CHAPTER 2: LEADERSHIP

"It appears indisputable that the building principal is the key to any major schoolwide staff development activity. Consequently, any school improvement or reform effort needs to have solid and clearly defined support from the principal for the endeavor to succeed."

Geoff Colvin, 2007

"School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex rapidly changing society."

Michael Fullan, 2009

"Every organization has a culture, that history and underlying set of unwritten expectations, that shape everything about the school. A school culture influences the ways people think, feel, and act."

Terrence E. Deal & Kent D. Peterson, 1999

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Understand the vital role of administrative leadership in your discipline efforts.
- ▶ Establish a viable SW-PBS Leadership Team that is representative of staff and with the skills and group processes to ensure your team's productivity.
- ▶ Use effective action planning to guide and monitor development tasks.
- ▶ Develop strategies to ensure full staff engagement and consensus building as you develop your schoolwide plan.
- ▶ Assess important conditions for lasting change relative to your school, and make plans to address key issues to ensure success.

The Data Based Decision Making Process

When launching your efforts, it is important to understand the positive, proactive, and instructional philosophy of discipline and SW-PBS and to be committed to the work. Schools must also blend commitment and proven practices with strong leadership and effective school improvement processes to promote deep and lasting change (U.S. Department of Education, 2014).

The ongoing Data Based Decision Making (DBDM) Process for SW-PBS is similar to most school improvement, problem solving, or decision-making models (See Figure 2.1) and includes collecting data to identify current status, analyzing data, identifying desired outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your SW-PBS work.

More specifically, the procedure for unfolding your schoolwide work is outlined below.

1. Collect & Chart Data
   ► Focus on a specific question and work to answer, where are we now?
   ► Gather data pertinent to answering the question at hand (staff survey; records of office referrals, detentions, suspensions, etc.; observations).

2. Analyze and Prioritize
   ► Where are the gaps in your current status compared to where you want to be?
   ► What data can help you drill deeper to further define the who, where, when, why and how?

3. Develop S.M.A.R.T. Goals
   ► Define your outcome goals so that they are **SMART: Specific, Measureable, Achievable, Relevant, and Time Bound**.
   ► Short term and long term goals must be written to be observable and therefore measureable.

4. Select Strategies
   ► What strategies will most efficiently and effectively get you to your desired goals?
   ► Strategies selected should be written into an action plan with aligned goals, steps resources, timeline and communication plans.

5. Determine Results Indicators
   ► Select indicators that help your team answer
     • Are we implementing the plan with fidelity?
     • Is implementation having desired impact on student outcomes?

6. Evaluate Plan
   ► Analyze collected data to determine progress toward meeting goals
     • Have we implemented our plan with fidelity?
     • Have we achieved our goal or are we making adequate progress toward achieving our goal?

Implied within this DBDM is the step of *implementation*, which would take place after all other steps have been developed. To learn more about DBDM see Chapter 7, Ongoing Monitoring, later in this workbook.

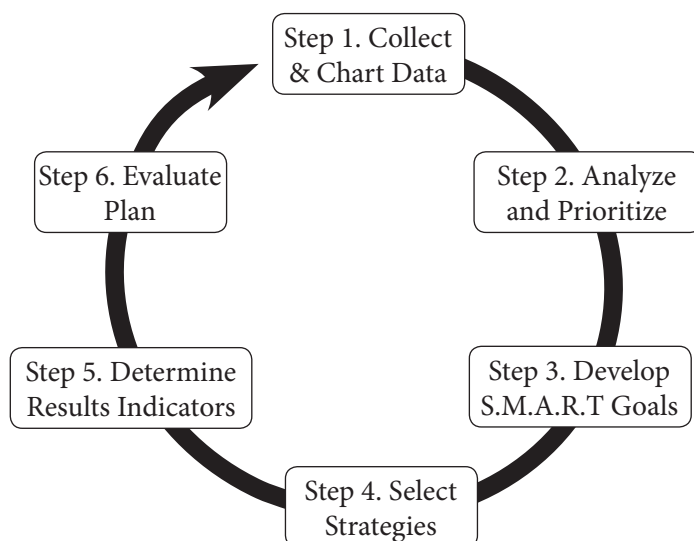## Missouri Data Based Decision-Making (DBDM) Process

Step 1. Collect & Chart Data

Step 2. Analyze and Prioritize

Step 3. Develop S.M.A.R.T Goals

Step 4. Select Strategies

Step 5. Determine Results Indicators

Step 6. Evaluate Plan

Figure 2.1

Administrator Role

Successful school improvement efforts, as outlined above, all share one commonality–strong leadership. Maintaining a well-disciplined school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort. To further define the role of the principal in the development and implementation of Schoolwide Positive Behavior Support, thirteen considerations are offered (Colvin and Sprick, 1999; Colvin, 2007).

MAINTAIN STANDARDS FOR BEST PRACTICES. Principals are the "clearing-house" for practice selection and the final determiner of how the school will address school improvement needs. Principals must lead staff toward research-based practices and reject the myriad of practices and programs that may not be efficient or effective toward meeting school improvement goals. By serving as the "gatekeeper," the principal can maintain high standards for quality services.

PUBLICLY PROVIDE SUPPORT. The words and actions of the principal are powerful. Once a commitment has been made to embark on schoolwide discipline efforts, it is essential that the principal inform staff that whatever is possible and reasonable will be done to work with them to accomplish the goals of the project. This provides credibility and will make it easier to tackle related activities. This public support may also mean that the school's efforts are made visible, not only to faculty and staff, but to other district personnel, students, families, and the community.

ESTABLISH A SW-PBS LEADERSHIP TEAM. The principal gives staff a leadership role for SW-PBS by establishing a building-level team. Any successful school improvement must have the support of the staff. This is more likely to occur if they play an active role in the process from the beginning. The team should be representative of those who will be directly impacted by the changes. Therefore, members should include teachers, paraprofessionals, supervisors, and perhaps parents and students (secondary schools). Using a Leadership Team, allows for the vital staff perspective while still operating efficiently. It is essential

that the principal be a member of the team to provide the time and financial resources needed. In doing so, it is important the principal share leadership with the entire team.

SUPPORT THE SW-PBS TEAM MEMBERS. Team members assume a big responsibility and time commitment to provide leadership for SW-PBS. The administrator can show appreciation for their commitment by personally thanking them. In addition, the principal needs to be sensitive to members' workload and limit their participation in other committees and school activities, and consider ways to compensate them for their time commitment (e.g., special parking place, hiring substitutes to allow for planning time, etc.) Time for meetings should be protected and planning activities facilitated through the provision of time and resources (e.g., secretarial time, materials, staff meeting time, etc.). Support for the team and the project translates as a clear commitment and validates the work.

GUIDE THE DECISION MAKING PROCESS. Since discipline policies must be embraced and upheld by all, a process for gaining staff consensus is essential. An important leadership role the principal can provide is to teach and guide the team and entire staff through a process for making decisions. Several effective processes for determining consensus exist that ensure: 1) every staff member is heard, 2) those who have concerns are invited to offer solutions, 3) the best decisions are made, and 4) decisions are more likely to be implemented consistently. Administration's active role in the decision making process can help to avoid the many possible tensions surrounding discipline planning.

