

Principal's Self-Assessment Questionnaire

As principal, you have an important leadership role in ensuring that the implementation of Reading Recovery/Descubriendo la Lectura at your campus is efficient and effective. The following questions will help you learn more about your current RR/DLL implementation and provide opportunity for you to lead in the continuous improvement process.

1.0 THEME: IMPLEMENTATION

Selection of Children

- | | |
|-------|--|
| 1.1.1 | How do you assist classroom teachers and RR/DLL teachers with the selection of children for RR/DLL that ensures that the lowest performing students are selected? |
| 1.1.2 | How do you assist classroom teachers and RR/DLL teachers with the selection of RR/DLL children that ensures lessons begin promptly at the beginning of the year and allow for maximum of instructional time? |

Full Series of Lessons

- | | |
|-------|--|
| 1.2.1 | How do you ensure that the children identified for RR/DLL receive a full series of lessons? |
| 1.2.2 | What plan do you have in place to ensure that RR/DLL students are served every day except for illness or crises? |
| 1.2.3 | How do you ensure that schedules are conducive to RR/DLL lessons (i.e., teachers have time to plan; students receive full lessons every day; teacher time is protected, etc.)? |

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| Coverage |
|---|
| 1.3.1 Is your campus at full-coverage? If not, what are you doing to achieve full-coverage? |

| Time |
|---|
| 1.4.1 a. How do you protect the RR/DLL time for your teachers? b. What are the average number of sessions per week per teacher?_____ |
| If less than 5, what are you doing to increase the number of sessions per week? |

| Performance Appraisals |
|--|
| 1.5.1 How do you invite input from teacher leaders when conducting Reading Recovery teachers performance appraisals? |

| Resources and Facilities |
|---|
| 1.6.1 How would you rate the teaching environment for RR/DLL lessons? |
| Excellent Very Good Average Below Average Poor |
| 1 2 3 4 5 |

| Annual Goals |
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| 1.7.1 How do you involve classroom teachers, RR/DLL teachers, and others in the school in developing and monitoring goals for RR/DLL annually? |

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| Standards and Guidelines | | |
|--------------------------|--|--|
| 1.8.1 a. | Is your campus meeting standards and guidelines? | YES NO |
| | b. | If no, what standards are challenging to meet and what would be helpful to correct this? |

| Funding |
|--|
| 1.9.1 Do you have a long-range plan for continuous funding? What sources of funds are targeted in your plan (federal, state, local)? |

2.0 THEME: FIT WITHIN CAMPUS

| Comprehensive Literacy Plan | | | | | |
|---|----------------|--------------|--------------------|-----------|--|
| 2.1.1 Do you have a campus or district plan for early literacy and, if so, how does RR/DLL fit within that plan? | | | | | |
| 2.1.2 How would you rate your campus implementation of the district's literacy plan (if applicable)? | | | | | |
| Excellent 1 | Very Good 2 | Average 3 | Below Average 4 | Poor 5 | |
| 2.1.3 How are your classroom assessments aligned to assist with the accurate identification of students who need RR/DLL? | | | | | |
| 2.1.4 How does your classroom literacy program support the on-going program of RR/DLL students? What do you see as evidence of this support? | | | | | |

| Coordinating With Other Support Services | | | | | |
|---|--|--|--|--|--|
| 2.2.1 Do you have a school literacy team that serves to monitor the progress of RR/DLL students during and after service? (Note: If you do not have such a team, how is this monitoring function achieved?) | | | | | |
| 2.2.2 If applicable, how does your school literacy team work together to provide supportive literacy environments for students? (Note: if you do not have such a team, how is this issue achieved?) | | | | | |
| 2.2.3 How does RR/DLL compliment or supplement classroom teaching? | | | | | |
| 2.2.4 How does special education and RR/DLL work together for student success? | | | | | |
| 2.2.5 How is data from RR/DLL used to facilitate special education decision-making? | | | | | |

3.0 THEME: COMMUNICATION

Communication at School and District Levels

3.1.1 In what ways do RR/DLL and classroom teachers communicate (frequency, sharing of data, observation)?

3.1.2 Do you have a school literacy team to facilitate communication throughout the campus? Yes No

3.1.3 How do you ensure on-going communication about RR/DLL implementation with:

- RR/DLL teachers
- RR/DLL teacher leader
- site coordinator
- RR/DLL supervisor

3.1.4 What kinds of communication would be helpful between you and teacher leaders?
Site coordinator?

3.1.5 How do you build partnerships with parents in the implementation of RR/DLL?

Advocacy

3.2.1 How do you communicate campus results with:

- upper management
- site coordinators
- teacher leaders

3.2.2 How do you use results to increase public relations regarding RR/DLL?

4.0 THEME: TEACHING QUALITY

Training and Professional Development

4.1.1 How do you support teacher training classes and/or ongoing professional development (continuing contact)?

Teaching Children

4.2.1 How do you work with teacher leaders to ensure that lessons are designed for individuals, analyzed regularly, and monitored for accelerative progress?

Teacher Quality

4.3.1 How do you work with teacher leaders to review the quality of RR/DLL teachers?

4.3.2 How do you monitor RR/DLL teacher performance appraisals during RR/DLL teaching time?
How often do you visit their lessons?

4.3.3 How do you work with teacher leader to implement improvement plans for struggling teachers (if needed)?

4.3.4 What qualities do you look for in hiring new RR/DLL teachers?

4.3.5 How are RR/DLL teachers encouraged, expected, and supported to set annual goals for improvement in their RR/DLL teaching role?

5.0 THEME: PERFORMANCE & QUALITY

Setting and Meeting Performance Outcomes

5.1.1 How satisfied are you with the outcome of RR/DLL on your campus and what continuous improvement plans do you have?

5.1.2 How do you monitor progress toward meeting your goals?

5.1.3 How strong is your program in preparing students for literacy learning as evidenced by your student scores?

5.1.4 What efforts do you make to continuously engage in learning related to your leadership role over campus outcomes (meetings with SC/TL, participation on school literacy team, participation in RR/DLL conferences, reading RRCNA Principals' Handbook, etc.)?

Cost Effectiveness

There are no questions for this section.

National Outcomes

5.3.1 How do you use the NDEC results to set goals for your implementation?

This questionnaire was development by the Accountability Task Force for Implementation for NATG and RRCNA. The data will not be sent to NDEC but the reflections from the use of the questionnaire may be used to contribute to the implementation of Reading Recovery.