

Coaches' Self Assessment Tool

PURPOSE

The purpose of this self-assessment tool is to provide individuals with an overview of the roles, responsibilities, and requirements associated with District Ohio Integrated Systems Model (OISM) Coaches. Results of this tool will help guide District OISM Coaches in the selection of training and other learning opportunities appropriate to their individual needs. Additionally, information obtained through analyzing results across Coaches will be used to guide future professional development opportunities and support provided to Coaches by SERRC.

HOW TO USE THE TOOL

Each District OISM Coach will complete the Coaches' Self Assessment Tool individually, responding to each statement through careful reflection of his or her current knowledge and skills. As items are completed by indicating 4 (I am proficient and can apply this concept/practice in various ways or contexts), 3 (I am skilled and fluent in this concept/practice), 2 (I am knowledgeable and can explain this concept/practice, but I am not yet fluent) and 1 (I am aware of this concept/practice), a Coaches' Action Plan will be automatically populated with trainings and other learning opportunities that will help support each District OISM Coach in acquiring the knowledge and skills he or she has indicated as areas of need.

The Coaches' Self Assessment Tool should be used at the beginning of each school year to assess each District OISM Coaches' training needs. It may also be used at strategic times throughout the school year as an additional check of the progress of skills to date as well as each District OISM Coaches' progress toward meeting individual skill and knowledge development needs.

ACTION PLANNING

A Coaches' Action Plan is provided following the Self Assessment Tool. Some fields will automatically populate as each District OISM Coach indicates his or her response to the items. Other fields are left blank so that each District OISM Coach may tailor learning opportunities to meet his or her particular needs.

The Coaches' Action Plan will be completed at least one time per year (at either the beginning or end of the school year depending on District OISM Coach entry). It may also be updated periodically throughout the year as a record of progress toward meeting training needs.

RESPONSE CHOICES

- 4** = I am proficient and can apply this concept/practice in various ways or contexts
- 3** = I am skilled and fluent in this concept/practice
- 2** = I am knowledgeable and can explain this concept/practice, but I am not yet fluent
- 1** = I am aware of this concept/practice

Coaches' Self Assessment Tool

Section 1: Coaching Pre-requisites	
What does the beginning District OISM Coach need?	
	1.1 Fluency with knowledge and use of key features of OISM
4 3 2 1	Administrative Leadership
4 3 2 1	Collaborative Strategic Planning
4 3 2 1	Scientific Based Research
4 3 2 1	Data-based Decision Making
4 3 2 1	Culturally Responsive Practices
4 3 2 1	Academic & Behavior Supports Across 3-Tiers
4 3 2 1	1.2 Understand reasons for district involvement in OISM including the benefit the model can provide for positive systems change
	1.3 District endorsement
4 3 2 1	Agreement from district superintendent demonstrating support (e.g., signed SERRC agreement)
4 3 2 1	Access to resources (e.g., training, funding) to support coaching activities
4 3 2 1	Schedule flexibility to work/meet with Building Leadership Teams and District Leadership Team
4 3 2 1	Schedule flexibility to attend SERRC District OISM Coach trainings and other learning opportunities
	1.4 Ability to work with Building Leadership Teams
4 3 2 1	Attend and/or conduct trainings with Building Leadership Teams
4 3 2 1	Meet with Building Leadership Teams monthly to complete team activities
4 3 2 1	1.5 Ability to work with District Leadership Team
4 3 2 1	1.6 Demonstrate collaboration skills and practices
4 3 2 1	1.7 Demonstrate experience/capacity to: problem solve, collaborate, communicate, access internal and external resources, etc.
Section 2: Basic Coaching Skill Requirements	
What skills are needed for coaches to begin conducting training?	
4 3 2 1	2.1 Conducting small group skill training sessions with adults
4 3 2 1	2.2 Familiarity with typical classroom, school, and district structures, operations, policies, etc.
4 3 2 1	2.3 Familiarity with general discipline, classroom, behavior and instructional management and curriculum
4 3 2 1	2.4 Ability to work with individuals or groups from diverse backgrounds (e.g., parents, students, agency representatives, community members, educators)
4 3 2 1	2.5 Facilitating team meetings
4 3 2 1	2.6 Basic computer skills (e.g., word processing, presentation programs, web-based tools)