TAKE A LEADERSHIP ROLE IN PROBLEM RESOLUTION. Even with a clear decision making process, in the complex process of rethinking schoolwide discipline, disagreements or problems are bound to arise among team members or between the team and the staff. The administrator has a clear role in assisting with problem resolution and stepping in and leading the group to discover a workable solution. This often includes reminding staff of the shared vision, encouraging effective communication, and supporting effective processes to guide decisions.

SUPPORT THE TEAM MEETINGS. One of the most important things an administrator can do to support the team is to consistently attend the SW-PBS Leadership Team meetings. As a member of the team, their full participation is a priority. If an assistant principal serves on the team and regularly attends the SW-PBS Leadership Team meetings, the principal should also attend the meeting when possible to show support.

PROVIDE RECOGNITION FOR FACULTY AND TEAM AND THEIR WORK. The principal can support the team members by recognizing, privately and publicly, the effort of each team member as well as faculty who work on behalf of the initiative. Showing sincere appreciation through notes or personal comments of gratitude for their effort is often greatly appreciated. This recognition will help all to continue the sometimes-challenging work needed to plan and implement SW-PBS.

SERVE AS THE POINT PERSON FOR SCHOOL-RELATED GROUPS. Another important role of the principal is to communicate importance of and progress on the goals of SW-PBS to other groups. The principal will communicate with school groups such as the parent-teacher organizations, district administrators, school board, student organizations, as well as community groups such as service or business organizations with an interest in the success of the school. Effective administrators look for ways to inform others of SW-PBS efforts.

MONITOR IMPLEMENTATION ACTIVITIES AND PROVIDE FEEDBACK. Principals have a vital supervisory role in observing and monitoring implementation of agreed upon practices and procedures. Staff need feedback on new strategies in order to refine and sustain their use, and staff need to see tangible

evidence of the principal's interest and expectation regarding implementation. The principal should provide specific praise and recognition to staff implementing as designed as well as corrective feedback for those who have not followed through on new procedures. Private conversations may help individuals understand expectations and to identify any support they may need to be able to implement the SW-PBS practices. Staff need to know their cooperation is expected, implementation will be monitored, and if problems exist, efforts will be made to find a solution.

REVIEW DATA AND PROVIDE FEEDBACK REGULARLY. Data collection, synthesis, and review are essential to SW-PBS. The principal will need to assign an individual on the team who will be responsible for data monitoring. In addition, secretarial or support staff may need to enter and create data charts for regular review by the principal and Leadership Team. The data, once received, must be reviewed first with the team and also with the entire staff. Data provides feedback on efforts and serves to reinforce or guide needed adjustments in practices. The administrator takes an active interest in this process.

ENSURE THAT INNOVATION IS SUSTAINED. The principal plays a crucial role in sustaining the SW-PBS initiative over time. Staff interest and attention to SW-PBS may wane if other initiatives are introduced or if staff feel that progress on addressing problem behavior is moving too slowly. The principal must be diligent to keep all staff focused on the SW-PBS purpose and goals and to guide deep work at an appropriate pace. A plan must also be created to keep new staff, students and families knowledgeable of the school's efforts.

MAKE A TIME COMMITMENT. Changing a culture requires that educators: 1) take their time, 2) do things well the first time, and 3) make decisions based on the process of change and the stages of implementation. The principal must understand that it takes time to fully implement the SW-PBS plan. Development and implementation of SW-PBS is not a sprint, it is a long distance run. The principal must be patient and persistent to continue the SW-PBS initiative by continuing to provide support, participation, and leadership.

As the principal goes, so goes the school.

Summary of Administrator Role

☐ Establish a Leadership Team, representative of the building staff.

☐ Support the school's SW-PBS work through public statements.

☐ Actively participate as a member of the team.

☐ Gain commitment from staff for the school's SW-PBS work.

☐ Ensure that the team meets regularly and uses effective operating procedures.

☐ Support team members by recognizing their contributions and protecting their time and work schedules.

☐ Secure budgetary allocations necessary to build and maintain SW-PBS.

☐ Work with the team to devise ways to engage staff and gain consensus on development and implementation activities.

☐ Arrange for staff meeting and professional learning time to plan, gain consensus, and learn new skills.

☐ Share data and discuss patterns of behavior with the team and staff for active decision-making on a regular basis.

☐ Provide ongoing communication with students, staff, District, families, and other community groups via newsletters, website, presentations and informal talks, etc.

☐ Arrange orientation for new staff and students.

☐ Conduct walk-throughs to monitor implementation and provide feedback to staff as they implement.

☐ Incorporate new practices into hiring and evaluation procedures.

Figure 2.2

DISCUSSION

How does this description of the administrative SW-PBS role match with your administration's present approaches? What functions will be natural or readily provided? What shifts or adjustments might need to be made to help ensure the success of the team's work?

The SW-PBS Leadership Team

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It begins with the formation of a discipline Leadership Team. This team will assist staff in the continual process of developing and maintaining a positive school environment.

Staff members who serve on the SW-PBS Leadership Team will have the opportunity to play a key role in shaping the school climate. Assigned to provide leadership, this team is not to assume sole responsibility for developing a school action plan. Instead, they will thoughtfully involve the entire staff in rethinking their beliefs about student behavior, reviewing existing procedures, and developing more effective practices and policies. When everyone has a hand in developing schoolwide discipline procedures, ownership is increased, consensus is more readily obtained, and the likelihood staff will consistently implement procedures is increased. As you undertake your social behavioral school improvement effort you may uncover potential challenges that could impact your progress. Examples of this could be a current lack of cohesiveness among staff; lack of experience in knowing how to work together, weak communication between different grade levels or departments, and disconnects between administrators and staff. As challenges arise, it is even more important to have strong leadership that involves the entire staff in the process.

TEAM RESPONSIBILITIES. The SW-PBS Team is a standing committee responsible for developing and maintaining effective discipline procedures that reflect the unique needs of the school and its community. This includes:

- ▶ Initially gathering input from staff, families, and students as well as other data sources to evaluate the effectiveness of current policies and practices.

- ▶ Using that information to gain staff commitment to the needed changes and developing a common philosophy of discipline.

- ▶ Assisting staff to understand best practices for developing responsible student behavior and the elements of an effective school discipline policy.

- ▶ Guiding staff through a procedure development process to improve less effective practices and to protect effective practices by clarifying them and putting them in writing.

- ▶ Once practices are developed and protected in writing, this team is responsible for overseeing the implementation, maintenance, and revision of procedures. This includes: 1) reviewing procedures with staff (especially new staff) at the start of the year to ensure consistency, 2) coordinating dissemination of information to parents and students, 3) organizing schoolwide discipline-related instructional activities, 4) bringing staff concerns to the team, and 5) reviewing ongoing data to determine successes and continuing needs for in-service or modification of procedures.

TEAM COMPOSITION. As discussed before, schoolwide discipline planning should not be viewed as either a top-down or a bottom-up process. Rather, it is a collaborative venture with administration and staff working together. Therefore, it is essential the team include a building administrator and full representation of the building staff.

Maintaining a well-disciplined school is one of the primary roles of the building administrator. Therefore, the nature of the work of this committee, along with the need to ensure that practices are in line with board policy and legal stipulations, requires that an administrator be directly involved. Participation of the principal or assistant principal on this team is crucial.

