

## PRACTICE-BASED COACHING SCREENER NEEDS ASSESSMENT

### PURPOSE

The Practice-Based Coaching (PBC) Implementation Screener Needs Assessment is a list of questions and indicators related to the effective implementation of PBC. This screener was developed for a program’s PBC Implementation Team to use as they review their current and future implementation of PBC. This screener allows a program to identify their current strengths as well as areas of need to guide planning for continued improvement of PBC implementation.

### DIRECTIONS

The PBC Implementation Screener Needs Assessment is a tool that should be completed by the PBC implementation team. The team should use the data for planning future work and tracking progress.

### NEXT STEPS

- Develop an action plan to increase the ratings on specific items (particularly those rated as a 0 or 1). Items may logically cluster for action items. The PBC Implementation Team may establish work groups for accomplishing action plan items.
- Update the appropriate action plan item with the date, status, and plan(s) for improvement.
- For each indicator marked as a 2, update the appropriate action item; note plans for sustainability.

PRACTICE-BASED COACHING SCREENER NEEDS ASSESSMENT		ELEMENTS IN PLACE		
CATEGORY SCREENING QUESTIONS	IMPLEMENTATION INDICATORS	NOT IN PLACE 0	IN PROGRESS 1	IN PLACE (EVIDENCE) 2
The "Category Screening Question" listed in this column are questions related to the core features and structures needed to successfully implement and sustain PBC.	The items under the "Implementation Indicators" column describe the actions needed to be performed to effectively implement PBC.			For each item marked as "In Place," provide evidence such as documents, data, descriptions, minutes of meetings etc.

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CATEGORY SCREENING QUESTIONS	IMPLEMENTATION INDICATORS	NOT IN PLACE 0	IN PROGRESS 1	IN PLACE 2
<b>TEAM DEVELOPMENT</b> Have you established how to work successfully and regularly as a team?	1. We have formed a leadership team that includes at least one education staff person, coach, and a decision maker.			
	2. We have considered who else should be represented on the team, with respect to perspectives, skills, and work styles/personalities, for example: Representatives from human resources, fiscal or Executive Director.			
	3. We have discussed and established how to work successfully as a team.			
	4. We have established, discussed, and provided a handout with the responsibilities of each team member.			
	5. We have established team members' level of knowledge about PBC and provided information when needed.			
	6. We have discussed the importance of a team in guiding PBC and the role of the team.			
	7. We have all team members' supervisors understanding and agreement about each team member's participation in the team, including the time commitment it entails.			
	8. We have established a document that describes how the team will work together to support PBC.			

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<b>TEAM DEVELOPMENT</b> Have you established how to work successfully and regularly as a team?	9. We have established a process for conducting meetings.			
	10. The PBC leadership team meets regularly (weekly or every other week).			
	11. We have set agendas for our meetings.			
	12. We regularly identify, assess availability, and acquire needed resources to support PBC implementation.			
	13. We regularly use our communication protocol to communicate our work to leadership and program staff.			
	14. We follow through on action items at our meetings.			
	15. We seek out necessary training to support our implementation of PBC.			
	16. We have established roles (e.g., facilitator, note taker, etc.) and norms for our meetings.			
	17. We have engaged external partners to support PBC in our program			
	18. We evaluate the effectiveness of our communication protocol.			
<b>NEXT STEPS</b>				

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CATEGORY SCREENING QUESTIONS	IMPLEMENTATION INDICATORS	NOT IN PLACE 0	IN PROGRESS 1	IN PLACE 2
<b>IMPLEMENTATION PLAN/ PATH</b> Do you have an established/ written plan for how you will implement PBC in the next year?	19. We have identified which types of PBC delivery methods will be used with which staff.			
	20. We have discussed and agreed upon how we will use technology and virtual platforms such as the Head Start Coaching Companion as part of our PBC delivery.			
	21. We have established how often PBC cycles will occur.			
	22. We have policies in place to support coaches to coach consistently (e.g., coaches will not be removed from coaching duties for classroom coverage).			
	23. We have policies in place to ensure coachees can participate in coaching (e.g., coachees will have consistent classroom coverage to participate in coaching meetings).			
	24. If coachees are working with multiple coaches, we have developed communication and implementation plans to ensure coaching is effective and efficient.			
	25. We have a coaching contract that is agreed upon and signed by the coach and coachee.			
<b>NEXT STEPS</b>				

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CATEGORY SCREENING QUESTIONS	IMPLEMENTATION INDICATORS	NOT IN PLACE 0	IN PROGRESS 1	IN PLACE 2
<b>DATA</b> Have you developed a plan for systematically collecting data to inform your PBC efforts and evaluate the effects of PBC on staff and child/family outcomes?	26. We collect data to inform our PBC efforts and evaluate their impact.			
	27. We use data to inform who receives coaching and who receives intensive coaching.			
	28. We use the data we collect about PBC implementation and outcomes to make decisions about changes to implementation of PBC.			
	29. We have a plan for collecting data on the implementation of PBC as planned by our program.			
	30. We have a plan for collecting data on the implementation of PBC with fidelity to the model.			
	31. We have a system for tracking coaching activities of coaches and coachees; this includes coaches keeping records of their coaching contact and activities.			
	32. We have identified or developed data sources for assessing fidelity and outcomes of PBC implementation.			
	33. We have developed a system to track outcomes for coachees and children/families related to coaching.			
	34. We have a plan for how and when data analysis will be used to evaluate the effectiveness of PBC in supporting identified teaching practices.			
	35. We have a plan for how and when data will be shared with stakeholders.			
<b>NEXT STEPS</b>	36. We have a plan for collecting, analyzing, and using data to track PBC costs and resources allocation.			
	37. We have a plan for collecting, analyzing, and using data about the transportation needs and costs for coaches.			