Section 3: Coaching Activities & Responsibilities	
What will coaches be expected to do?	
4 3 2 1	3.1 Attend and participate in District OISM Coach professional development and networking events
4 3 2 1	3.2 Attend, co-present, plan and present Building Leadership Team training events with or for the team and the school community
4 3 2 1	3.3 Facilitate effective communication between Building Leadership Teams and District Leadership Teams
4 3 2 1	3.4 Facilitate effective communication between Building Leadership Teams and school and community stakeholders (e.g., faculty, students, staff, parents, community members)
4 3 2 1	3.5 Positively report, promote, shape, and reinforce Building Leadership Team progress and products
4 3 2 1	3.6 Maintain record of each building's implementation effort (e.g., discipline data, academic data, action plan, products)
4 3 2 1	3.7 Complete and send reports on Building Leadership Team implementation progress regularly to your SERRC Consultant
4 3 2 1	3.8 Report on Building Leadership Team and coaching progress to key district and building stakeholders
4 3 2 1	3.9 Assist in the collection and maintenance of Building Leadership Team data within a data collection system (e.g., SWIS, DIBELS)
4 3 2 1	3.10 Collaborate with SERRC consultant(s)
Section 4: Positive Behavior Supports (PBS) Specific Coaching Skills and Competencies	
What will District OISM Coaches learn and enhance during PBS coaching training?	
	4.1 Describe and promote the features of school-wide PBS
4 3 2 1	Purpose and rationale
4 3 2 1	Guiding principles
4 3 2 1	Implementation requirements
4 3 2 1	Systems processes
4 3 2 1	Examples and non-examples
4 3 2 1	Research
	4.2 Describe and promote the practices and systems of school-wide PBS
4 3 2 1	The intended outcomes of PBS
4 3 2 1	Data used for examining school-wide discipline
4 3 2 1	Practices necessary for implementing and sustaining school-wide PBS
	4.3 Describe the characteristics and application at the system level of the 3-tiered model of Positive Behavior Supports
4 3 2 1	School-wide
4 3 2 1	Targeted
4 3 2 1	Intensive
	4.4 Describe and promote the components and operations of a proactive school-wide discipline system
4 3 2 1	Purpose/vision
4 3 2 1	Small set of positively stated school-wide behavioral expectations and

	examples
4 3 2 1	Procedures for teaching school-wide behavioral expectations
4 3 2 1	Continuum of procedures for encouraging school-wide behavioral expectations
4 3 2 1	Continuum of procedures for discouraging rule violations and problem behavior
4 3 2 1	Procedures for monitoring, adapting, and enhancing implementation
4 3 2 1	4.5 Describe and promote the fundamental strategies and systems of classroom management
4 3 2 1	4.6 Describe and promote the fundamental strategies and systems of active supervision
	4.7 Understand how to link Building Leadership Teams to supporting PBS resources
4 3 2 1	Mental health
4 3 2 1	Parent/family
4 3 2 1	Business
4 3 2 1	Juvenile justice
4 3 2 1	Public health
	4.8 Describe and promote the features of behavior support for individual students
4 3 2 1	Targeted interventions
4 3 2 1	Intensive interventions
4 3 2 1	Function-based approach to behavior intervention planning
4 3 2 1	Person-centered planning
Section 5: Collaborative Strategic Planning	
How will District OISM Coaches be expected to guide teams?	
	5.1 Facilitate and guide data-based decisions made at each step of the Collaborative Strategic Planning process including key questions and data sources
4 3 2 1	Problem Definition
4 3 2 1	Problem Analysis
4 3 2 1	Goal Setting
4 3 2 1	Action Planning and Implementation
4 3 2 1	Plan Evaluation
4 3 2 1	5.2 Describe and apply school-based data management and data-based decision making
4 3 2 1	5.3 Facilitate collaborative strategic planning with Building Leadership Teams
4 3 2 1	5.4 Facilitate the effectiveness, efficiency, and relevance of Building Leadership Team meetings
4 3 2 1	5.5 Understand how to interpret DIBELS, CBM, SWIS, and other universal screening data to assist Building Leadership Teams in Collaborative Strategic Planning
4 3 2 1	5.6 Understand how to use research-based tools (i.e., PET-R, SET, CRP survey, etc.) in the analysis step of Collaborative Strategic Planning

