



PBIS Coaching Core Competencies Self-Assessment

School-Level PBIS Coaches and District-Level External Coaches

This self-assessment is designed to assist school-level PBIS coaches and district-level external coaches in identifying current strengths and professional development areas around core coaching competencies. The assessment covers coaching competencies in three areas: 1) Technical Knowledge, 2) Interpersonal Skills and 3) Effective Implementation Practices.

Technical Knowledge				
<i>Please rate yourself on these statements on the 5-point scale:</i> ● 1 = Emerging: There is little to no awareness of the item. ● 2 = Developing: Some knowledge of the item, but it is limited or not well-developed. ● 3 = Acquired: There is full knowledge of the item. ● 4 = Fluent: There is full knowledge and application of the item to appropriate settings or situations. ● 5 = Advanced: The concept of the item is well understood; can adapt it and apply to novel settings or situations.				
<i>Date of Completion</i>				
1. Knows the four elements of PBIS				
2. Understands practices, data, and systems as it relates to outcomes at Tier 1, 2, and 3				
3. Articulates what PBIS is within an MTSS Framework				
4. Applies effective implementation practices for sustainability and scale-up of school-wide PBIS				
5. Understands the problem-solving process (PSP)				
6. Familiar with discipline policies and procedures				
7. Shares knowledge about PBIS and MTSS when applicable to ensure the team understands them				
8. Provides resources and references sources when applicable				
9. Knows the basic principles of behavior and how to apply them				
10. Knows relevant and updated research				
11. Provides examples of PBIS application				
12. Answers questions within scope of expertise and looks for assistance with things outside of expertise				
13. Understands the difference in the data needed for each step of the PSP				
14. Understands the difference between screening, diagnostic, and progress monitoring tools at the system- and student-level				
15. Fluent with the impact and implementation tools used to evaluate school-wide efforts				



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Interpersonal Skills

Please rate yourself on these statements on the 5-point scale:

- 1 = Emerging: There is little to no awareness of the item.
- 2 = Developing: Some knowledge of the item, but it is limited or not well-developed.
- 3 = Acquired: There is full knowledge of the item.
- 4 = Fluent: There is full knowledge and application of the item to appropriate settings or situations.
- 5 = Advanced: The concept of the item is well understood; can adapt it and apply to novel settings or situations.

Date of Completion				
17. Uses effective coaching techniques				
18. Builds rapport and credibility with others				
19. Communicates effectively				
20. Considerate of context and culture with diverse groups				
21. Navigates difficult conversations				
22. Actively participates and follows through with PBIS commitments				
23. Supports team lead in facilitating team meetings				
24. Engages others in the team meetings using coaching skills				
25. Acknowledges big picture of the team's efforts while also seeing the incremental steps taken				
26. Uses specific and positive language to provide constructive feedback				
27. Encourages and acknowledges implementation efforts				
28. Identifies personal growth in others				
29. Provides opportunities to discuss or process implementation efforts				

30. Conducts PBIS professional learning for school staff				
31. Communicates and presents data in an easily understood manner				
32. Provides assistance to others on use of data and data systems				
33. Engages in the PSP				



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Effective Implementation Practices

Please rate yourself on these statements on the 5-point scale:

- **1 = Emerging:** There is little to no awareness of the item.
- **2 = Developing:** Some knowledge of the item, but it is limited or not well-developed.
- **3 = Acquired:** There is full knowledge of the item.
- **4 = Fluent:** There is full knowledge and application of the item to appropriate settings or situations.
- **5 = Advanced:** The concept of the item is well understood; can adapt it and apply to novel settings or situations.