Efficient teams are comprised of five to seven members. While it is important to keep the group small to ensure productivity, it is equally as important that all staff feel someone represents them on the committee. Broad representation leads to a greater assurance that all staff's views will be shared and that the committee's work will be widely accepted and the procedures widely implemented by all teachers, paraprofessionals, specialists, and administrators.

Although schools vary greatly in the degree to which students and families are involved in procedure development, thought should be given to whether or not they should be members of the team. We know students are more likely to behave in agreement with policies they feel are supported by their families and their peers. Consideration should be given to engaging both parents and students in the review, adoption or validation process later. Plans to engage consumers should be carefully considered. While full involvement in routine work may not be practical, their input can be invaluable. Team configurations might include:

ELEMENTARY SCHOOL
- Principal
- Primary and Intermediate Teacher or representative from each grade
- Special Education Teacher
- Specialist (Guidance Counselor, P.E., Music, Library, Art, etc.)
- Paraprofessional
- Student

MIDDLE SCHOOL
- Principal or Assistant
- One Classroom Teacher from each grade or team
- Special Education Teacher
- Paraprofessional
- Counselor
- Student

HIGH SCHOOL
- Principal or Assistant
- One Teacher from each department
- Special Education Teacher
- Paraprofessional
- Counselor
- Student

SELECTING TEAM MEMBERS. The method for designating SW-PBS team members should be given careful thought. To be successful, the team should include staff members who are "doers," held in high esteem by their colleagues, and team players who focus on solutions and are positive and persuasive in their interactions with staff, students, and families. Team members will be responsible for planning and leading the many activities related to this school improvement effort (e.g., presenting data, facilitating planning and decision-making meetings, providing skill training, modeling, guiding, and encouraging others). Methods for selecting team members could include:

► **Appointment by administration.** This method allows the principal to recruit people known to possess the above qualifications. While appointment to the team has obvious advantages, it can be divisive if staff somehow views those chosen as the administrator's "select" or favored group.

► **Volunteers.** Some staff may respond best to a volunteer approach. The administrator can describe the role and responsibilities of the team and the desired composition and allow individuals to submit their name for consideration. The administrator will likely need a process to make final selections when more than one person from a representative group volunteers.

► **Election.** Representative groups can elect a constituent to represent them on the team. This election process might enhance staff consensus by ensuring that each group feels a personally selected staff member is sharing their interests. However, this process can feed into an already divisive staff by contributing to a tendency to form power blocks.

The method for deciding who will serve on the SW-PBS team will need to be determined by the

administrator based upon the culture in the building. One of the above methods should work in most buildings. For some, the process may simply be to use an existing staff development or Leadership Team. If an existing committee is considered, be sure that the added workload will not render the team ineffective.

LENGTH OF TERM. Since discipline planning is an ongoing process, not merely the completion of a product or document, the SW-PBS Leadership Team is an ongoing committee. Participation on the SW-PBS Leadership Team over time should be shared or open to interested staff and therefore the membership rotated. Consideration should be given to this rotation process when the team is first formed.

The amount of time served on the team will depend on the school's size, other committee responsibilities, the interest and willingness of staff to participate, staff turnover, etc. A two to three-year term is generally recommended, with the administrator serving continuously. A two to three-year term with no more than one-third of the team rotating off each year will allow for the continuity required to maintain effectiveness and productivity while providing shared participation and new ideas and perspectives. While rotation of specific staff occurs, the representation (the staff position) remains constant (i.e., when a specialist rotates off, a specialist joins the team).

When the Leadership Team is initially formed, this rotation process means that one-third of the original team would serve three years, one-third two years, and one-third would serve only one year. Team members beginning subsequent years would serve full three-year terms.

TEAM LEADERSHIP IN THE WAKE OF ADMINISTRATIVE TURNOVER. School personnel perceive administrative leadership as singularly important to sustained implementation of effective practices (McIntosh, et.al, 2014). While administrative leadership is a driver, the turnover of administrative leadership becomes a chronic barrier to implementation. Team member actions in the face of administrative turnover should include steps to ensure the team is representative, plan proactively for sustainability (e.g. team rotation and PD for all), develop policies, create a staff practices handbook, collect and show data documenting effectiveness and acceptability, meet with incoming administrator, and recruit district support (Strickland-Cohen, McIntosh, & Horner, 2014).

COMPENSATION. The time commitment to participate on the SW-PBS Leadership Team sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such a commitment gladly without thought of compensation, some consideration should be given to how to support the team for their commitment and work. This might include:
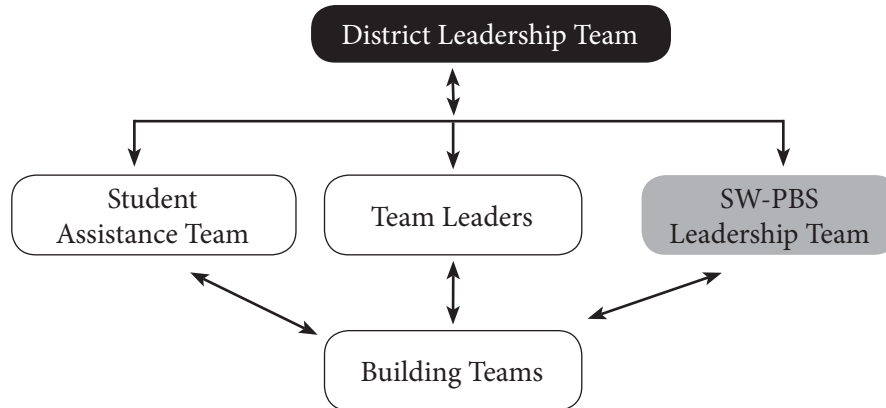
▶ Arrange meeting times and hire substitutes for a portion of the day when meetings are held.

▶ Meet outside of regular school hours with extra pay.

▶ Arrange for additional preparation time by periodically supervising team members' classes for them.

▶ Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

Planning ahead for an effective process is essential if a collaborative policy is to be developed. A clear understanding of the role, functions, and time commitment of this Leadership Team promotes informed participation by individual team members, communicates the earnestness of this school improvement process to the other staff, and avoids any possible misunderstandings among all. An example of how one school clarified this process in writing for their staff follows.

Missouri Middle School
SW-PBS Leadership Team

In collaboration with staff and students, the Schoolwide SW-PBS Team provides leadership for the development, implementation and maintenance of procedures that promote responsible student behavior and a positive learning environment in our school.

Team Composition
- Building Administrator
- Guidance Counselor
- Sixth Grade Teacher
- Seventh Grade Teacher
- Eighth Grade Teacher
- Special Education Teacher
- Para educator

The MMS SW-PBS Team is designed to be representative of our staff. Every staff member should feel that he or she has a voice on the team. Those who serve on this team have the opportunity to play a key role in shaping the school environment. They assist staff in a continual process of re-thinking, developing, and implementing effective discipline policies leading to and maintaining a positive school climate. This will include gathering and analyzing data about current discipline practices, communicating regularly with the staff, putting together a plan for developing new procedures or strategies, arranging faculty in-service, modifying the staff manual as necessary, bringing faculty concerns to the committee, and reviewing ongoing data to assess the success of new policies or approaches as they are implemented. They are charged with ensuring that our students' behavior and our school's climate lead to success for all.