4 3 2 1	5.7 Guide Building Leadership Teams in the selection of interventions, programs, and curricula through use of scientifically-based research and proven effectiveness
4 3 2 1	5.8 Guide Building Leadership Teams to develop an action plan that includes tiered systems of support
4 3 2 1	5.9 Understand the components of high quality professional development to be able to guide Building Leadership Teams in the incorporation of PD plans within their Building Action Plan
4 3 2 1	5.10 Ensure alignment of each building action plan with building-level improvement plans/initiatives and the district Comprehensive Continuous Improvement Plan (CCIP) and/or district OISM action plan
Section 6: Culturally Responsive Practices (CRP) Specific Coaching Skills and Competencies	
What will District OISM Coaches learn and enhance during CRP coaching training?	
	6.1 Awareness that U.S. public school norms and expectations primarily reflect U.S. mainstream, middle class cultural values, beliefs and norms
4 3 2 1	Describe similarities and differences in cultural norms and expectations between mainstream U.S. culture and the diverse cultural backgrounds of students
4 3 2 1	Articulate the potential challenges culturally and linguistically diverse students may face due to a mismatch in cultural expectations
4 3 2 1	Understand the importance of explicitly teaching and practicing school norms to make hidden rules visible to students from diverse backgrounds
4 3 2 1	6.2 Understand the importance of using varied instructional methods and formats in order to make learning experiences relevant and responsive to the needs of students from diverse backgrounds
	6.3 Support the Building Leadership Team in creating, implementing, and monitoring culturally responsive academic and behavior supports for students across all 3 tiers
4 3 2 1	Promote the regular examination of disaggregated student performance data to identify achievement gaps and/or disproportionality in special and gifted educational programs and disciplinary actions
4 3 2 1	Facilitate development of Building Action Plans that include strategies for addressing achievement gaps and disproportionality
Section 7: Academic Specific Coaching Skills and Competencies	
What will District OISM Coaches learn and enhance during Academic coaching training?	
	7.1 Describe and promote the components and operations of proactive school-wide academic programs
4 3 2 1	Clear set of goals and objectives at each grade level
4 3 2 1	Reliable and valid assessment to inform instruction and identify students needing additional support
4 3 2 1	Knowledge and use of research-based instructional programs and materials
4 3 2 1	Allocated instructional time that is used effectively
4 3 2 1	Organization of instruction that is differentiated

	7.2 Describe the characteristics and application of the 3-tiered model and the continuum of academic supports
4 3 2 1	School-wide
4 3 2 1	Targeted
4 3 2 1	Intensive
4 3 2 1	7.3 Understand importance of reading as a foundational skill upon which other academic skills are built
4 3 2 1	7.4 Knowledge and use of core instructional systems for reading and other academic content areas
4 3 2 1	7.5 Knowledge and use of targeted instructional systems for reading and other academic content areas
	7.6 Knowledge and use of intensive individual academic support practices and systems
4 3 2 1	Assessment (including CBM and DIBELS)
4 3 2 1	Design of academic support plans
4 3 2 1	Monitor, evaluate and adapt individual academic support plans
4 3 2 1	7.7 Know the definition of core curriculum or components of research-based curriculum
4 3 2 1	7.8 Understand the implications on student learning of the following elements of instruction: pacing, opportunities to respond, grouping practices, materials, instructional format – small/large group/centers
Section 8: Collaborative Problem Solving for Individual Learners	
How will District OISM Coaches be expected to guide individual student teams?	
	8.1 Facilitate and guide data-based decisions made at each step of the Collaborative Problem Solving process for individual learners including key questions and data sources
4 3 2 1	Problem Definition
4 3 2 1	Problem Analysis
4 3 2 1	Goal Setting
4 3 2 1	Intervention Planning and Implementation
4 3 2 1	Plan Evaluation
	8.2 Know the components of effective progress monitoring
4 3 2 1	Create a graph
4 3 2 1	Set a goal
4 3 2 1	Draw an aimline
4 3 2 1	Identify the baseline and intervention phases
4 3 2 1	Conduct a visual review and analysis of graph
	8.3 Assist individual student teams in identifying and applying decision rules
4 3 2 1	Effectiveness of individual intervention plan
4 3 2 1	Whether to change/modify individual intervention
4 3 2 1	Decision to engage Tier 2 supports
4 3 2 1	Decision to engage Tier 3 supports
4 3 2 1	Decision to fade instructional supports

Section 9: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	
What will District OISM Coaches learn and enhance during DIBELS training?	
	9.1 Foundation of DIBELS
4 3 2 1	Knowledge of the research base on the Core Components or Big Ideas measured by DIBELS
4 3 2 1	Knowledge and ability to describe the technical adequacy of DIBELS
4 3 2 1	Identify other literacy assessments being used and know how they work with DIBELS
4 3 2 1	Understand the difference between Benchmark and Progress Monitoring assessments (i.e., when administered, materials used)
	9.2 DIBELS Administration and Scoring
4 3 2 1	Assist each building in identifying an assessment team for Benchmark periods
4 3 2 1	Facilitate a system for checking the reliability of assessment, such as shadow scoring
4 3 2 1	Conduct or support DIBELS data collection activities (e.g., selection of benchmark assessment dates, locations for assessment, assessment schedule, preparation of assessment booklets, provision of assessment materials such as stop watches and clipboards)
	9.3 DIBELS Data Analysis
4 3 2 1	Know the DIBELS Benchmark Goals for each grade level
4 3 2 1	Schedule and facilitate meetings to review DIBELS data after each Benchmark period
4 3 2 1	Assist in selection and support of data entry person/people (if using DIBELS online data service)
4 3 2 1	Assist in schedule for data entry (if using DIBELS online data service)
4 3 2 1	Assist each building with the verification of accurate data entry (if using DIBELS online data service)
4 3 2 1	Determine who has access to which reports online (if using DIBELS online data service)
	9.4 Implications of DIBELS data for the following:
4 3 2 1	Core reading program
4 3 2 1	Targeted systems of support (program evaluation)
4 3 2 1	Intensive systems of support (program evaluation)
4 3 2 1	Grade levels
4 3 2 1	Individual students

