score (Circle One)					
1. Developing students' oral language skills through discussion and dialogue	1	2	3	4	5	6
2. Developing students' speaking, listening, reading and writing vocabularies	1	2	3	4	5	6
3. Developing connections among the language arts concerning how use of their interactive nature translates into good instruction	1	2	3	4	5	6
4. Developing students' text comprehension skills, (predicting, using prior knowledge, making inferences, drawing conclusions, retelling, and summarizing	1	2	3	4	5	6

Topics	Score (Circle One)					
5. Developing students' phonological awareness, including sensitivity to syllables, onsets and rimes, and phonemes	1	2	3	4	5	6
6. Developing students' letter-name and letter-sound knowledge	1	2	3	4	5	6
7. Developing students' ability to decode using sound-by-sound decoding and larger-unit decoding	1	2	3	4	5	6
8. Developing students' word identification skills including chunks, roots, bases, prefixes, suffixes, etc.	1	2	3	4	5	6
9. Developing students' store of words recognized automatically, by sight	1	2	3	4	5	6
10. Building students' reading fluency (including accuracy, rate, and expression) through extensive guided oral reading and means to monitor and provide corrective feedback	1	2	3	4	5	6
11. Developing students' meta-cognitive reading skills	1	2	3	4	5	6
12. Theories about literacy and the implications of low levels of literacy	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 2: Assessment

Literacy coaches in elementary schools lead faculty in understanding, selecting, and using multiple forms of assessments (including mandated external tests) as diagnostic tools to guide instructional decision-making and enhance both teacher and program effectiveness.

Please rate the following areas of knowledge using the rubric below:

Rubric:

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3. I am knowledgeable about current evidence-based practices and trends related to the topic, BUT need to learn more about how to implement them.
4. I am knowledgeable about implementing current evidence-based practices and trends related to the topic, BUT need to learn how to communicate about such practices and trends to others.
5. I am experienced in implementing and sharing my knowledge of evidence-based practices and trends related to the topic in reading and/or writing blocks, BUT need to build my knowledge and skills about the topic across content areas.
6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one content area, and am confident that I can apply similar skills in additional content areas.

Topics	Score (Circle One)					
1. Determining whether a school's assessment system is coherent, comprehensive, and explicit	1	2	3	4	5	6
2. Implementing a coherent assessment system	1	2	3	4	5	6
3. Appropriate uses and interpretations of norm-referenced assessments	1	2	3	4	5	6
4. Appropriate uses and interpretations of criterion-referenced assessments	1	2	3	4	5	6

Topics	Score (Circle One)					
5. Appropriate uses and interpretations of informal assessments, such as teacher anecdotal records, student reflective journals, and student surveys	1	2	3	4	5	6
6. Appropriate uses and interpretations of formative assessments	1	2	3	4	5	6
7. Appropriate uses and interpretations of authentic assessments	1	2	3	4	5	6
8. Appropriate uses and interpretations of summative assessments	1	2	3	4	5	6
9. Appropriate uses and interpretations of commercial program assessments	1	2	3	4	5	6
10. Appropriate uses and interpretations of diagnostic or screening assessments to identify students' specific literacy strengths and needs	1	2	3	4	5	6
11. Appropriate uses and interpretations of state-mandated assessments	1	2	3	4	5	6
12. Appropriate uses and interpretations of assessment data to inform and improve professional development efforts	1	2	3	4	5	6
13. Appropriate uses and interpretations of assessments to provide teachers with information to differentiate instruction in order to meet the needs of diverse classroom populations	1	2	3	4	5	6

Topics	Score (Circle One)					
14. Monitoring the effectiveness of a school's literacy improvement action plan, including a review of achievement data, surveys of faculty and other stakeholders, and observations of teachers implementing new literacy strategies	1	2	3	4	5	6
15. Assessing and understanding the role in instruction of students' individual interests, backgrounds, cultures, reading histories, and writing histories	1	2	3	4	5	6
16. Communicating the goals and results of various assessments to different audiences at the school and district levels for their reflection and action, including teachers, administrators, students, and parents	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 3: Content Area Instruction

Literacy coaches in elementary school assist teachers in understanding how they can develop students' knowledge and related skills while simultaneously improving student reading and learning in specific content areas (e.g., Social Studies, Language Arts, Math, Science, etc.).

Please rate the following areas of knowledge using the rubric below:

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6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one content area, and am confident that I can apply similar skills in additional content areas.

