

Systems Coaching Survey

Demographic Information

District: _____

School: _____

Please indicate your field of training/certification (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> General Education
<input type="checkbox"/> Educational Leadership
<input type="checkbox"/> School Counseling
<input type="checkbox"/> Behavior Analysis
<input type="checkbox"/> Speech/Language Pathology
Other, please specify: _____ | <input type="checkbox"/> Special Education/Exceptional Student Education
<input type="checkbox"/> School Psychology
<input type="checkbox"/> School Social Work
<input type="checkbox"/> Intervention Specialist |
|---|---|

Please indicate your current title/position (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> General Educator
<input type="checkbox"/> School Based Administrator
<input type="checkbox"/> School Psychologist
<input type="checkbox"/> School Social Worker
<input type="checkbox"/> Teacher Mentor
<input type="checkbox"/> Behavior Analyst
<input type="checkbox"/> Speech Pathologist
Other, please specify: _____ | <input type="checkbox"/> Special Educator
<input type="checkbox"/> District Based Administrator
<input type="checkbox"/> School Counselor
<input type="checkbox"/> Intervention Specialist
<input type="checkbox"/> Behavior Specialist/Coach
<input type="checkbox"/> MTSS Specialist/Coach |
|--|---|

Directions: Please read each statement below. Rate **your skill level** within the context of your current role and then rate your **ability to teach** this skill to others. Depending upon whether the question is about your personal skill level or your ability to teach that skill, please use the following response scale:

	Personal Skill Level	Ability to Teach Skill
1 = Not Skilled (NS)	I do not have this skill.	I cannot teach this skill.
2 = Minimally Skilled (MnS)	I have minimal skills in this area; need substantial support to use it.	I need substantial support to teach this skill.
3 = Somewhat Skilled (SS)	I have this skill, but still need some support to use it.	I need some support to teach this skill.
4 = Highly Skilled (HS)	I can use this skill with little support.	I can teach this skill with little support.
5 = Very Highly Skilled (VHS)	I am very highly skilled in this area and can use it independently.	I can teach this skill independently.

Interpersonal Communication Skills

The skill to:	NS	MnS	SS	HS	VHS
1. Develop and maintain a collaborative relationship when working with others					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
2. Develop consensus among a group of individuals					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
3. Ensure roles, responsibilities, and rules for decision-making (e.g., conflict, logistics, norms, etc.) are understood and agreed upon among a group of individuals working together					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
4. Summarize and paraphrase others' thoughts and statements for clarification and to confirm accuracy					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
5. Ask various types of questions (e.g., open-ended, closed, clarifying, information-gathering) to elicit more detailed information from others					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
6. Facilitate active participation among all individuals involved in a discussion or meeting					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
7. Facilitate discussions that recognize and support diverse cultural perspectives and needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

Data-Based Problem-Solving Skills

The skill to:	NS	MnS	SS	HS	VHS
8. Employ a four-step problem solving process that involves the following basic steps: 1) Problem Identification, 2) Problem Analysis, 3) Plan Development and Implementation, and 4) Plan Evaluation.					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
9. Use guiding questions to facilitate the problem-solving process					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
10. Facilitate the development and validation of evidence-based hypotheses as to why the problem is occurring					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
11. Interpret different sources and types of <i>academic</i> data to support intervention design and improve student outcomes					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
12. Interpret different sources and types of <i>behavior</i> data to support intervention design and improve student outcomes					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
13. Interpret different sources and types of <i>social/emotional</i> data to support intervention design and improve student outcomes					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
14. Collect data to measure the fidelity of the four step problem-solving process					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
15. Collect data to measure the fidelity with which student interventions are implemented					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
16. Organize and display data (i.e., graphs, charts, data walls) to answer specific problem-solving questions					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
17. Monitor student performance across tiers and content areas					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
18. Use the problem-solving process to evaluate and ensure equity for all students					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
<u>Team Facilitation Skills</u>					
The skill to:	NS	MnS	SS	HS	VHS
19. Develop and maintain a clear team purpose and focus for the group's work					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
20. Facilitate development and adherence to clearly defined team norms/guidelines					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
21. Ensure efficient meetings involving the use of agendas, assigned responsibilities, and a focus on activities to complete prior to, during, and following the meeting					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
22. Ensure opportunities for team members to develop and refine their problem-solving skills					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
23. Ensure administrative support for problem-solving practices across content areas and decisions made by the team					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
24. Facilitate continuous improvement of the teaming process through group self-assessment and ongoing feedback					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
<u>Content Knowledge Dissemination Skills</u>					
The skill to:	NS	MnS	SS	HS	VHS
25. Ensure content knowledge (e.g., reading, behavior, math, systems change, problem solving) experts are active participants on Leadership Teams when appropriate for the issue/problem being addressed					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
26. Access evidence-based strategies, resources, and tools aligned with student and educator needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
27. Use multiple strategies to disseminate relevant resources and tools to educators (e.g., newsletters, presentations, research summaries, training sessions)					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
28. Access culturally responsive strategies, resources, and tools aligned with student and educator needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

Leadership Skills

The skill to:	NS	MnS	SS	HS	VHS
29. Develop and articulate a clear vision with a sense of urgency for Multi-tiered Systems of Support (MTSS) and school improvement					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
30. Build and maintain positive relationships among all educators, students, family, and community members					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
31. Distribute leadership responsibilities among a number of individuals					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

Professional Learning Skills

The skill to:	NS	MnS	SS	HS	VHS
32. Deliver professional learning trainings aligned with student and educator needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
33. Provide technical assistance/coaching aligned with student and educator needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
34. Evaluate professional learning activities based on student and educator outcomes					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
35. Use the professional learning evaluation data gathered to plan necessary adjustments and modifications in subsequent professional learning activities					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
36. Utilize evidence-based professional learning methods/techniques to increase participant awareness, skills, and/or knowledge					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
37. Provide instructional feedback to adult learners based on their unique learning needs					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
38. Use culturally responsive techniques to promote adult learning					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
Evaluation Skills					
The skill to:	NS	MnS	SS	HS	VHS
39. Use data to evaluate the impact of professional learning and coaching practices on educator and student outcomes					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5
40. Use data to evaluate the fidelity of professional learning and coaching practices					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

The skill to:	NS	MnS	SS	HS	VHS
41. Evaluate an adult learner's application of new knowledge, skills, and/or practices					
a. Your skill level	1	2	3	4	5
b. Your ability to teach this skill	1	2	3	4	5

Thank you!

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