<i>Date of Completion</i>				
34. Applies activities based on stages of implementation science				
35. Considers the implementation drivers when implementing a new innovation				
36. Regularly uses data to guide implementation efforts				
37. Able to manage complex change using various frameworks				
38. Attends all school-level PBIS meetings				
39. Holds effective pre-meeting and debrief with Team lead				
40. Along with team lead, ensures action plan is current and used regularly to guide efforts				
41. Assists with development of systems to facilitate implementation				
42. Can assess the staff/school's level of implementation				
43. Provides "Just in time PD" and job-embedded support when needed				

44. Able to make connections among various concepts				
45. Uses adult learning principles within trainings				
46. Attends all district and state PBIS trainings				
47. Facilitates use of the PSP to identify and solve problems with evidence-based interventions				
48. Uses data to monitor/evaluate PBIS implementation fidelity, impact of efforts and student outcomes				
49. Uses self-assessment to evaluate coaching skills and progress				
50. Evaluates PBIS implementation fidelity and student outcomes				

PBIS Systems-Level Coaching Core Competencies Matrix

Upon completion, identify an item in each of the three areas that you ranked a 1 or 2. On pg. 5 develop action steps on building that competency over a set time period.

Features Competencies	Overall <i>General Behaviors Associated with Competencies</i>	Teaming <i>Settings When Working with School-Level PBIS Teams</i>	Skill <i>Development/Training When Providing Trainings, Group or Individual PD</i>	Data Usage <i>When Using the PSP or Sharing Data with Others</i>
Technical Knowledge <i>The concepts, application, and nuances of PBIS within an MTSS Framework.</i>	1. Knows the four elements of PBIS 2. Understands practices, data, and systems as it relates to outcomes at Tier 1, 2, and 3 3. Articulates what PBIS is within an MTSS Framework 4. Applies effective implementation practices for sustainability and scale-up of school-wide PBIS 5. Understands the steps of the problem-solving process (PSP) 6. Familiar with discipline policies and procedures	7. Shares knowledge about PBIS and MTSS when applicable to ensure the team understands them 8. Provides resources and references sources when applicable	9. Knows the basic principles of behavior and how to apply them 10. Knows relevant and updated research 11. Provides examples of PBIS application 12. Answers questions within scope of expertise and looks for assistance with things outside of expertise	13. Understands the difference in data needed for each step of the PSP 14. Understands the difference between screening, diagnostic, and progress monitoring tools at the system- and student-level 15. Fluent with the impact and implementation tools used to evaluate school-wide efforts 16. Fluent with PBISApps.org
Interpersonal Skills <i>The social-emotional skills necessary to build relationships and engage in productive interactions related to the provision of technical assistance.</i>	17. Uses effective coaching techniques 18. Builds rapport and credibility with others 19. Communicates effectively 20. Considerate of context and culture with diverse groups 21. Navigates difficult conversations 22. Actively participates and follows through with PBIS commitments	23. Supports team lead in facilitating team meetings 24. Engages others in the team meetings using coaching skills 25. Acknowledges big picture of the team's efforts while also seeing the incremental steps taken 26. Uses specific and positive language to provide constructive feedback	27. Encourages and acknowledges implementation efforts 28. Identifies personal growth in others 29. Provides opportunities to discuss or process implementation efforts 30. Conducts PBIS professional learning for school staff	31. Communicates and presents data in an easily understood manner 32. Provides assistance to others on use of data and data systems 33. Engages in the PSP
Effective Implementation Practices <i>The application of implementation science and technical assistance to implement practices to sustainability.</i>	34. Applies activities based on stages of implementation science 35. Considers the implementation drivers when implementing a new innovation 36. Regularly uses data to guide implementation efforts 37. Able to manage complex change using various frameworks	38. Attends all school-level PBIS meetings 39. Holds pre-meeting and debrief with team lead 40. Along with team lead, ensures action plan is current and used regularly to guide efforts 41. Assists with development of systems to facilitate implementation	42. Can assess the staff/school's level of implementation 43. Provides "Just in time PD" and job-embedded support when needed 44. Able to make connections among various concepts 45. Uses adult learning principles within trainings 46. Attends all district and state PBIS trainings	47. Facilitates use of the PSP to identify and solve problems with evidence-based interventions 48. Uses data to monitor system-level implementation & impact of efforts 49. Uses self-assessment to evaluate coaching skills and progress 50. Evaluates PBIS implementation fidelity and student outcomes

PBIS Systems-Level Coaching Core Competencies Action Plan

Competency	What will I do to improve this competency?	What resources will I need, if any?	Who will I contact for assistance, if needed?	Timeframe