Topics	Score (Circle One)					
1. Content area/Discipline-specific student standards, benchmarks and goals (content, skills, and dispositions)	1	2	3	4	5	6
2. Content Area/Discipline-specific understanding of foundational literacy (including vocabulary, comprehension, and fluency); adjustment of rate depending on purpose and on type of text	1	2	3	4	5	6
3. Content Area/Discipline-specific cognitive strategies to promote literacy and develop active and competent learners in the core content areas	1	2	3	4	5	6

Topics	Score (Circle One)					
4. Knowledge of ways to use writing to think through understanding of a content area/discipline; combining reading with writing or other forms of multi-modal forms of representation	1	2	3	4	5	6
5. Content area/discipline-specific methodologies of communicating and representing content	1	2	3	4	5	6
6. Content area/Discipline-specific teaching practices that promote the development of multiple comprehension strategies	1	2	3	4	5	6
7. Content Area/Discipline-specific texts at a variety of reading levels	1	2	3	4	5	6
8. Engagement of students in problem solving methodologies through dialogue, discussion, project-based learning, and group work	1	2	3	4	5	6
9. Analysis and selection of content area/discipline-specific resources that supplement print texts, including video, digital media, visual media, etc.	1	2	3	4	5	6
10. Content area/discipline-specific assessment practices	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 4: Writing

Literacy coaches in elementary school assist teachers in understanding how they can develop students' writing.

Please rate the following areas of knowledge using the rubric below:

Rubric:

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2. I am somewhat knowledgeable about the topic, BUT need to know more about current evidence-based practices and trends related to the topic.
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6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one content area, and am confident that I can apply similar skills in additional content areas.

Topics	Score (Circle One)					
1. Knowledgeable of ways to develop students' writing skills through scaffolded instruction and assignments	1	2	3	4	5	6
2. Knowledgeable of a wide range of genres of writing	1	2	3	4	5	6
3. Knowledge of strategies to differentiate writing instruction for a wide range of learners	1	2	3	4	5	6
4. Knowledgeable of ways to help students revise drafts for content	1	2	3	4	5	6

Topics	Score (Circle One)					
5. Knowledgeable of ways to help students edit for mechanical errors	1	2	3	4	5	6
6. Knowledgeable of ways to help students develop ideas, organization, content, and voice	1	2	3	4	5	6
7. Knowledgeable of ways to help students develop and improve their grammar, spelling, capitalization, and punctuation	1	2	3	4	5	6
8. Knowledgeable of ways to assess writing processes and products	1	2	3	4	5	6
9. Knowledgeable of various ways to motivate reluctant writers	1	2	3	4	5	6
10. Knowledgeable of ways that technology can assist students' development of sound writing processes and production of final products	1	2	3	4	5	6
11. Knowledgeable of software and other technology applications that would help students develop their abilities as writers	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 5: Differentiated Instruction

Literacy Coaches work with elementary teachers to support the development and implementation of differentiated instruction to serve the needs of the full range of learners in their classrooms.

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6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one content area, and am confident that I can apply similar skills in additional content areas.

Topics	Score (Circle One)					
1. Interpreting diagnostic tools used to differentiate instruction and adapt to individual student needs	1	2	3	4	5	6
2. Multiple classroom strategies and instructional practices that scaffold learning for a classroom of diverse learners	1	2	3	4	5	6
3. Differentiating literacy content, process/assignment task, and product to meet the needs of a diverse classroom population—from struggling to highly proficient readers	1	2	3	4	5	6

Topics	Score (Circle One)					
4. Flexible classroom grouping structures (including partner shares, cooperative groups, project teams, re-teaching arrangements, and tutoring supports)	1	2	3	4	5	6
5. Knowledge of effective instructional practices to reach gifted and talented readers in content area classes	1	2	3	4	5	6
6. Knowledge of effective instructional practices to reach students with learning disabilities related to literacy	1	2	3	4	5	6
7. Knowledge of effective instructional practices to reach English Language Learners	1	2	3	4	5	6
8. Analysis and selection of text materials that meet the needs of a diverse classroom population—from struggling to highly proficient readers	1	2	3	4	5	6
9. Analysis and selection of curriculum materials that reflect the diversity of a multicultural classroom population	1	2	3	4	5	6
10. Building classroom libraries that represent a variety of genres and interests and link to multiple reading levels	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 6: Classroom Coaching

(Working One-on-One with Teachers)

Literacy coaches work with teachers individually to emphasize best practices in the areas of curricula, literacy skills, and teacher attitudes, while providing practical support on a full range of reading, writing, and communication strategies to increase student achievement.

