

Teacher Leader's Self-Assessment Questionnaire

As a teacher leader, 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 work to ensure that the lowest performing children are selected for RR/DLL in a timely manner?

Full Series of Lessons

1.2.1 How do you work with campus leaders and teachers to ensure that children identified for RR/DLL receive a full series of lessons?

Coverage

1.3.1 How do you work with campus and district leaders to achieve the coverage needed to reach all students who need RR/DLL?

Time

1.4.1 How much time do you spend teaching children?

1.4.2 How much time do you spend monitoring and working with teachers?

Teacher Leader's Self-Assessment Questionnaire

1.4.3	How much time do you spend working with principals and other administrators?
1.4.4	How much time do you spend analyzing and reporting data?
1.4.5	How much time do you spend in supporting tasks beyond Reading Recovery?

Performance Appraisal	
1.5.1	How do you assist principals with performance appraisals for RR teachers?

Resources and Facilities	
1.6.1	Describe the resources that you have or need that contribute to the success of your work?
1.6.2	How adequate are your facilities?

Teacher Leader's Self-Assessment Questionnaire

Annual Goals	
1.7.1	How do you work with district and campus leaders to set goals for RR/DLL?

Standards and Guidelines	
1.8.1	What standards and guidelines do you find yourself having to support?
1.8.2	How do you involve the site coordinator and campus leaders in working to meet the standards?

Funding	
1.9.1	How do you work with the site coordinator and campus leaders to secure adequate funding for RR/DLL?

2.0 THEME: FIT WITHIN SYSTEM

Comprehensive Literacy Plan

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

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

Growth of Reading Recovery

2.2.1 What are you doing to sustain and grow RR/DLL in your site?

2.2.2 What are the hottest issues, topics and trends in your district?

2.2.3 What is the biggest threat to RR/DLL at your site?

2.2.4 What do you think RR/DLL will look like in your district three years from now? What are you doing to facilitate or prevent this?

3.0 THEME: COMMUNICATION

Communication at School and District Levels

3.1.1 How do you ensure ongoing communication about RR/DLL implementation with

- teachers
- principals
- parents
- site coordinator

3.1.2 How do you communicate with your site coordinator to discuss

- long range planning
- annual planning and calendars
- student outcomes and goal setting

Communication with University Training Center

3.2.1 How do you contact your university trainer to discuss student outcomes, teaching, and implementation issues?

Teacher Leader's Self-Assessment Questionnaire

Advocacy

3.3.1 How would you describe your advocacy with teachers, principals, school leaders, community leaders?

4.0 THEME: TEACHING QUALITY

Training and Professional Development

4.1.1 How do you evaluate the effectiveness of your teacher training class?

4.1.2 How would you describe your effectiveness with ongoing professional development ("Continuing Contact")?

Teaching Children

4.2.1 What processes are you using for identifying and responding to teachers experiencing difficulties, in difficult situations, or with hard to teach children?

4.2.2 How would you describe your effectiveness in problem-solving difficulties with teaching children and contributing to teacher independence?

Teacher Quality

4.3.1 How do you work with campus leaders to monitor Reading Recovery teacher performance appraisals during RR teaching time?

Ongoing Professional Development
4.4.1 How does your attendance at the UTC professional development contribute to your work?
4.4.2 How does attending the Teacher Leader Institute contribute to your work?
4.4.3 What are your three top unmet professional development needs?

5.0 THEME: PERFORMANCE & QUALITY

Setting and Meeting Performance Outcomes					
5.1.1	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
5.1.2	What percentage of your campuses are performing at expected levels?				
5.1.3	How do you assist campuses?				
5.1.4	How do you use the site and school report data to set goals for improvement?				

Teacher Performance	
5.2.1	What percentage of your teachers are performing at expected levels?
5.2.2	How are you assisting teachers in setting and achieving student outcomes?

Teacher Leader's Self-Assessment Questionnaire

National Outcomes

5.3.1 To what extent do you use the national data for site planning and goal setting?

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.