The Missouri Middle School team members will generally serve a three-year term, with approximately two members–one grade level representative and either the Paraeducator or special education representative–rotating off each year. New members will be nominated by their peers or asked to serve by administration during the spring in preparation for the new school year.

The time commitment will vary as the team moves from an initial development phase to a maintenance function in subsequent years. Maintaining an effective climate and responsible student behavior is an

ongoing duty. The team will need to meet regularly to discuss faculty concerns regarding discipline, responsibility, and building climate, to examine related data, and make decisions about the need for ongoing policy development and revision.

Possible Meeting Times
- Half-day–Mornings (Best availability of all)
- 7:30-8:00–Before School
- 7:30–9:15 (Requires only 3 substitutes)

A meeting schedule will be developed quarterly, based upon need.

Working Agreements
The MMS Schoolwide SW-PBS Leadership Team will…

1. Operate with joint or shared leadership. The facilitator role will be rotated each meeting with leadership for the next meeting set at the conclusion of the present meeting. The facilitator will be responsible for: 1) seeing that the agenda is set, 2) planning group processes and gathering materials needed to ensure meeting is productive, 3) keeping the group focused on the objectives, 4) focusing the group's energy and encouraging everyone to participate, and 5) ensuring clarity regarding meeting follow-up tasks–who is going to do what by when, etc.
2. Set and use an agenda to guide each meeting. Planning or setting of the agenda for the next meeting will occur at the current meeting. Before starting each meeting, the facilitator will review the agenda, make needed changes, and set time parameters.
3. Honor confidentiality at all times.
4. Support those who enforce the ground rules.
5. Take public minutes/notes on chart paper or computer during the meeting, and see that the notes are distributed to the other members following the meeting. Notes will minimally include decisions made and assignments or "to do's".
6. Show respect for other members. Listen to understand; seek solutions.

With your team, reflect on what you learned regarding the SW-PBS Leadership Team. Discuss the who, what and how of the team for your building. How will this information be summarized and shared with your staff? Who can prepare a written document about the SW-PBS Leadership Team?

Who?

► Who comprises our SW-PBS Leadership Team? Do we have the full representation of our staff? Do we have the talent and skill sets that we need?

What?

► What is the charge of our SW-PBS Leadership Team?

► What is the relationship of the team to other school committees or structures?

How?

► How will team members (or new team members) be selected?

► How long will team members serve? How will rotation occur?

Effective Team Processes

Time is the most valuable resource for educators. Meeting and planning time is often scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up. To guide your SW-PBS team work, we will address scheduling your meetings, ground rules or working agreements, using a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work.

Problems Commonly Associate With Meetings

- ▶ Getting off the subject
- ▶ No goals or agenda
- ▶ Too lengthy
- ▶ Poor or inadequate preparation
- ▶ Inconclusive
- ▶ Disorganized
- ▶ Ineffective leadership/lack of control
- ▶ Irrelevance of information discussed
- ▶ Time wasted during meetings
- ▶ Starting late
- ▶ Not effective for making decisions
- ▶ Interruptions from within and without
- ▶ Individuals dominate discussion
- ▶ Rambling, redundant, or digressive discussion
- ▶ No published results or follow-up actions
- ▶ No pre-meeting orientation
- ▶ Canceled or postponed meetings

> DISCUSSION
>
> What challenges to effective meetings have you experienced in your school? What meeting roadblocks would you like to avoid?

TEAM MEETING SCHEDULE

Team meeting frequency will vary somewhat as you begin your work and are in the preparation phase and then move to implementing and finally sustaining your practices. During initial development or preparation, it is important for the SW-PBS Leadership Team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as needed to achieve your goals and planning needs. It is recommended that your meetings be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally "retreat" to allow longer, uninterrupted planning time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

ACTIVITY

With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school's master schedule?

SW-PBS Leadership Team Meeting Dates

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE	JULY

WORKING AGREEMENTS

Working agreements or ground rules assist staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston & Wellman, 2009). Working agreements provide a guide for professional staff behavior. They express the behaviors that are valued by the team and help to ensure every team member knows exactly what is expected. They not only increase productivity and staff comfort, they can also help you avoid conflict, and provide the standards that allow the team to evaluate their performance. Ground rules should be: 1) developed by the team, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All team members should be willing to confront behaviors that are in violation of their working agreements when they occur during meetings. Effective ground rules are behaviorally specific—they should be readily understood by all—and stated as the desired or positive behavior. They create a picture of how a professional behaves and contributes to the team discipline planning process and the group's work culture. The example from Missouri Middle shared earlier in the chapter includes working agreements. Some common working agreements are listed below and an additional example follows.

Working Agreements: Some Possibilities

- ► Start on time; end on time.
- ► Stay on topic.
- ► Avoid unnecessary repetition.
- ► Give your full attention; silence cell phones during meeting.
- ► Clarify agenda/meeting outcomes and time allotments before beginning.
- ► If presenting, be prepared.
- ► Watch and be considerate of time.
- ► Attend to the speaker; use post-its for side conversations.
- ► Wait to speak; use active listening.
- ► Indicate support for ideas you like or agree with.
- ► Ask for clarification if you don't understand.
- ► Share concerns thoughtfully; pair criticism with a way to improve.
- ► Keep focus on our group goal and what is best for students.
- ► Be willing to doubt your own infallibility and compromise when necessary.

> ## Working Agreements
>
> - Write them as a team.
> - Post them.
> - Review them before starting your meeting.
> - Cue or remind those not using agreements.
> - Conclude meeting by reviewing what worked well, what didn't, and what needs to be improved.

Be Respectful:
- ► Listen to others
- ► Limit side conversations

Be Responsible:
- ► Be on time
- ► Bring required materials

Be a Problem Solver:
- ► Discuss concerns with the team
- ► Brainstorm solutions

ACTIVITY Reflect on the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity? Write your teams working agreements.

MEETING AGENDA

Creating an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It can also be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting and possible agenda items.

An agenda can be more focused and helpful in guiding an efficient meeting when objectives or outcomes replace simple topics. Terms such as "review and edit," "discuss and decide," "draft a plan for," "determine next steps," etc. help to avoid unfocused, long-winded discussions of topics and guides all toward specific outcomes. With each agenda item spelled out in this manner, the purpose and desired accomplishments are clear, and when team members are off on tangents, the speaker has a clear purpose to bring them back to. Examples of a team agenda as well as a blank meeting agenda template follow. Additional examples can be found online at the MO SW-PBS website.

Important Note: You will be asked to share your monthly meeting agendas with your SW-PBS Consultants as a means to keep them informed of your work and to guide their planning for needed technical assistance.

Missouri Middle School SW-PBS Leadership Team Meeting Agenda
August 23

Our mission is to teach all our children to communicate effectively, to solve problems, to understand and cooperate with others, to appreciate and care for the world in which they live, and to be lifelong learners.

We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioral standards for students and to model the social skills along with the professionalism, problem solving and enthusiasm necessary to motivate our youth to be the best they can be. We put our students first, and demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do.

