

**Administrator's Role In Supporting PBS**

<b>PBS Essential Features</b>	<b>Role</b>	<b>Example</b>
Commitment	<ul style="list-style-type: none"> <li>• Tap leadership among faculty</li> <li>• Tie PBS to building goals</li> <li>• Learn about PBS, become fluent</li> <li>• Provide resources for PBS</li> <li>• Assign &amp; support building PBS coach</li> <li>• Provide curriculum leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Assign lead roles among faculty</li> <li>• Establish clearly defined goals &amp; objectives</li> <li>• Attend PBS training</li> <li>• Schedule extended PBS training on early release days</li> <li>• Provide time for coach to meet with district facilitator, plan for meetings, etc</li> <li>• Teach teachers how to imbed social skills into daily teaching</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Make PBS a standard faculty meeting agenda item</li> <li>• Communicate PBS with school community</li> <li>• Set a standard for building-wide communication</li> </ul>	<ul style="list-style-type: none"> <li>• PBS Update at beginning of meeting</li> <li>• Student handbook, Principal Newsletter includes PBS information, etc.</li> <li>• PBS on building leadership team meeting agendas</li> </ul>
Team Process	<ul style="list-style-type: none"> <li>• Protect meeting time</li> <li>• Be a good team member</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid scheduling competing activities during PBS meeting times</li> <li>• Attend PBS team/committee meetings</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Stress importance of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Give teachers “permission” to teach social skills</li> </ul>
Performance Feedback	<ul style="list-style-type: none"> <li>• Model how to give students performance feedback</li> <li>• Support giving student performance feedback</li> <li>• Give teachers performance feedback about implementation of PBS</li> </ul>	<ul style="list-style-type: none"> <li>• Use PBS language when giving performance feedback</li> <li>• Budget for schoolwide celebrations</li> <li>• Compliment or give suggestions regarding implementation of PBS (e.g. teaching lesson plans, student behavior in nonclassroom settings, signage in room, teacher’s use of PBS language)</li> </ul>
Response to Misbehavior	<ul style="list-style-type: none"> <li>• Shift from “punishment” model to reteaching model</li> <li>• Model how to use the buildings response to problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize buildings response to problem behavior continuum.</li> <li>• Use PBS language when processing with students</li> </ul>
Data Decision Making	<ul style="list-style-type: none"> <li>• Make data transparent</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources for data entry</li> <li>• Model decision making based on data</li> </ul>