

Coaches Self-Assessment
(Lewis-Palmer, Barrett, & Lewis 4/04)
(revised Newcomer 10/09)

This self-assessment is designed to assist coaches to identify current strengths and professional development goals. The assessment covers three skill levels: Level I – Coach, Level II – Coach/Trainer or Lead Coach, Level III – Coordinator. In addition, each level assesses knowledge across Data, Practices, and Systems.

Coach: _____

Date: _____

School system/District _____

State: _____

Level I - Preliminary: Coach				
<i>At this level Coaches should have fluency with universal level items involving school-wide, classroom, and non-classroom settings. Coaches should be able to facilitate team progress by guiding them through the process.</i> 3 = Fluent/Mastered 2 = Building skills, but not fluent 1 = Still learning				
Area	Skill	Self-Assessment		
Data	1. Familiar with multiple data collection systems and their uses (e.g., ODRs, TFI, SET, TIC, BOQ, SWIS, Surveys, Achievement scores).	3	2	1
	2. Can assist schools to develop other data systems as needed.	3	2	1
	3. Can teach and support teams use of data to guide decision-making.	3	2	1
Practices	1. Know and can define the essential features of school-wide PBS.	3	2	1
	2. Understands features of effective classroom instruction and management.	3	2	1
	3. Can guide schools in identifying and adopting evidence-based practices.	3	2	1
	4. Know strategies to increase appropriate and decrease inappropriate behavior of groups.	3	2	1
	5. Can provide schools with models and examples of other schools implementing PBS.	3	2	1
	6. Understands basic principles of applied behavior analysis (i.e., reinforcement, punishment, stimulus control).	3	2	1
Systems	1. Can facilitate effective team meetings.	3	2	1
	2. Can provide effective consultation and technical assistance to school teams.	3	2	1
	3. Able to effectively communicate within and across schools.	3	2	1

	4. Can assist schools to establish systems that support staff and increase sustainability of PBS efforts.	3	2	1
Level II - Advanced: Lead Coach or Coach Facilitator <i>At this level Coaches should have established effective school site(s) and be fluent at small group and Individual student level (targeted and intensive assessments and interventions). Coaches should be able to assist in training new teams at the universal level.</i> 3 = Fluent/Mastered 2 = Building skills, but not fluent 1 = Still learning				
Area	Skill	Self-Assessment		
Data	1. Can conduct TFI's and write-up report for school teams.	3	2	1
	2. Can conduct direct observation of individual students for FBAs and other assessments.	3	2	1
	3. Has completed CICO-SWIS facilitator training and serves as SWIS facilitator for teams.	3	2	1
	4. Can evaluate status of school using multiple data sources.	3	2	1
Practices	1. Can complete brief and full functional behavior assessments.	3	2	1
	2. Can assist schools to develop targeted-group interventions that are function-based.	3	2	1
	3. Can assist schools to develop individualized comprehensive behavior intervention plans.	3	2	1
	4. Can develop and assist schools to implement social skills instructions for groups and individuals.	3	2	1
	5. Understand advanced applied behavior analysis (schedules of reinforcement, extinction, generalization, maintenance).	3	2	1
	6. Familiar with academic modifications and accommodations.	3	2	1
	7. Can assist with training new teams in universal practices, data, and systems.	3	2	1
Systems	1. Can assist schools to develop student support team and process.	3	2	1
	2. Can assist schools to develop a data-based system to identify students requiring group or individual support.	3	2	1
	3. Can assist schools to develop monitoring system to evaluate group and individual interventions.	3	2	1
	4. Can assist schools in creating policies based on practices.	3	2	1
	5. Familiar with other agencies and can facilitate collaboration between school, agencies, and families.	3	2	1
	6. Can collaborate with Coordinators to disseminate school/district/region success (presentations, articles, case studies).	3	2	1

Level III – Coordinator				
At this level Coaches continue to work with multiple schools. In addition, they increase their training responsibilities to include training teams across the continuum from universal to individual levels and begin to train coaches. Also, begin to establish district/regional systems.				
3 = Fluent/Mastered		2 = Building skills, but not fluent		1 = Still learning
Area	Skill	Self-Assessment		
Data	1. Can evaluate status of multiple schools (district/region) using multiple data sources.	3	2	1
	2. Can use data to identify needed supports within and across schools.	3	2	1
	3. Can assist with completing evaluation of district/regional efforts as part of statewide progress report.	3	2	1
	4. Can provide training to teams around data-based decision-making.	3	2	1
	5. Can write evaluation reports for district/region and/or assist with state level reports.	3	2	1
Practices	1. Has effective professional development and training skills.	3	2	1
	2. Can assist in coordination of training, evaluation, and dissemination activities at state level.	3	2	1
	3. Can map district/region policy to essential features of PBS.	3	2	1
	4. Can participate in/conduct SWIS facilitator trainings.	3	2	1
Systems	1. Can take a leadership role in meetings at district/regional/state level.	3	2	1
	2. Can effectively communicate across districts/regions.	3	2	1
	3. Is a resource to schools/districts/regions for materials, access experts, and/or exemplars.	3	2	1
	4. Can assist in developing policies that guide state-level PBS efforts.	3	2	1

Summary and Professional Development Goals			
Identify Current Coaching Level	Preliminary	Advanced	Coordinator
Identify Goal for this Year	Steps and Timelines 1. _____ 2. _____ 3. _____		