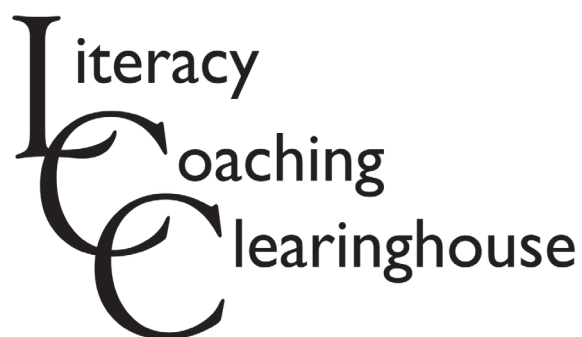


# Self-Assessment for Middle and High School Literacy Coaches



May 2007

Name \_\_\_\_\_

I am answering the following self-assessment as a:

\_\_\_\_\_ Middle School Coach

\_\_\_\_\_ High School Coach

***Literacy Coach Standards Team Members  
who developed this self-assessment:***

Doug Buehl, Madison Metropolitan School District, Madison, WI

Mark Conley, Michigan State University

Andres Henriques, Carnegie Corporation of New York

Jacy Ippolito, Graduate School of Education, Harvard University

Cathleen Kral, Boston Public Schools

Carlene Lodermeier, Iowa Department of Education Reading

Susan Pimentel, Standardswork

Cathy Roller, International Reading Association

Sharon Walpole, University of Delaware

## Criteria 1: Foundations of Literacy

Literacy coaches in middle and high 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 one content discipline, BUT I need to build my knowledge and skills about the topic across the disciplines.
6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one discipline, and I am confident that I can apply similar skills in additional disciplines.

Topics	Score (Circle One)					
1. Developing students' oral language skills through discussion and dialogue	1	2	3	4	5	6
2. Developing students' vocabulary (e.g., contextual approaches, morphological approaches, cognates, definitional approaches)	1	2	3	4	5	6
3. Building students' reading fluency through extensive guided oral reading and means to monitor and provide corrective feedback	1	2	3	4	5	6
4. Developing students' meta-cognitive reading skills (before, during, and after reading strategies)	1	2	3	4	5	6
5. Developing students' text comprehension skills, (e.g., matching the instructional method to the dominant pattern of text structure, theories on wide reading and student access to print)	1	2	3	4	5	6
6. Theories about literacy and the implications of low levels of literacy.	1	2	3	4	5	6
7. Connections among the modes of the language arts and how use of their interactive nature translates into good instruction	1	2	3	4	5	6
8. Theories on adolescent development, including strategies to spur reading motivation and interest	1	2	3	4	5	6

**After reviewing and reflecting on your answers above, please share (in a brief paragraph) 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 middle and high 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:

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

<b>Topics</b>	<b>Score (Circle One)</b>					
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
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 course-specific 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 for discipline-specific knowledge and skills	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
14.Monitoring the effectiveness of the 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 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) 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: Reading

Literacy coaches in middle and high school assist teachers in understanding how they can develop students' content 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:

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

Topics	Score (Circle One)					
1. Discipline-specific student standards, benchmarks and goals (content, skills, and dispositions)	1	2	3	4	5	6
2. Discipline-specific understanding of foundational literacy (including fluency, vocabulary and comprehension)	1	2	3	4	5	6
3. Discipline-specific cognitive strategies to promote literacy and develop active and competent learners in the core content areas	1	2	3	4	5	6
4. Discipline-specific methodologies of communicating and representing content	1	2	3	4	5	6
5. Discipline-specific teaching practices that promote the development of multiple comprehension strategies	1	2	3	4	5	6
6. Discipline-specific texts at a variety of reading levels	1	2	3	4	5	6
7. Engaging students in employing problem solving methodologies through dialogue, discussion, project-based learning, and group work	1	2	3	4	5	6
8. Analysis and selection of discipline-specific resources that supplement print texts, including video, digital media, visual media, etc.	1	2	3	4	5	6
9. Discipline-specific assessment practices	1	2	3	4	5	6
10. Knowledge of secondary school cultures (including the stresses and dilemmas teachers regularly confront and knowledge about secondary school departmental structures) and their impact on content area teachers	1	2	3	4	5	6

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

## Criteria 4: Content Area Instruction: Writing

Literacy coaches in middle and high school assist teachers in understanding how they can develop students' content knowledge and related skills while simultaneously improving student writing 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:

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

<b>Topics</b>	<b>Score (Circle One)</b>					
1. Knowledgeable of ways to Develop students' writing skills through scaffolded instruction and assignments	1	2	3	4	5	6
2. Knowledgeable of forms of writing that are specific to particular content disciplines	1	2	3	4	5	6
3. Knowledgeable of ways to use writing to think through understanding of a discipline; combining reading with writing or other multi-modal forms of representation	1	2	3	4	5	6
4. Knowledge of effective instructional practices to reach writers who are struggling, ELL, learning disabled, or gifted and talented in content area classes	1	2	3	4	5	6
5. Knowledgeable of ways to help students revise drafts for content and edit for mechanical errors	1	2	3	4	5	6
6. Knowledgeable of ways to help students develop and improve their grammar, spelling, capitalization, and punctuation related to specific content disciplines	1	2	3	4	5	6
7. Knowledgeable to ways to assess writing processes and products as part of content area instruction	1	2	3	4	5	6
8. Knowledgeable to ways that technology can assist students' development of sound writing processes and production of final products	1	2	3	4	5	6
9. Knowledgeable of software and other technology applications that would help students develop their abilities as discipline specific writers	1	2	3	4	5	6

**After reviewing and reflecting on your answers above, please share (in a brief paragraph) 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 middle and high school teachers to support the development and implementation of differentiated instruction to serve the needs of the full range of learners in their classrooms. 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 one content discipline, BUT I need to build my knowledge and skills about the topic across the disciplines.
6. I am experienced about implementing and sharing my knowledge of evidence-based practices and trends related to the topic in more than one discipline, and I am confident that I can apply similar skills in additional disciplines

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
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 struggling readers in content area classes	1	2	3	4	5	6
6. Knowledge of effective instructional practices to reach gifted and talented readers in content area classes	1	2	3	4	5	6
7. Knowledge of effective instructional practices to reach students with learning disabilities related to literacy	1	2	3	4	5	6
8. Knowledge of effective instructional practices to reach English Language Learners	1	2	3	4	5	6
9. Analysis and selection of content text materials that meet the needs of a diverse classroom population—from struggling to highly proficient readers	1	2	3	4	5	6
10. Analysis and selection of content curriculum materials that reflect the diversity of a multicultural classroom population	1	2	3	4	5	6
11. 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) 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:

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

<b>Topics</b>	<b>Score (Circle One)</b>					
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
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

**After reviewing and reflecting on your answers above, please share (in a brief paragraph) 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. 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.

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
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) 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. 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.

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
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) 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:

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.

<b>Topics</b>	<b>Score (Circle One)</b>				
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, Title I, ELL, grant programs, special education, etc.)	1	2	3	4	5
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) your thoughts about what you would like to know more about regarding this criteria in order to best serve your needs.**