Please rate the following areas of knowledge using the rubric below:

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Topics	Score (Circle One)					
1. "Over-the-shoulder" coaching (i.e., coaching in the moment and providing teacher support during instruction)	1	2	3	4	5	6
2. Collaborative planning (i.e., goals, units, lessons, assessments)	1	2	3	4	5	6
3. "Gradual release" model of coaching	1	2	3	4	5	6
4. Observation practices (i.e., planning, pre-meeting, observation protocols, video-taping, and reflective dialogues)	1	2	3	4	5	6

Topics	Score (Circle One)					
5. Modeling and demonstrating classroom lessons	1	2	3	4	5	6
6. Effective co-teaching/team teaching	1	2	3	4	5	6
7. Establishing classroom routines and management structures	1	2	3	4	5	6
8. Facilitating the effective collection and analysis of student data to organize instruction	1	2	3	4	5	6
9. Ongoing collection of data on the impact of the one-on-one classroom coaching	1	2	3	4	5	6
10. Defining/clarifying role and relationship with administrator and teachers	1	2	3	4	5	6

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 7: Facilitating Adult Learning

Literacy coaches bring fresh perspectives and experiences to helping teachers and other adults in the school system break through barriers that inhibit student achievement.

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5. I am experienced in implementing and sharing my knowledge of evidence-based practices and trends related to the topic.

Topics	Score (Circle One)				
1. Theories in adult development, learning, and motivation in order to meet the needs of school staff members at different stages in their careers	1	2	3	4	5
2. Theories related to quality professional development aimed at accelerating student learning	1	2	3	4	5
3. Adult learning processes that lead to improved instructional practices, reflective practitioners, and expertise in meta-cognitive reading strategies	1	2	3	4	5
4. Asset-based learning that focuses on teachers' strengths	1	2	3	4	5
5. Facilitating change in the face of resistance (e.g., managing difficult conversations, negotiating win-win situations)	1	2	3	4	5

Topics	Score (Circle One)				
6. Supporting adult learning (e.g. communicating respect, safeguarding confidentiality, offering planning time, teaching about stress management, providing incentives)	1	2	3	4	5
7. Facilitating varied group configurations and presentation formats (whole staff, departmental, and small group training)	1	2	3	4	5
8. Gathering, collecting and analyzing information related to the level of implementation of the targeted instructional practices (including fidelity to the practice)	1	2	3	4	5

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 8: Building Capacity Within the School

Literacy coaches serve as catalysts for reform by engaging all stakeholders of the school community in the design and implementation of effective processes that lead to enduring changes in the school culture.

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Topics	Score (Circle One)				
1. Assessing school wide literacy needs	1	2	3	4	5
2. Establishing a school literacy team to oversee the development and implementation of a literacy improvement action plan	1	2	3	4	5
3. Determining key elements of a school wide literacy program	1	2	3	4	5
4. Effectively implementing a school wide literacy program	1	2	3	4	5
5. Monitoring a school wide literacy program for level of implementation and effectiveness	1	2	3	4	5
6. Communicating about school wide literacy program to staff, administration, departments, and other stakeholders	1	2	3	4	5

Topics	Score (Circle One)				
7. Coordinating efforts between staff, administration, departments, and other stakeholders regarding school wide literacy program (e.g., working effectively with literacy and leadership teams)	1	2	3	4	5
8. Problem solving "barriers" that may impede the effectiveness of the literacy program	1	2	3	4	5
9. Mentoring building administrators in coaching strategies and effective literacy practices	1	2	3	4	5
10. Coordinating coaching efforts with other classroom support specialists (e.g., ELL, LD, department chairs, etc.)	1	2	3	4	5
11. Strategies to "scale-up" the adoption of new literacy instructional practices in schools	1	2	3	4	5
12. Sustaining new literacy instructional practices	1	2	3	4	5
13. Integrating technology into the life of the school, (including classroom instruction	1	2	3	4	5

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.

Criteria 9: Working Within a Broader School Reform Context

Literacy coaches are knowledgeable advocates for the implementation of effective school reform practices and comprehensive and coordinated literacy programs that have a positive impact on student performance nationally.

Please rate the following areas of knowledge using the rubric below:

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5. I am experienced in implementing and sharing my knowledge of evidence-based practices and trends related to the topic.

Topics	Score (Circle One)				
1. Principles of effective school reform (e.g., standards, accountability, communities of practice or lesson study)	1	2	3	4	5
2. Implementing school schedules and structures that support literacy instructional practices across content areas within the broader context of school reform	1	2	3	4	5
3. Coordinating school reform concepts in the context of federal, state and district mandates (NCLB, RTI, Title I, ELL, grant programs, special education, etc.)	1	2	3	4	5

Topics	Score (Circle One)				
4. Building connections with the local community	1	2	3	4	5
5. Addressing barriers that can impede effective school reform	1	2	3	4	5

After reviewing and reflecting on your answers above, please share (in a brief paragraph, bullets, or list) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.