Coaching Needs Assessment

**HS 1302.92 Training and professional development (c) (1)**

**Policy:** All education staff will be assessed to identify strengths and areas for needed support through professional development and coaching.

Coach’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Teaching Practices | Rate Your KnowledgeLow Strong | Rate Your SkillsLow Strong |
| 1. | I create warm and supportive relationships with and among students by using several different strategies (e.g. physical proximity, shared activities, peer assistance, matching affect and social conversations) |  1 2 3 4 5 |  1 2 3 4 5 |
| 2. | I make the classroom community a safe place where children and adults know that they will not be harmed physically or emotionally. |  1 2 3 4 5  | 1 2 3 4 5 |
| 3. | I treat each child with respect and acceptance, viewing all children as capable, competent learners. |  1 2 3 4 5 | 1 2 3 4 5 |
| 4. | I clearly teach, explain and review the classroom rules, daily schedule and behavior expectations with children. | 1 2 3 4 5  | 1 2 3 4 5 |
| 5. | I consistently monitor the classroom effectively and am proactive to prevent problems from developing. (e.g. anticipates challenging behavior or escalation, consistently proactive by providing Tier 1 services) | 1 2 3 4 5 | 1 2 3 4 5 |
| 6. | I am flexible in my plans, go along with students’ ideas, and organize instruction around students’ interests. |  1 2 3 4 5  | 1 2 3 4 5 |
| 7. | I establish and follow a clearly identified routine that prepares students and staff to know what is expected of them and how to go about doing it (e.g. clear instructions, no spontaneous changes to daily schedule, visual schedule and visual cards used) |  1 2 3 4 5 | 1 2 3 4 5 |
| 8. | During class time, I focus on interacting with children and leave managerial tasks to be done when children are not in the classroom. | 1 2 3 4 5  | 1 2 3 4 5 |
| 9. | I provide supports, cues and learning opportunities during all daily activities and routines including transitions and outside play time. |  1 2 3 4 5 | 1 2 3 4 5 |
| 10. | I provide many opportunities to stimulate students’ creativity and ability to generate new ideas by focusing on the student processes of brainstorming, planning and producing by engaging in back and forth conversations and asking lots of open ended questions. | 1 2 3 4 5  | 1 2 3 4 5 |
| 11. | I support children’s understanding and deepen their knowledge by asking follow-up questions, making comments that extend children’s thinking or making connections to children’s daily experiences. |  1 2 3 4 5 | 1 2 3 4 5 |
| 12. | I initiate frequent and extended conversations with children. I actively listen, contribute relevant responses, and ask related questions to reinforce the learning objectives that support the lesson plan. | 1 2 3 4 5  | 1 2 3 4 5 |
| 13. | I intentionally embed activities and conversations with the children that revolve around the Creative Curriculum and current study. |  1 2 3 4 5 | 1 2 3 4 5 |
| 14. | I involve children in performing self-care routines and encourage them to perform routines with increasing independence, as developmentally and culturally appropriate | 1 2 3 4 5 | 1 2 3 4 5 |
| 15. | I intentionally plan activities and experiences to promote children's development of symbolic thinking, one to one correspondence, and cardinality. |  1 2 3 4 5 | 1 2 3 4 5 |
| 16.  | I embed activities that promote listening and noticing smaller units of sounds within everyday activities and routines.  | 1 2 3 4 5 | 1 2 3 4 5 |

* I request Practice Based Coaching for the upcoming school year.

Comments:

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