Working Agreements:
Be Respectful: Listen to others. Limit side conversations
Be Responsible: Be on time. Bring required materials
Be a Problem Solver: Discuss concerns with the team. Brainstorm solutions

Members Present: Ms. Martin, Mr. Elliott, Mr. Pierce, Mrs. Hagen, Miss Irwin, Mr. Alan

Objective/Outcome	Time	Person Reporting
1. Review and edit draft mission, vision and philosophy of discipline	15 mins.	Ms. Martin
2. Solidify SW-PBS team roles and decision-making processes	10 mins.	Mr. Elliott
3. Create plan for professional learning activities to examine and establish beliefs regarding discipline and gain staff commitment to our work	30 mins.	Mrs. Hagen
4.		
5.		

To Do Before the Next Meeting:

1. Prepare draft document on the SW-PBS Leadership Team role and operation, etc. for staff manual (Ms. Martin)
2. Review and share staff work on beliefs (Miss Irwin)
3. Review draft Leadership Team document/prepare final (All)

Next Meeting: September 12
Possible Agenda Topics:

1. Review and edit document on SW-PBS Leadership Team and determine how to disseminate to staff
2. Review outcomes of staff activities to clarify beliefs and to gain commitment; decide next steps
3. Review staff survey data and decide how to share with staff

SW-PBS Leadership Team Meeting Agenda

DATE:_____

Mission:
Vision:
Working Agreements:

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Next Meeting: Possible Agenda Topics:		

DECIDING HOW TO DECIDE

As your work progresses, you will encounter regular decisions that need to be made by the team as well as larger decisions, made by the entire staff, regarding the development and implementation of new approaches. Without effective tools to make these decisions, you may get bogged down in indecision or prolonged discussions and even division.

WHO DECIDES? There are some decisions where it just doesn't make sense to involve everyone. Identifying an individual point person can be very appropriate when that person has much relevant knowledge or authority. Decision-making by the administrator or selected team member may be very appropriate. Similarly, team decisions may also be appropriate when representation of the school is needed, but involving the entire staff is impractical, unnecessary, or too time consuming. However, you will want to take the time to **involve the entire staff** when the issue is one that everyone needs familiarity with or that requires the support of each person to carry out. This is essential when decisions are being made about new procedures or approaches to be implemented by all.

HOW TO DECIDE. Once you have considered who needs to decide, the second question is how to decide. The common approaches for making decisions are in Figure 2.3.

Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
Consensus *Every view or position is heard. All members are willing to support the decision.*	► Generally ensures greater buy-in and therefore increases likelihood of successful implementation. ► Benefits from the input from all perspectives. ► Once a decision has been reached, it can often be acted on more quickly than a unilateral decision handed down.	► Can be time consuming and difficult to do. ► Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual.
Majority Rule *Decision determined by a majority vote.*	► Familiar, time efficient. ► Considered "fair" by some.	► Regarded as competitive rather than cooperative. ► Ignores the possibility of compromise. ► Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision.
Participative or Representative *Those making the decision seek and take into account input from the entire team or staff.*	► Efficient in that it does not tie up the entire team or staff, but still provides the advantage of their input. ► Staff feel that they were heard; generally acceptable by many. ► Allows for administrative (or other designated decider) to make final decision.	► Sometimes takes time to gather the input, and there is potential of missing someone. ► Requires good communication.
Unilateral *One person or a group is empowered to make a decision without consulting others.*	► Most efficient. ► Good for when a quick decision needs to be made.	► Open to abuse of authority. ► May overlook some perspectives. ► If overused, can be demoralizing by the group.

Figure 2.3

CONSENSUS STRATEGIES. While the process for structuring discussion and gaining consensus is important (see Engaging Staff), a method for staff to indicate their position following the discussion and revisions is also essential. Once a group is moving in a clear direction with their discussion, the facilitator will want to ask staff to indicate visibly how they feel. Common methods for doing this include "fist to five," "colored cards," and "thumbs."

Fist to Five. Participants are asked to raise their hand and indicate their level of support from five fingers to a closed fist:

5 Fingers = It is a great idea; I will be one of the leaders in implementing.
4 Fingers = Solid support; I will work for it.
3 Fingers = Neutral; I am not in total agreement but it is a reasonable plan and I will support it.
2 Fingers = Minimal support; I do not agree; some minor changes could improve; I will support.
1 Finger = I do not agree; no support, but I will not sabotage; I will suggest changes that should be made.
Fist = No support; this is not a good idea and I am going to sabotage implementation.

When all hands reveal two to five fingers, you have consensus and are ready to move forward; twos may be asked for any final tweaking. Anyone indicating one finger or a fist should be ask what they object to and what changes are necessary for them to support. "No support" voters can also be asked to join the planning group to seek solutions and bring a revised proposal back to the group.

Colored Cards. Each participant is given a set of colored cards–green, yellow, and red. The cards can be raised at the time of determining consensus:

Green = Great plan; my full consent.
Yellow = Some reservations; I consent.
Red = Opposition or objection; I do not consent.

Again, when a member uses a red card, it becomes their responsibility to help come up with a solution.

Thumbs. Another signal is this one where: Thumbs Up = agreement; Thumbs Sideways = have some concerns but will support; and Thumbs Down = I don't agree and will not support. With only three positions, like the colored cards, this is more useful for an instant polling or to get a quick reading of a group's sentiment. A slightly more detailed version of the thumbs signal includes a 5-point range: Thumbs Up = strongly agree/ complete support; Palm Up = mostly agree/good support; Thumbs Sideways = "on the fence" or divided feelings/support with minor changes; Palm Down = mostly disagree/won't support; and Thumb Down = strongly disagree/won't support/will sabotage.

Whatever consensus strategy you may be using, when, after much dialogue, a minority continue to object, leadership may need to move to "rough consensus"–where the question about agreement is left to a person of authority. If rough consensus is used and a decision to move forward made, the new approaches may be implemented on a trial basis with a scheduled review of how it is working by all at a designated later time.

When divisiveness is present, schools would be best to revisit mission, vision, guiding principles, or beliefs to foster harmony before moving on to make decisions using a consensus model.

Effective leaders understand the importance of striving for consensus, but also understand that not all decisions should be made by the entire group or by using consensus strategies. In that case a majority rule or unilateral decision will be made.

In addition, when the group is "stuck" consensus may not be the most effective or efficient strategy. A smaller group can be assigned to bring suggestions back to all. This would be an example of participative or representative decision-making.

TEAM ROLES

To efficiently and effectively accomplish your SW-PBS tasks, the work must be distributed. The SW-PBS Leadership Team is a team in its' truest form: Together Everyone Achieves More. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles - although some are essential, the most common are: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles are most often assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

COACHING. In addition to these suggested roles, team members may be designated to serve a coaching role to support full SW-PBS implementation by staff. In many ways, all team members will serve a coaching role which includes: 1) listening, questioning, reviewing data, 2) encouraging, teaching, prompting, providing practice and modeling, 3) communicating with stakeholders, 4) distributing information and gathering input, and 5) organizing and promoting professional learning activities. Some teams may have the ability to identify someone who serves primarily as a coach for their staff. For more information on providing support to all staff see Chapter 9, Professional Learning.

