UMTSS
UTAH MULTI-TIERED SYSTEM OF SUPPORTS

Systems Coach Self Assessment

Systems Level Coach Name _____

Years of Coaching Experience _____   **LEA** _____

This self-assessment includes evidence-based coaching skills and content knowledge that are important for effective coaching in a Multi-Tiered System of Supports (MTSS) framework. The items represent a thorough list of the knowledge and skills that would help MTSS Systems Coaches to most effectively implement and sustain the essential features of the Utah MTSS implementation plan across both behavior and academic areas. **We do not expect every Systems Coach to be an expert in every area, nor to develop expert-level expertise in every area.** In particular, some behavior or academic content-specific items may not apply to your role and include a *Not Applicable* (NA) response choice. We hope you use this self-assessment to recognize and celebrate your strengths, identify your needs, prioritize less-than-expert knowledge and skills that may be important in your role, and write goals for learning and improvement.

We hope you use this information to learn, grow, and improve your skills as a Systems Coach. This information could also be used at a district or state/program level to help know how to best support Systems Coaches and identify and prioritize professional development and coaching needs.

Please rate your knowledge and skills from *Novice* (1) to *Expert* (5). Check the box to the right to indicate additional learning that might be needed, particularly within your role as a Systems Coach. At the end of the survey, use the items you checked to write 2-5 goals for improvement.

Evidence-Based Knowledge/Skills Not Specific To Student Behavior Or Academic Instruction

Write an X on the circled number to indicate your level of knowledge and skills on the novice to expert continuum.	Novice...……..Expert	Additional learning needed
1. Implement and evaluate the Utah MTSS model applied at a district systems level to improve student outcomes.	① ② ③ ④ ⑤	☐
2. Apply principles of implementation science and school readiness for change to build capacity for implementing the UMTSS model, improve student outcomes, and promote UMTSS sustainability (for example, based on the National Implementation Research Network, or NIRN, stages of implementation and implementation drivers).	① ② ③ ④ ⑤	☐
3. Implement and evaluate teaming strategies (i.e., Team Initiated Problem Solving or TIPS, UMTSS teaming tools).	① ② ③ ④ ⑤	☐
4. Develop, implement and/or evaluate evidence-based professional development (including presentations).	① ② ③ ④ ⑤	☐
5. Implement and evaluate data-based decision-making and problem-solving (e.g., 4-step model) to facilitate action planning.	① ② ③ ④ ⑤	☐

Write an X on the circled number to indicate your level of knowledge and skills on the novice to expert continuum.	**Novice..……..Expert**	Additional learning needed
6. Identify alignment among initiatives (both within school and across LEA) designed to improve student outcomes, such as UMTSS, PBIS, A2A, SSIP, etc.	① ② ③ ④ ⑤	❑
7. Facilitate access to school support resources (school, district, community, state, etc.) and create action plans to address needs with regard to MTSS.	① ② ③ ④ ⑤	❑
8. Implement and/or evaluate principles of effective student, parent, and community engagement; create action plans; and evaluate results.	① ② ③ ④ ⑤	❑
9. Aggregate/disaggregate data and create easy-to-read formats (e.g., visual representations using appropriate units of analyses) to share with various stakeholder groups.	① ② ③ ④ ⑤	❑
10. Understand differentiation to support the needs of gifted, ELL, disadvantaged, marginalized, and/or struggling students, and/or students identified to receive special education services.	① ② ③ ④ ⑤	❑
11. Understand school, district, and state infrastructure, context, and culture; and adjust coaching practices accordingly.	① ② ③ ④ ⑤	❑
12. Understand and effectively use feedback loops between the district and schools within the district as they relate to MTSS implementation and barriers to success.	① ② ③ ④ ⑤	❑
13. Provide positive constructive feedback for continuous improvement.	① ② ③ ④ ⑤	❑
14. Use an appropriate coaching approach (i.e., consultation, collaboration, coaching) based on context, content, relationship and need.	① ② ③ ④ ⑤	❑
15. Facilitate effective meetings; monitor action items and timelines.	① ② ③ ④ ⑤	❑
16. Communicate effectively and in a timely way with state, district, school, parent, and community stakeholders.	① ② ③ ④ ⑤	❑
17. Maintain a high positive to negative ratio of interactions with school teams, school personnel, and district personnel.	① ② ③ ④ ⑤	❑
18. Provide immediate, effective feedback to school team members using tools such as the tools such as the Team-Initiated Problem Solving (TIPS) Fidelity Checklist and the UMTSS Feedback Form.	① ② ③ ④ ⑤	❑
19. Help teams effectively set goals and develop action plans.	① ② ③ ④ ⑤	❑
20. Follow up with requests for assistance from team members and other school staff.	① ② ③ ④ ⑤	❑
21. Help schools celebrate success (e.g., start each meeting with a celebration, share graphs that demonstrate improvement, etc.).	① ② ③ ④ ⑤	❑

