

The purpose of the PBIS DSFI Trainer/Coach Assessment is to assess the current level of knowledge, skill, and ability of Trainers/Coaches as it relates to district-level implementation of PBIS. The results from this assessment can be used for personal goal development and/or to assist districts/states in developing targeted professional development opportunities for Trainers/Coaches. This DSFI Trainer/Coach assessment is for individuals that provide support to District Leadership Teams and/or provide support to coaches within a district.

**Positive Behavioral Interventions &
Support (PBIS)
DSFI Trainer/Coach Assessment
DRAFT Updated: January 2022**

Purpose:

Intended Users: This assessment is aligned to the DSFI.

Districts, states, and other organizations that have PBIS Trainers/Coaches are encouraged to use the individual and aggregated results to guide professional development and technical assistance for trainers and coaches.

Scoring: Criteria for scoring each item on the assessment reflects the current level of knowledge that the Trainer/Coach has developed to date (1= Limited, 2 = Developing, 3 = Fluent/Mastered).

There are three sections to this assessment:

- Section 1: Knowledge
- Section 2: Skill/Ability
- Section 3: Support/Access

An electronic version of this assessment is available. This assessment follows the format and essential features outlined in the PBIS Center's PD Blueprint.

Next Steps:

- Action Planning with Results: Results from the PBIS DSFI Trainer/Coach Assessment may be used by the individual District Trainer/Coach and/or Regional/State Leadership Teams to develop priority action steps for growth. In addition, regions/states can use the collective data from all PBIS DSFI Trainer/Coach Assessments within the organization for professional development (training and coaching).
- Tiers 1, 2, and 3 Trainer/Coach Assessment: In addition to completing this assessment, it is recommended that those individuals who serve as PBIS Trainers and/or Coaches at the school, district, state, and/or organizational level also complete the Tiers 1, 2, and 3 Trainer/Coach Assessment.

Glossary:

KNOWLEDGE

In this section, Trainers/Coaches should rate their level of knowledge for each item listed. Items are directly related to one or more items within the DSFI.

3 = Fluent/Mastered 2 = Developing 1 = Limited

DSFI Connection	Item	Self-Assessment
1.5, 1.6, 1.8, 2.1, 3.1, 4.2, 4.4, 5.1, 6.5, 7.3, 8.9, 9.1, 9.2, 9.3	1. Resource Awareness: I am aware of the Center on PBIS website, in addition to state resources and technical assistance providers, and have knowledge of materials, tools, and exemplars that are available to support district planning and implementation.	3 2 1
1.6, 8.2, 8.5	2. Assessment Awareness: I am aware of PBIS assessments that evaluate fidelity of implementation at the organizational level (i.e., district, state), how often they should be completed, and am knowledgeable of each item within those assessments (e.g., DSFI, SSFI).	3 2 1
1.2, 1.8, 5.2, 9.1, 9.2, 9.3	3. Contextual Fit: I am aware that each organization/team I work with may be different (i.e., size, roles, responsibilities, priorities) but the core components of implementation, two-way communication, and representation remain the same.	3 2 1
2.1, 2.2, 2.3	4. Engagement: I am knowledgeable in methods to engage stakeholders (i.e., leadership within the organization, community members, families, staff, students) and understand their impact on PBIS implementation.	3 2 1
3.1	5. Funding: I am aware of funding sources/regulations to support and implement PBIS.	3 2 1
4.2, 4.3, 4.4, 5.3	6. Policy & Implementation: I understand the interaction between federal, state and local policy in addition to the relationship between school districts and legal counsel when proposing changes to policy and procedures (i.e., code of conduct/student expectation guide, performance evaluation, office discipline referrals) and how policy impacts the implementation of PBIS.	3 2 1

5.2	7. Staffing: I am aware of how PBIS implementation impacts roles and responsibilities and how each role within a school district impacts the implementation of PBIS.	3 2 1
7.1, 7.4	8. Training and Coaching: I am aware of the similarities of and differences between training, technical assistance and coaching, and how to utilize differentiated instructional practices and coaching supports.	3 2 1
8.2	9. Data Collection & Policy: I am aware of district and school level data systems (e.g., data collection tools and applications), how common data across schools and the district impact efficiency, effectiveness, and decision making, and how documentation of student behaviors (e.g., ODR's) are to be directly aligned to board policy and the student code of conduct/expectations.	3 2 1
8.2, 8.3, 8.5	10. Feedback: I am aware of how to develop an assessment and evaluation schedule, activate reports (e.g., Big 5, outcomes disaggregated by subgroups, fidelity of implementation, climate and culture) from organizations, and how to utilize an evaluation feedback loop when sharing such reports.	3 2 1

Total Score on Knowledge Section: _____ / 30

SKILL / ABILITY

In this section, Trainers/Coaches should rate their level of fluency with each skill /ability listed. Each item listed is directly related to one or more items within the DSFI.