SW-PBS Team Roles and Responsibilities:
Before, During, and After Team Meeting

	Before Team Meeting	During Team Meeting	After Team Meeting
Chairperson	• Develop agenda with input from team • Send to team members	• Facilitate meeting	• Follow up on assigned tasks • Seek input from team members/staff
Secretary	• Notify/provide meeting reminder to team	• Keep meeting minutes	• Distribute team minutes to members/staff
Data Base Manager	• Prepare summary of ODRs (Big 5 ODR Report) • Prepare other needed data to discuss	• Present update on data • Lead data discussion	• Share data highlights with staff • Collect any other necessary data
Communication Coordinator	• Collect and compile any feedback and/or input from staff	• Share compiled feedback/ input from staff • Lead planning for stakeholder communication	• Provide updates to staff • Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	• Review time slots on agenda	• Maintain time parameters • Use established signal to keep team on task	
Cheerleader	• Prepare summary of status of staff recognition activities	• Provide update on staff recognition activities. • Lead the planning for targeted recognition for staff	• Carry out recognition activities with staff.
Historian/Archivist	• Disseminate updates of products	• Lead discussion on any new files	• Maintain electronic database of team products and back up database regularly
All Members	• Review meeting notes • Preview agenda • Bring completed materials	• Follow meeting norms • Provide input	• Set the positive tone and example • Complete assigned tasks

COMMUNICATION

One of the most important systems the SW-PBS Leadership Team must consider is how to keep all staff, students, and families informed of the SW-PBS activities as they unfold. While much of the initiative work will be done in conjunction with staff through regular staff meetings and professional learning activities (see Engaging Staff), thoughtful updating and sharing with staff helps build and maintain "buy-in" and sustain their commitment to the work. Similarly, systems to keep families, the community, and of course students informed are essential, too.

Creating a communication system must be intentional and strategic. There are three broad areas the SW-PBS Leadership Team will want to consider when developing a communication system: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stake-holders (staff, students, families and community). Some ideas of communication strategies include:

▶ Communication "tree"

▶ Regular bulletins, newsletters

▶ Posters

▶ Parent letters

▶ Presentation at Open House

▶ Website

▶ Monthly staff meetings

▶ Bulletin board in the staff lounge (e.g., notices, general information, graphic data displays, etc.)

▶ Suggestion box and surveys

▶ Feedback/exit slips at conclusion or meetings or professional learning activities

▶ Requests of staff for draft revisions

▶ Bulletin boards for students

▶ Morning announcement/update

▶ Fair of student artwork or essays on SW-PBS

▶ Overview presentations for community groups

▶ SW-PBS overview in substitute packet and application paperwork

▶ Social Media (e.g., TWITTER, FaceBook, Instagram, etc.)

> **Communication Questions for Team Meetings**
>
> *What* needs to be communicated?
>
> *How* should it be communicated?
>
> *To Whom* do we need to share this?
>
> *Who* will be responsible for the communication?

In addition to the above creative communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: "What needs to be communicated? How should it be communicated (formally or informally)? To whom do we need to share this? and, Who will be responsible for the communication?" This routine thoughtful planning for communication should lead to well-informed stakeholders and greater unity.

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems that you use, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a *systematic* way to communicate with staff, students, families, and your community, a full plan should be created.

Begin planning how you will regularly communicate with all stakeholders–staff, students, families, and community.

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff		
Students		
Families		
Community		

ACTION PLANNING

As described in Chapter 1, an Action Plan is a thoughtfully constructed list of the tasks your team needs to finish to meet a goal or an objective. **Action plans differ from "To Do" lists in that they focus on the achievement of a single goal and gather together all of the planning for that goal.**

DISCUSSION

Review the Action Plan template. What questions do you have?

Stakeholder Engagement

Creating partnerships with all stakeholders; staff, students, families and the community, is a critical component to consider throughout implementation of SW-PBS at all three tiers. This partnership should be built around the concept that schools (staff and students), families, and communities all share the responsibility for student learning and success, and all have a shared vision for what that learning and success should look like and how best to accomplish it.

> "No matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to postsecondary education when schools and families partner."
>
> Mapp, 2006

As you and your team move through the process of implementing the Systems, Data, and Practices that make up SW-PBS at all three tiers, make a plan for how you will involve your stakeholder partners in each step. Consider not only how you will share information with ALL of your stakeholders, but how you will get input back from each of them so that they can be a part of the decision-making process in your building.

ENGAGING STAFF

Engaging the entire staff in your SW-PBS work can increase ownership. While some might feel that it is efficient for the team to do the work and share with the staff, this approach is not likely to garner the support that is needed for widespread use. We know that change occurs first at the individual level. All staff must enthusiastically implement the changes that you are seeking in your new approaches to discipline. A process that fully engages your staff in the development work will create a sense of responsibility for meaningful contribution and increase the likelihood of full implementation (Katzell & Guzzo, 1983; Mathews, McIntosh, Frank, & May, 2014; McIntosh, et.al., 2014; U.S. Department of Education, 2014). You are putting the planning and decisions as close as possible to those who will be using that information. Dispersing the work also expands contributions and generates many creative ideas or solutions that may have otherwise been missed. Engaging staff is a wise time investment.

A WORK GROUP PROCESS. A work group process can increase both productivity and staff satisfaction with minimal time constraints (Garmston & Wellman, 2009). See Figure 2.4. In this approach, the Leadership Team maintains responsibility for all leadership and oversight–planning, organizing tasks, leading development activities, obtaining feedback from stakeholders, gathering and analyzing data, etc. as discussed earlier in the SW-PBS Leadership Team section. When ready for development tasks that will require full staff use and implementation, adhoc work groups are formed to complete draft plans. The draft plans will then be reviewed by the entire staff, suggestions for revisions made, and when consensus is reached, plans implemented.

LEADERSHIP TEAM

↓

WORK GROUPS

↓

DEMOCRATIC PROCESS
Review - Discussion - Revision

↓

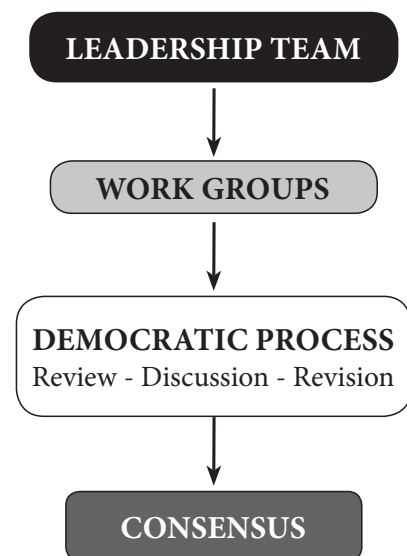**CONSENSUS**

Figure 2.4

An example of the work group process follows.

Missouri Middle School
Work Group Process

When Missouri Middle School was ready to develop their schoolwide expectations, the team provided the entire staff with brief professional learning on the importance of expectations, what they are, and how to determine these valued behaviors and attitudes. The staff then brainstormed possible expectations, and each ranked their top five. A weighted vote was prepared that summarized the staff's preferences. The staff was then asked for volunteers to work as a small group to review the weighted vote and develop a draft set of expectations to be brought back at a future staff meeting. They were to come up with their best effort on a draft of expectations and perhaps a slogan related to those expectations. Four staff were excited to offer their talents to this work group. Before the meeting ended, a follow-up meeting was set during the next staff meeting in two weeks. The work group met at their convenience and prepared their draft, which was then provided to staff in writing two days prior to their scheduled review at the staff meeting. Staff had ample time to consider the group's work ahead of time, and if they had questions, they were invited to visit with a work group member. At the staff meeting, twenty minutes were designated to review the work. The group shared briefly how they came up with their draft, and staff were invited to dialogue about what they liked and any changes. As the discussion indicated that the group was favorable, a call to check for consensus was made. All staff agreed with the work, showing 3-5 fingers. The new schoolwide expectations were complete and full consensus was achieved. This procedure was later repeated with work groups charged with drafting plans for teaching their expectations, creating an array of strategies to keep students and staff excited about using the expectations.

