

Early Childhood EBISS Coach Name \_\_\_\_\_ Years of Coaching Experience \_\_\_\_\_

Region or Agency \_\_\_\_\_

The checklist below outlines specific coaching and content skills required of EBISS Systems' Coaches to implement and sustain the essential features of the Interagency Systems Support Plan (ISSP).

Identify if you:

Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) under each category

Tasks/Actions/Goals	This knowledge is useful	I am fluent with this knowledge	I apply this knowledge in my job	I am Skilled to Coach Others in this Area
<b>1. Supporting a Interagency leadership team: Knowledge and use of</b>				
a. EBISS framework and responsibilities				
b. Development of RTI Framework for language and early literacy development (e.g., decisions rules on a continuum of support that focuses on fidelity of assessment and instruction)				
c. Development of RTI Framework for PBIS (e.g., decisions rules on a continuum of support that focuses on fidelity of assessment and instruction)				
d. Identification of the various skills a team requires to implement EBISS priorities at the Interagency and site/classroom level				
e. Facilitating Interagency leadership meetings (e.g., decision rules, data analysis, action planning, funding reallocation)				
f. Program and site data to guide planning and continuous monitoring and evaluation of ISSP/Action Plan				
g. Systems requirements at the program/site level to implement Evidence Based Practice (training, coaching, teaming, schedules, communication systems)				
<b>2. Action Planning with Programs/Sites: Knowledge and use of</b>				
a. Implementation science to assess level of implementation and readiness for change				
b. Administration & scoring of fidelity measures appropriate to universal intervention practices and systems (e.g, Pre-SET, BofQ)				
c. Administration & scoring of fidelity measures including secondary and tertiary intervention practices and organizational systems (e.g, Inventory of Practices, PEBB, TPOT)				
d. Analysis of fidelity and outcome data (Incident Reports, attendance data, benchmarking data) to guide decision making and action planning for tiered				

levels of support				
e. Supporting selection and implementation of Evidence Based Practices that are a contextual fit				
<b>3. Coordination and Coaching: Knowledge and use of</b>				
a. Coaching traits and skills required to effectively coach interagency and program/site teams				
b. Development and implementation of program wide coaching plan that responds to unique needs of individual sites/classrooms				
c. Communication protocol to support interagency and program/site team coaches				
<b>4. Professional Development and Training Capacity: Knowledge and use of</b>				
a. Development of a Interagency professional development (PD)calendar based on needs assessment				
b. Presenting professional development				
c. Logistics of scheduling program-wide and site training (release time, who will present/attend)				
d. A plan to coach professional development to ensure sustainability				
<b>5. Assessment and Evaluation: Knowledge and use of</b>				
a. The purpose of multiple assessment systems and the importance of contextual fit				
b. Interagency decision rules and timeline for collecting and analyzing data to guide decision making and action planning				
c. Multiple sources of PBIS data to analyze implementation practices and organizational systems at the universal level e.g., TIC, BofQ, Incident Reports)				
d. Multiple sources of PBIS data to analyze implementation practices and organizational systems at the secondary and tertiary level (e.g., Inventory of Practices)				
e. Administration techniques of language measures (IGDI's)				
<b>6. Visibility &amp; Political Stakeholder Support: Knowledge and use of</b>				
a. Identifying community stakeholders that are relevant to Interagency-wide implementation of systems supports				
b. Presentation skills to present site and program level data to Board, SICC, LICC, Policy Council				
c. Data in easy to read formats for community presentations				
<b>7. Funding</b>				

a. Coaching skills to facilitate problem solving conversations that lead to consolidation of initiatives				
b. An Interagency budget that reflects shared responsibility for student outcomes across all Interagency departments				
c. Data to communicate success due to resource allocation and areas of needed resources				

**Based on the checklist results, prioritize the areas for further development:  
1 least important, 2 moderately important, 3 most important**

<b>Area of Development</b>	<b>Priority 1-3</b>
1. Supporting a Interagency Leadership Team	
2. Action Planning with sites/classrooms	
3. Coordination and Coaching	
4. Professional Development and Training Capacity	
5. Assessment and Evaluation	
6. Visibility & Political Stakeholder Support	
7. Funding	
8. Implementation Science, Systems Theory, Systems Change	