

Site Coordinator's Self-Assessment Questionnaire

As a site coordinator, you have an important leadership role in ensuring that the implementation of Reading Recovery/Descubriendo la Lectura at your site is efficient and effective. The following questions will help you learn more about your current 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 support the teacher leader(s) and campus leaders with ensuring the lowest performing children are selected for RR/DLL?

Full Series of Lessons

1.2.1 How do you support the teacher leader(s) and campus leaders with ensuring that RR/DLL children receive a full series of lessons?

Coverage

1.3.1 If your campuses are not fully covered so that every eligible child can receive services, do you have a long range plan of action for reaching full-coverage?

1.3.2 a. Do you have sufficient teacher leader coverage to achieve your goals? Yes No

b. If not, what plan do you have to achieve appropriate coverage?

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Time	
1.4.1	What percentage of your time is devoted to site coordination of RR/DLL and is this sufficient for your team to attain the goals of your implementation?
1.4.2	a. Do teacher leaders spend the majority of their time on responsibilities associated with their position as teacher leader? Yes No b. How do you protect their time in terms of assuring that they can give appropriate focus to their job responsibilities as teacher leader?
1.4.3	How often do you meet with teacher leaders to plan and problem-solve?

Performance Appraisal	
1.5.1	How do you monitor teacher and teacher leader performance appraisals?

Resources and Facilities	
1.6.1	a. Does your training room facilitate program outcome? Yes No b. If not, what plans do you have to improve your training facility?
1.6.2	a. Do teacher leaders have what they need to appropriately perform their duties (training tools, professional development opportunities, books, office space, clerical support, time for collaboration with other teacher leaders, etc.)? Yes No b. If not, what plans do you have to provide teacher leaders with what they need?

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Annual Goals		
1.7.1	How do you set annual goals for improvement (NDEC report, campus/site reports, teacher leader input, looking at risk factors etc.)?	
1.7.2	What are your focus areas for improvement this year? How do you monitor progress toward improvement?	
1.7.3	Are you making progress in your focus areas for improvement?	Yes No

Standards and Guidelines		
1.8.1	a. Is your site meeting standards?	Yes No
	b. If no, what standards are not being met?	
1.8.2	If your site is not meeting standards and guidelines, what are you doing to correct this?	

Funding		
1.9.1	Do you have a long range plan for continuous funding?	Yes No
	What sources of funds are targeted in your plan (federal, state, local)?	

2.0 THEME: FIT WITHIN SYSTEM

Comprehensive Literacy Plan

2.1.1 How is RR/DLL incorporated into the district's overall literacy plan?

2.1.2 How is the expertise of your RR/DLL team utilized in supporting the overall district literacy plan?

2.1.3 How are you "growing" leadership for RR/DLL in your site so that you are not carrying the program alone?

2.1.4 How would you rate the support RR/DLL students receive in the general education classroom?

Excellent	Very Good	Average	Below Average	Poor
1	2	3	4	5

Coordinating with Other Support Services

2.2.1 How do you work with other central office staff members involved in literacy instruction to further maximize results of the RR/DLL implementation?

2.2.2 How do you coordinate with your UTC to maximize results?

3.0 THEME: COMMUNICATION

Communication at School and District Levels

3.1.1 How do you ensure on-going communication about RR/DLL implementation with and between:

- teacher leaders

- principals

- teachers

- parents

- upper management

- central office staff

Advocacy

3.2.1 How often and in what format do you share results with:

- board

- upper management

- principals

- teachers

- community

3.2.2 How would you rate the effectiveness of your communications in terms of building support for RR/DLL?

Very Effective	Effective	Somewhat Effective	Not Effective	Don't Know
1	2	3	4	5

4.0 THEME: TEACHING QUALITY

Teaching and Professional Development

4.1.1 How often do you monitor teacher leader training sessions?

4.1.2 How do teacher leaders communicate with you about their continuing contact sessions in terms of topics to be addressed?

4.1.3 How do you evaluate the quality of teacher training?

Teaching Children

4.2.1 How do you support teacher leaders to find time to teach children?

Teaching Quality

4.3.1 How do you problem-solve with teacher leaders any issues related to teachers who are not performing up to expectations?

4.3.2 How do you monitor teacher and teacher leader performance appraisals?

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4.3.3 What qualities do you look for in hiring teacher leaders?

Ongoing Professional Development

4.4.1 How do you support teacher leaders in participating in ongoing professional learning?

5.0 THEME: PERFORMANCE & QUALITY

Setting and Meeting Performance Outcomes				
5.1.1 What % of your campuses are performing at expected levels?				
5.1.2 How are principals held accountable for results at the campus level?				
5.1.3 What plans for improvement do campuses develop?				
5.1.4 How satisfied are you with the results at your site?				
Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Don't Know
1	2	3	4	5

Cost Effectiveness
5.2.1 How do you help ensure that your implementation of RR/DLL is cost-effective? (accelerated learning, missed lessons, other half of RR/DLL teachers day, etc.)

National Outcomes
5.3.1 How do you utilize results from NDEC reports? (see also planning question)

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This questionnaire was developed 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.