As you can see from this example, some of the key aspects of this process are: 1) small voluntary work groups producing a draft proposal, 2) ample time for staff to preview draft work prior to the meeting, 3) controlled time for discussion and revisions, and 4) use of consensus decision-making. When managed carefully, the process can be contained to 20 minutes at regularly scheduled staff meetings.

SMALL VOLUNTARY WORK GROUPS. With this work group process there is an expectation that all staff will eventually serve on a work group. This helps to ensure the truly collaborative nature of this work. While all are expected to eventually serve on a group, participation on a specific group is voluntary. This flexibility, preference or choice matches personal interest with the work to be done and fosters eager participation. Work groups are typically small, 3-5 people; large enough to accomplish the work, but small enough to work efficiently and coordinate meetings. One member from the SW-PBS Leadership Team should be on each work group to help guide the planning and monitor their progress. The group will schedule their time to do the draft work, perhaps meeting at planning times, before or after school, etc. It is important that they present their best work, but also be prepared for likely revisions by staff. If their work has the potential of being controversial, they may want to have informal visits with staff to get their thoughts or share ideas before completing their draft.

Work Groups are ad hoc groups who disband when their work is done. They may be called back to service in the future should a review or revision be warranted and they are willing.

ALL STAFF REVIEW. All too often, a document for review is provided to staff at the meeting. For both efficiency at the upcoming meeting and to ensure a thorough and thoughtful review, provide staff with at

least a 2-day window of time to review and consider draft work. Ask them to note things they like as well as any suggestions and bring them to the meeting. Also note who they can visit with to share thoughts or get clarification.

STAFF DISCUSSION AND REVISION. With the thorough review described above, no more than 20 minutes should be needed for discussion and revisions. At the meeting, a facilitator from the work group presents their work and any rationales for what they have done. They then invite comments on positive aspects of the draft, a well as concerns or needed changes. If minor changes are agreed to, they may be made immediately. When the facilitator senses that the dialogue is complete or people are repeating others, they call for a show of consensus. If the time is up and dialogue is not over or if non-support exists, the discussion should be tabled, those not in agreement asked to join the work group to prepare a second draft, and another meeting scheduled at a future staff meeting. If after repeated discussion, consensus cannot be achieved, leadership may need to determine rough consensus exists.

"There are many reasons for developing school, family, and community partnerships. Partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work."

(Epstein et al., 2009)

With this type of work group process, staff interact meaningfully with the new approaches and begin to depend on one another to accomplish the work. True collaboration exists, and the likelihood of implementation secured.

ENGAGING STUDENTS AND FAMILIES

Often times a mismatch occurs between the life experiences and cultures of our students and families and the school staff. As you begin establishing SW-PBS in your school, take time to consider how to embrace the cultural diversity of your community and students. This may mean that you spend some time learning about your community diversity and considering ways to ensure that students and families have a voice in your work. This might include surveys, face to face meetings, home visits, and of course your newsletters, website and brochures. The inclusion of student and family representation on your SW-PBS Leadership Team is ideal, but may not be possible. However, their insights can be sought in ongoing ways to inform each step of your work. You are developing the social competencies that will help students be successful at school and in the world of work. Our best efforts will occur when we are sensitive to those differences and teach and interact with our youth and families in respectful and inclusive ways. Consider now how you involve all stakeholders in a concerted way.

DISCUSSION

Think back to how change in practices has occurred at your school. Were staff fully involved in the planning? What were your outcomes–how was implementation affected? With the limited resource of time, how will you be sure to engage staff in the planning tasks that will require their routine use? Can the work group approach help you to ensure full staff involvement while still being time efficient? What system will you put into place to fully engage your staff? How will you get the student and family voice?

NEW STAFF INDUCTION

In this chapter, methods to communicate with and engage staff have been discussed. It is also important for the SW-PBS Leadership Team to plan professional learning supports to help all new staff develop the skills to implement SW-PBS. We know that a one-time beginning of the year workshop (in some cases limited to 15 minutes of a full day of meetings) will not be sufficient. Here are some questions to consider as you plan for year-long professional learning for all staff members:

► What additional information and practice will staff need to start the school year fluent in all the essential components of SW-PBS?

► What ongoing training and support may all staff need?

► What ongoing training and support may new staff need?

► Do new staff need specific coaching from a mentor who is fluent in teaching and recognizing expected behaviors and discouraging misbehavior?

► What professional learning support will staff who join mid-year need and how will that be delivered?

The SW-PBS Leadership Team will need to give careful consideration to a specific staff induction plan. See Chapter 9, Professional Learning, for more information on providing supports to all staff.

Change and SW-PBS

All too often, eager educators expect that change will occur quickly once a decision to implement has been made. However, implementation is a process, not an event. Implementation will not happen all at once or always proceed smoothly, particularly at first. While some success in a timely way is essential to sustain interest in the initiative, schools who work steadily and deeply through preparation activities prior to implementing experience the greatest success. An understanding of the complexity of change is important to manage the process and not become discouraged. In the section that follows, we will provide you with some fundamental understandings of implementation phases and change to help you successfully maneuver through your work with MO SW-PBS.

PHASES OF IMPLEMENTATION

Extensive research has identified and verified six specific stages of the implementation process (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). They are: 1) Exploration and Adoption, 2) Program Installation, 3) Initial Implementation, 4) Full Operation, 5) Innovation, and 6) Sustainability (See Figure 2.5).

EXPLORATION AND ADOPTION. Exploration and Adoption has brought you to the SW-PBS training. The purpose of this phase is to assess the potential match between your school's needs and the framework of SW-PBS. This typically begins by identifying the need for SW-PBS based upon data and stakeholder perceptions and then considering all information available. Attending awareness or informational sessions, seeking information from Regional Consultants, reading of related literature, and visits to schools successfully implementing are all possible ways to acquire the information needed to assess the fit. Of course, implementation will not occur without buy-in of all with a stake in the new approaches. Therefore, during this phase, preparation of staff and resources should also occur to mobilize support. The result of the exploration stage is a decision to "adopt," well-aligned support, and an implementation plan with an understanding of the tasks and timelines for the installation and initial implementation of SW-PBS.

STAGES OF THE IMPLEMENTATION PROCESS

EXPLORATION & ADOPTION

↓

PROGRAM INSTALLATION

↓

INITIAL IMPLEMENTATION

↓

FULL OPERATION

↓

INNOVATION

↓

SUSTAINABILITY

Figure 2.5

PROGRAM INSTALLATION. After the decision has been made, there are tasks that need to be accomplished before implementation with students can occur. In Missouri, this is called the **Preparation Phase**. This stage is characterized by active preparation for doing things differently. Planning and development processes are put into place. This includes arranging for necessary funding, rallying active administrative support, creating a Leadership Team and effective team processes, developing systems for gathering and using data, establishing methods for engaging all staff, and providing professional learning opportunities to then begin the development of new practices and policies. When done well, all staff are thoroughly prepared and on board to begin implementation.

