

PBC COACH COMPETENCIES: COACH STRENGTHS AND NEEDS ASSESSMENT

Coach's Name \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:** Read each statement and consider how comfortable and confident you are using this practice. Choose whether you “want to work on doing this better,” “do this but could use additional practice or support,” or “feel confident using this practice” and mark the appropriate column.

DOMAIN 1: PREPARATION	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Demonstrates knowledge of PBC components and the practices that promote fidelity to the PBC model.			
b) Demonstrates understanding of child development (birth to five), settings (center-based, family child care, or home-based), and diverse family systems.			
c) Demonstrates understanding of the elements of responsive, DAP, and inclusive early learning environments.			
d) Demonstrates experience with and knowledge of relevant child, teacher, and environment assessments used to measure quality in early childhood education settings. For Home Visiting, the coach also demonstrates experience with and knowledge of family engagement and parent-child interaction assessments.			
e) Demonstrates knowledge of the curricula, standards (QRIS, Teacher Educator Preparation, CDA, etc.), and teaching and home visiting practices that are the focus of coaching.			
f) Demonstrates the ability to regulate personal emotions, thoughts, and behaviors in different situations.			
g) Actively engages in an ongoing process of identifying and reflecting on personal cultural values, beliefs, life experiences, ethics, and biases to reveal and then modify actions that reflect implicit bias.			
h) Accesses resources when necessary to examine personal biases and considers how biases interact with self-awareness as part of preparing to be an effective coach.			
i) Demonstrates knowledge of the program’s policies, procedures, and workplace culture and how they may influence PBC implementation; the coach also demonstrates knowledge of applicable standards, rules, and regulations for different program options.			
j) Exhibits professionalism by being on time, organized, and prepared for each coaching session.			

DOMAIN 2: COLLABORATIVE PARTNERSHIPS	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Develops coaching agreements in partnership with coachees that guide the scope and structure of the coaching work, including expectations and roles that define the work within the context of a culturally respectful, safe, and supportive environment.			
b) Identifies strengths and celebrates progress with coachees.			
c) Demonstrates flexibility that builds on respectful interest in learning about diverse cultures and languages of coachees and the children and families they support, to establish mutually respectful and effective coaching relationships.			
d) Uses self-awareness and self-management to establish and maintain trusting relationships that promote ongoing mutual respect.			
e) Uses questions and notes, or models practices that stimulate problem-solving in support of the coachee’s learning and goal achievement.			
f) Cooperates with others, maintains professional boundaries, constructively negotiates conflict, and seeks and offers help in a range of situations.			
g) Demonstrates interpersonal communication through clear written, verbal, and nonverbal communication with coachees, and uses active and mindful listening skills.			

DOMAIN 3: GOAL SETTING AND ACTION PLANNING	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Gathers, aggregates, and co-analyzes formal and informal data to support the collaborative development of the coachee’s goals.			
b) Collaborates with the coachee in the development of goals that are specific, measurable, and achievable within a specific period of time.			
c) Collaborates with the coachee in writing a step-by-step action plan that extends the coachee’s learning about how to implement a practice effectively.			
d) Demonstrates the ability to maintain focus on the coachee’s stated priorities.			
e) Supports coachee autonomy in experimenting and exploring new behaviors and practices while maintaining a focus on the coachee’s learning experiences.			

DOMAIN 4: FOCUSED OBSERVATION	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Works with the coachee to create an intentional and systematic process to gather and record information (e.g., video, in person, documentation, allowing for language differences) that is guided by the action plan and focused on the coachee’s goals.			
b) Uses coaching strategies (e.g., side-by-side support, modeling, discussion, video recording) that support the coachee’s understanding and use of a specific teaching or home visiting practice.			
c) Considers diverse experiences and perspectives to conduct objective and specific observations (e.g., video, in-person, documentation, allowing for language differences) and collect data that inform Reflection and Feedback.			

DOMAIN 5: REFLECTION AND FEEDBACK	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Uses various data collected from the Focused Observation (qualitative and quantitative) to reflect on the practice of the coachee’s goal.			
b) Supports and extends coachee’s learning through ongoing reflection on progress related to the coachee’s goal by asking reflective questions and making connections to the observation data.			
c) Provides data-informed, supportive, and constructive feedback related to the goal.			
d) Reflects on goal progress with the coachee to inform future coaching cycles.			
e) Creates opportunities for coachees to reflect on personal values, beliefs, experiences, ethics, and biases that may arise when working with children and families.			

DOMAIN 6: PROFESSIONAL DEVELOPMENT	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN.	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT.	I FEEL CONFIDENT USING THIS PRACTICE.
a) Completes professional development related to adult learning principles, draws parallels to coaching best practices, and integrates adult-centered constructs that improve coaching practices (e.g., the change model, motivational interviewing).			
b) Engages in ongoing professional development that builds knowledge about evidence-based practices and supporting diverse children and families.			
c) Participates in ongoing professional development that improves coaching practices and supports cultural responsiveness and reflective practice.			
d) Commits to ongoing cultural responsiveness, as the professional knowledge base is continuously updated to include diverse perspectives.			