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<p><b>COACH</b></p> <p>Have you hired and trained coaches in implementation of PBC or do you have a plan for hiring and training coaches in PBC based on program options and staff needs?</p> <p>Have you ensured that coaches have the time and resources to engage in coaching?</p>	38. We have written credentials/competencies for staff and have outlined these in job descriptions and other relevant human resources policies.			
	39. We have a plan for identifying or recruiting potential high-quality coaches (both internal and external to the organization).			
	40. We have selected coaches.			
	41. We have a plan for training coaches when they are hired.			
	42. We have a plan for ongoing support for coaches through supervision and/or coaching.			
	43. We have identified staff to supervise coaches.			
	44. We have a plan for training staff who are supervising coaches.			
	45. We have a plan for performance reviews of coaching work.			
	46. We have ongoing professional development for coaches related to coaching skills and monitoring fidelity.			
	47. We have a plan for how coaches will be transported to and any reimbursement for coaches' mileage.			
<b>NEXT STEPS</b>				

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<p><b>COACHEES</b></p> <p>Have you selected coachees to receive intensive coaching and prepared them (or have a plan for preparing them) for engaging in PBC?</p> <p>Have you ensured that coachees have the time and resources to engage in coaching?</p>	48. We have worked with education staff including supervisors to select staff to be coached, including working with staff to identify their own readiness to engage in coaching efforts.			
	49. We have a process for determining who needs more intensive coaching and supporting their readiness to engage in intensive coaching.			
	50. We have a plan for training coachees to participate in coaching including the PBC expectations, any documentation, and any technology resources.			
	51. We have worked with program leadership to ensure that staff have time out of their direct work with children to engage in coaching debriefs, TLCs, or other ongoing coaching activities.			
	52. We have worked with human resources to ensure that we have a group of regular substitute or floating teachers to cover staff time out of the classroom to engage in coaching activities.			
	53. When coaches and supervisors are separate program roles, we have provided training to supervisors so that they can support supervisees' work with coaches to ensure consistent supports for staff.			
<b>NEXT STEPS</b>				

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<p><b>ALIGNMENT WITH PROGRAM GOALS AND PD</b></p> <p>Have you identified from your data program goals that PBC will address?</p> <p>Have you identified the teaching practices that you will support through PBC?</p>	54. We have identified which program goals focused on school readiness PBC will address and how it will address these goals.			
	55. We have used the self-assessment data to inform our PBC plan.			
	56. We have used the ongoing monitoring data to inform our PBC plan.			
	57. We have identified how coaching supports and extends other professional development activities.			
	58. We have used data on teaching practices and child/family outcomes to identify the area of focus/teaching practices for coaching.			
<b>NEXT STEPS</b>				



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<b>RESOURCES FOR PBC</b> Do you have the resources (including funding) necessary for implementing your PBC plan?	59. We have identified how we will fund coaching activities.			
	60. We have identified resources (e.g., internet access, video cameras) and space for coaching at all relevant sites.			
	61. We have identified how time will be allocated for coaches and coachees for coaching and how other duties will be covered during coaching.			
	62. We have determined what technology is necessary for coaching to happen according to our PBC plan.			
	63. We have determined whether we will use Coaching Companion to support PBC work and who will be the Coaching Companion administrator in our program.			
	64. We have a plan for assessing the adequacy of materials and space at each site in which PBC will occur.			
<b>NEXT STEPS</b>				

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<p><b>COMMUNICATION</b></p> <p>Have you established a “culture of coaching” in your program (e.g., coaching is seen as a part of the ongoing professional development and is viewed as a support rather than a punishment)?</p>	65. We have established a communication protocol (to share decisions, successes, and challenges) with leadership and other program staff.			
	66. We have procedures in place guiding communication between coaches, coachees, and supervisors; these procedures ensure coaching remains a “safe place.”			
	67. We have developed a message to use with staff and about the need for and importance of the implementation of PBC.			
	68. We gather feedback from stakeholders (coaches, coachees, leadership, policy council) on the PBC plan and implementation.			
	69. We have developed an internal communication plan to share PBC implementation information with stakeholders.			
	70. We have communicated with site supervisors the material, space, and equipment requirements for PBC at their site.			
	71. We have a plan for how and when data will be shared with stakeholders.			
	72. We have a plan for gathering feedback from staff and stakeholders on how to improve communication.			
	73. We have a plan for sharing PBC implementation and outcomes information with the governing body and policy council.			
<b>NEXT STEPS</b>				