District OISM Coaches' Self Assessment Tool – Action Plan Linkages

HOW IT WORKS

Any District OISM Coach responding with a *1* (I am aware of this concept/practice) to any item on the Coaches' Self Assessment Tool will be directed to a SERRC-sponsored training, event, or other learning opportunity appropriate to the acquisition of that particular skill. Also, any District OISM Coach scoring less than 80% on any section of the Coaches' Self Assessment Tool will be directed to appropriate learning opportunities. Those District OISM Coaches scoring less than 95% but over 80% on any section of the tool will be directed to access advanced studies (including further assessments) in that particular skill area through collaboration with their SERRC Consultant.

A breakdown of some of the learning opportunities follows including the criteria needed that would indicate an opportunity is an appropriate match for the District OISM Coach. It is expected that every coach, regardless of responses, attend the two-day OISM District Coach Orientation on August 15 and 16, 2006, the School-wide PBS Training on September 18, 2006, and the School-wide Literacy Training on October 26, 2006.

OISM District Coach Orientation: August 15 and 16, 2006

Criteria are any one of the following:

- Less than 80% on All of Section 1
- Any item in Section 1 to which a Coach responded *1* (I am aware of this concept/practice)
- Less than 80% on All of Section 2
- Any item in Section 2 to which a Coach responded *1* (I am aware of this concept/practice)
- Less than 80% on All of Section 3
- Any item in Section 3 to which a Coach responded *1* (I am aware of this concept/practice)
- Less than 80% on All of Section 5
- Any item in Section 5 to which a Coach responded *1* (I am aware of this concept/practice)
- Less than 80% on All of Section 8
- Any item in Section 8 to which a Coach responded *1* (I am aware of this concept/practice)

School-wide PBS Training: September 18, 2006

Criteria are any one of the following:

- Less than 80% on All of Section 4
- Section 4, items 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 to which a Coach responded *1* (I am aware of this concept/practice)

School-wide Literacy Training: October 26, 2006

Criteria are any one of the following:

- Less than 80% on All of Section 7
- Section 7, items 7.1, 7.2, 7.3, 7.4, 7.7, 7.8 to which a Coach responded *I* (I am aware of this concept/practice)

Targeted & Intensive Reading and Behavior Supports: November 14, 2006

Criteria are any one of the following:

- Section 4, items 4.3 and 4.8 to which a Coach responded *I* (I am aware of this concept/practice)
- Section 7, items 7.5 and 7.6 to which a Coach responded *I* (I am aware of this concept/practice)

DIBELS Administration & Scoring: DATE??

Criteria are any one of the following:

- Less than 80% on All of Section 9
- Section 9, items 9.1 and 9.2 to which a Coach responded *I* (I am aware of this concept/practice)

DIBELS Train-the-Trainer: DATE??

Criteria are any one of the following:

- Less than 80% on All of Section 9
- Section 9, items 9.1, 9.2, 9.3, 9.4 to which a Coach responded *I* (I am aware of this concept/practice)

Basic SWIS Training: DATE??

Criteria are any one of the following:

- Section 4, items 4.2 and 4.8 to which a Coach responded *I* (I am aware of this concept/practice)

SWIS Support Training: DATE??

Criteria are any one of the following:

- Section 4, items 4.2 and 4.8 to which a Coach responded *I* (I am aware of this concept/practice)

Classroom Management: DATE??

Criteria are any one of the following:

- Section 4, items 4.5 and 4.6 to which a Coach responded *I* (I am aware of this concept/practice)

Functional Assessment: DATE??

Criteria are any one of the following:

- Section 4, item 4.8 to which a Coach responded *I* (I am aware of this concept/practice)

Culturally Responsive Educational Practices: DATE??

Criteria are any one of the following:

- Less than 80% on All of Section 6