Evidence-Based Knowledge/Skills Specific To Student Behavior Or Academic Instruction

Write an X on the circled number (or NA if Not Applicable) to indicate your level of knowledge and skills on the novice to expert continuum.	**Novice.....…..Expert**	Additional learning needed
22. Plan, implement, and/or evaluate Tier 1 (core) instruction, Tier 2 (targeted) interventions, and Tier 3 (intensive) interventions for		
a) Positive behavior support,	① ② ③ ④ ⑤ *NA* ❑	
b) English/Language Arts, and	① ② ③ ④ ⑤ *NA* ❑	
c) Mathematics.	① ② ③ ④ ⑤ *NA* ❑	
23. Use tools to facilitate evaluation of three tiers of instruction and intervention, including but not limited to		
a) Positive behavior support (SET, TFI, Self Assessment Survey),	① ② ③ ④ ⑤ *NA* ❑	
b) English/Language Arts (e.g., PET-R, R-SET), and	① ② ③ ④ ⑤ *NA* ❑	
c) Mathematics (e.g., MQI, N-SET).	① ② ③ ④ ⑤ *NA* ❑	
24. Understand Utah Core State Standards for		
a) English/Language Arts, and	① ② ③ ④ ⑤ *NA* ❑	
b) Mathematics.	① ② ③ ④ ⑤ *NA* ❑	
25. Understand other relevant standards including		
a) leadership standards (e.g., Utah Educational Leadership Standards, NCTM PRIME Leadership Standards, ASCD Standards for Education Leaders);	① ② ③ ④ ⑤ *NA* ❑	
b) educator standards (Utah Effective Teacher Standards, Utah educator effectiveness/effective instruction guidelines, etc.);	① ② ③ ④ ⑤ *NA* ❑	
c) role specific standards (e.g., National Council of Teachers of Mathematics, National Association of School Psychologists, American School Counselor Association).	① ② ③ ④ ⑤ *NA* ❑	
26. Understand how to incorporate Universal Design for Learning (UDL) when designing, delivering, or observing instruction for		
a) Positive behavior supports,	① ② ③ ④ ⑤ *NA* ❑	
b) English/Language Arts, and	① ② ③ ④ ⑤ *NA* ❑	
c) Mathematics.	① ② ③ ④ ⑤ *NA* ❑	
27. Analyze data (such as the following) to identify and plan, select, and/or create… • school-level data (i.e., SET, R-SET, TIPS, etc.) and • student-level data (i.e., YPP, SWIS, Educator's Handbook, DIBELS, AIMSweb, SAGE, and/or curriculum-based assessments, etc.)		
a) Tier 1 (core) instruction,	① ② ③ ④ ⑤ *NA* ❑	
b) Tier 2 (targeted) interventions, and	① ② ③ ④ ⑤ *NA* ❑	
c) Tier 3 (intensive) interventions.	① ② ③ ④ ⑤ *NA* ❑	
28. Understand evidence-based pedagogy and effective instruction for		
a) Positive behavior supports,	① ② ③ ④ ⑤ *NA* ❑	
b) English/Language Arts, and	① ② ③ ④ ⑤ *NA* ❑	
c) Mathematics.	① ② ③ ④ ⑤ *NA* ❑	

Look back at the items you checked in the "Additional learning needed" column. **Circle the 2-5 items that you rate as the highest priority.** Again, **we do not expect every systems coach to be an expert in every area**, nor to develop expert-level expertise in every area, so select items that best fit your role as a systems coach. Write learning goals or goals for improvement for those items.

Item number	Goal for improvement	Date to be accomplished