3 = Fluent/Mastered 2 = Developing 1 = Limited

DSFI Connection	Item	Self-Assessment
1.1, 1.2, 1.3, 1.4,	#. Teaming Structure: I have the skill to support the district in identifying team membership, which ensures representation of stakeholders and meets contextual needs, to then support the team in establishing roles and responsibilities while implementing a district decision making process based upon the organizational structure.	3 2 1
1.2, 1.4, 1.5	#. Team Meetings: I am able to demonstrate how to facilitate a team meeting that ensures each team member is valued and heard while modeling how to facilitate a team meeting using best practice/research of effective and efficient team meetings (i.e., standard meeting agenda, problem-solving process, defined operating procedures) while meeting the contextual needs of the district and team and asking guided questions.	3 2 1
1.6, 1.9, 2.1, 6.1, 7.4	#. Plan Development: I am able to model and support how to develop short and long-term plans (i.e., action plan, stakeholder engagement plan, training plan, evaluation plan) while using data to identify goals that are SMART (specific, measurable, achievable, relevant, time-bound) and align to district, community, and/or state objectives while clarifying the importance of social, emotional, behavioral health.	3 2 1
1.7, 2.1, 2.3	#. Communication: I am able to guide a team in developing a regularly scheduled two-way communication process, articulate the importance of stakeholder engagement, and facilitate opportunities and conversations where stakeholders are valued, heard, and accepted.	3 2 1
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	#. Alignment: I am able to model and support a team through each of the seven steps of alignment (audit review, staffing allocation, district budget, alignment of initiatives, initiative adoption procedures, intervention adoption procedures across tiers, annual alignment review).	3 2 1
4.2, 4.4	#. Impacting Policy: I am able to help others understand and assist leadership in changing policies and procedures to include proactive evidence-based strategies that support student social, emotional, and behavioral needs and how that impacts outcomes while guiding teams though.	3 2 1

5.1, 5.2	#. Human Resources: I have the skills to draft job descriptions, questions and scoring criteria around experiences and philosophy about teaching behavior, social skills, and PBIS based upon the context of the role while considering the different interview types/styles that are utilized in the local interview process in addition to supporting a team through this process.	3 2 1
2.2, 4.4, 4.5, 6.1, 6.4, 7.4, 8.1, 8.2	#. Data-based Decision-making: I have the skills to teach others how to obtain and analyze school, district, and/or state data (i.e., implementation, perception, subgroup), which includes social-emotional-behavioral systems, and identify trends while determining areas of success, growth, and needing improvement while recognizing impact on outcomes, policy, procedures, coaching, and professional development.	3 2 1
6.5, 6.6, 7.4, 7.7, 8.11	#. External to Internal: I have the skills to transition an organization from external to internal coaching, training, evaluation and performance feedback capacity while applying differentiated instructional practices and coaching supports.	3 2 1

Total Score on Skill / Ability Section: _____ / 27

SUPPORT / ACCESS

In this section, Trainers/Coaches should rate their level of access and/or support provided for each item listed. Items are directly related to one or more items within the DSFI.

3 = Fluent/Mastered 2 = Developing 1 = Limited

DSFI Connection	Item	Self-Assessment
5.1, 5.2, 6.2, 6.3, 6.5, 7.5	#. Networking: I collaborate with individuals from a variety of departments (e.g., human resources, professional development) and/or organizations to create alignment, identify dedicated time for training and coaching, develop curriculum, and provide networking opportunities within and outside the educational setting.	3 2 1
5.2, 5.3, 7.7, 8.3	#. Access to Data: I have access to resources and data that identify knowledge, skill set, application, and perception when implementing PBIS on an individual, small group, class-wide, school-wide, and district-wide levels while adhering to a feedback loop cycle.	3 2 1
6.3, 6.4, 7.3, 7.5, 7.6, 7.7, 8.4, 8.9	#. Promote, Develop, and Retain: I have support to share that PBIS is evidence-based and develop an annual evaluation, promote alignment with local initiatives, provide orientation for new staff and refresher sessions for veteran staff, and develop an implementation and request assistance process in addition to a coaching network.	3 2 1

Total Score on Support / Access Section: _____ / 9