

<p>established to build and sustain a PBIS framework.</p>	<p>and levels)</p> <ul style="list-style-type: none"> <li>• PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data</li> </ul>	<p>1 = Some internal training for PBIS exists within the district.</p> <p>2 = A core group is established and regularly provides training within the district to build and sustain PBIS practices.</p>
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**Section VII: Coaching**

Feature	Possible Data Sources	Scoring Criteria
<p><b>7.1 Technical Assistance:</b> Orientation materials (e.g., handouts, video, website, handbook) are developed and describe implementation rationale, readiness requirements, process, and outcomes.</p>	<ul style="list-style-type: none"> <li>• Orientation Materials</li> <li>• Website</li> </ul>	<p>0 = Relevant, district specific materials and a strategic process for orienting personnel about the implementation rationale, readiness requirements, process, and outcomes are not available and/or not strategically provided to all staff/stakeholders.</p> <p>1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not district specific and/or are not strategically disseminated to all relevant stakeholders.</p> <p>2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g. internal staff receive on-going professional development, external stakeholders are given overview level materials).</p>
<p><b>7.2 Coaching:</b> Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have social-emotional-behavioral science expertise that aligns with general PBIS and across full</p>	<ul style="list-style-type: none"> <li>• Knowledge/Skills Assessment/Evaluations</li> </ul>	<p>0 = District/School specialists have social-emotional-behavioral expertise, but it does not align to PBIS.</p> <p>1 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS but not across the full continuum of behavior support.</p>

<p>continuum of behavior support (Tiers 1, 2, 3).</p>		<p>2 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS across the full continuum of behavior support.</p>
<p><b>7.3 Implementation Process:</b> A written process is developed and followed for teaching all relevant staff how to implement each Tier 1, 2, 3 interventions that are in place and for school sites to request ongoing assistance (e.g., coaching, technical assistance).</p>	<ul style="list-style-type: none"> <li>• Coaching and Technical Assistance Plan</li> <li>• Trainer/Coach Roster (across tiers and levels)</li> <li>• Coaching Assistance Form</li> <li>• Evaluation Plan</li> </ul>	<p>0 = No formal process.</p> <p>1 = Either a written process exists to teach all relevant staff how to implement each Tier 1, 2, 3 interventions that is in place or a process for school sites to request assistance is available, but not both.</p> <p>2 = A written process exists and is followed to teach all relevant staff how to implement each Tier 1, 2, 3 interventions that is in place and a process for school sites to request assistance is available.</p>
<p><b>7.4 Differentiated Coaching Support:</b> A plan for differentiated coaching supports is developed and based on phases of implementation, relevant tiers, and data-indicated need.</p>	<ul style="list-style-type: none"> <li>• Coaching and Technical Assistance Plan</li> <li>• Evaluation Plan</li> <li>•</li> </ul>	<p>0 = A plan for differentiated levels of coaching is not documented and/or no coaching supports are consistently provided.</p> <p>1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need and/or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across school sites.</p> <p>2 = A plan for differentiated coaching is readily available (e.g., website) and indicated levels of support are consistently implemented across school sites in the district.</p>
<p><b>7.5 District Coach Networks:</b> Training and support (e.g., clear scope and sequence, technical assistance) are provided to district coaching networks to establish and sustain PBIS expertise and implementation.</p>	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• Professional Development Participant Evaluations</li> <li>• PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data</li> </ul>	<p>0 = No process for support coaching exists.</p> <p>1 = District coaches training process is informal.</p> <p>2 = A written system is used to train coaches and provide access to coaching networks.</p>

<p><b>7.6 Coaching Functions:</b> Support emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.</p>	<ul style="list-style-type: none"> <li>• Coaching Manual</li> </ul>	<p>0 = No process for determining coaching functions.</p> <p>1 = Process to determine coaching functions is informal.</p> <p>2 = A written process exists outlining the coaching functions for implementation.</p>
<p><b>7.7 Local Coaching Capacity:</b> District has transitioned from outside/external to local/internal/in-district coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).</p>	<ul style="list-style-type: none"> <li>• List of District PBIS Coaching Personnel</li> <li>• Job Descriptions</li> </ul>	<p>0 = District has no local coaching capacity.</p> <p>1 = District has informal local coaching capacity that does not include a core group of individuals identified to provide support and/or the related tasks are not embedded in job descriptions.</p> <p>2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.</p>
<p><b>7.8 Classroom Implementation:</b> District coaches review classroom implementation of Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) to verify that they are implemented with fidelity in classrooms and consistent with school-wide systems across the district.</p>	<ul style="list-style-type: none"> <li>• Walkthrough Process</li> <li>• Classroom Data</li> <li>• Progress Monitoring Data</li> </ul>	<p>0 = Classrooms are not implementing Tier 1 features.</p> <p>1 = Classrooms are informally implementing Tier 1 but no formal systems exists, OR less than 80% of classrooms in the district are formally implementing all core Tier 1 features.</p> <p>2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.</p>