INITIAL IMPLEMENTATION. In this stage, work with students begins. It is essential that initial implementation be viewed as just that – an **initial** stage. Leadership must provide the support to staff that will ensure that the practices can move forward into full operation.
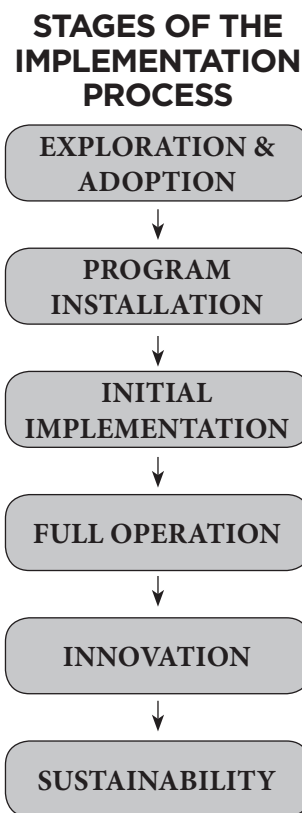
The essence of implementation is behavior change. During initial implementation, a change in skills is required of all staff. Training, time to learn and grow, skills practice or roleplay, feedback, and support are essential. The difficult work of implementing something new, fear of change, inertia, and investment in the status quo can test success, and confidence in the decision to adopt. The more staff have been intimately involved in the planning and learning, and the more support provided during this stage, the greater the likelihood that effort will be sustained.

FULL OPERATION. Full implementation of SW-PBS can occur only when the new learning becomes integrated into the schools practices, policies, and procedures. At this point, SW-PBS becomes fully operational. The processes and procedures for teaching, encouraging, and correcting clearly identified behaviors and the use of data to monitor implementation has become a routine function of how staff create student success. The innovation has become "accepted practice." At this time, anticipated benefits or outcomes are being realized, and monitoring indicates fidelity at or above criterion levels. It is at this point that schools may initiate the process of exploration and adoption of Tier 2 or 3 practices and systems while maintaining Tier 1.

INNOVATION. Successful adoption of an innovation depends on the degree to which initial and full implementation is done with fidelity before "tinkering" with the approaches. If attention to accurate or true implementation does not occur, program drift can result and outcomes be affected. When full implementation with fidelity has been achieved, then and only then can the opportunity to refine and extend the practices begin. It has been well established that adaptations made after a model has been implemented with fidelity were more successful than modification made before full implementation. This is the innovation stage–the stage of refinement and extension.

SUSTAINABILITY. After the hard work of establishing SW-PBS, the effort is not done. SW-PBS needs to be sustained in subsequent years. Sustainability is the process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term. The goal during this stage is the long-term survival and continued effectiveness in the ever-present context of change. Leaders and well-trained staff will leave, new change efforts will be eminent, funding streams altered, requirements of schools change, and new problems arise. Sustaining of SW-PBS requires the ongoing attention of the Leadership Team to monitor all aspects of implementation, train new staff and students, evaluate staff on their use of practices, and hire new staff with the attitudes and skill that match the program (McIntosh et al, 2010).

Movement through implementation is seldom precise, however, awareness of these phases can equip educators with the knowledge to make decisions about where to focus efforts. The school recognition system of MO SW-PBS is based on these stages. Schools who have successfully maneuvered the challenging task of implementation and receive Bronze (Tier 1), Silver (Tier 1 & 2), or Gold (Tier 1, 2, & 3) status are all fully operating and in the Innovation or Sustainability stages.

THE CONDITIONS FOR CHANGE

Change can be defined as the adoption of an innovation where the ultimate goal is improved outcomes for students and staff by altering practices. Unfortunately change is difficult and waves of attempted change, sporadic projects, or fragmented efforts have resulted in feelings of overload by many schools and staff and what has been termed "initiative fatigue." Additionally, there is no perfect formula for change. As schools have unique cultures, practices and traditions, it is evident that an individual tailoring of change for their setting is required (Fullan, 2009). This chapter has presented practices and systems that support to lasting change. These key insights have been gathered from literature and years of change efforts and can inform how to maneuver through your SW-PBS school improvement. These conditions for change are discussed briefly on the next page.

Conditions for Change

▶ More-demanding initiatives, well implemented, induce lasting change and growth in teachers and overall organizational improvement. Posing an innovation as easy or not challenging in order to appease staff will often result in diminished efforts and outcomes.

▶ There is no "quick fix" to discipline needs. Move slowly but certainly. Do it once, but do it thoughtfully and thoroughly.

▶ Schoolwide discipline is a process, not a product. It is a collaborative effort involving all staff in examining beliefs and gaining consensus on expectations and procedures. It is more than a matrix or collection of rules and consequences.

▶ Practices, in order to effect lasting change, must be used on a large enough scale to alter entire patterns of teaching and learning (the climate and culture). Changing student behavior requires changing staff behavior first.

▶ Training must effectively combine content (behavioral or discipline strategies) with effective processes (engaging staff, gaining consensus, etc.).

▶ Staff learning makes the most difference in teacher behavior and student outcomes when the training and development process is schoolwide and involves all staff. A whole school approach is necessary, with the need for shared decision-making and collaborative practices being paramount.

▶ The implementation phase does not signal the conclusion to the change process. Without continued attention and monitoring you will not be able to confirm that the desired outcome has been achieved or ensure sustained success.

▶ Sustaining the improvement also requires writing the practices into the school curriculum, operating policies and procedures, and the staff hiring and evaluation process.

▶ Strong building leadership is essential for lasting change. The leadership style of the administrator will determine the types of change that are likely to occur together with the ultimate success of implementation and subsequent improvement in learning outcomes.

▶ Staff need clear expectations for their implementation of new strategies or procedures and an understanding that they will be evaluated on their contribution to achieving the vision.

DISCUSSION Think back. What past school improvement efforts have you undertaken? Were they effective–that is, did they result in full staff implementation and lasting change for both staff and students? If "yes," what factors contributed to your effectiveness? If "no," what contributed to the lack of success? What roadblocks presently exist? What needs to happen before you proceed?

DEALING WITH RESISTANCE TO CHANGE

We embrace change, yet something in our nature also resists it. Change in many ways is a social process. It begins at the individual level. Those involved in the change must go through a learning process in order to shift paradigms and appreciate the goals of the change, to make adaptations to new practices, to be allowed to adequately prepare prior to attempting to implement the change, and to be supported as change is implemented. Understandably, with this complexity, some resistance will probably occur. Knight (2009) offers some reasons for resistance and some strategies to help address it below:

1. Teachers must believe the changes will make a difference
   - Leaders have verified the changes are research-based, supported by other practitioners and can provide significant positive impact
   - The proposed changes match staff identified needs
   - Support to learn, implement and sustain the change must be assured

2. Several types of support are needed
   - Provide high quality, up front training
   - Provide ongoing skill-building training sessions
   - Break down new approaches into sequential steps
   - Provide opportunities for feedback and coaching
   - Make sure teachers know how to make the changes and are comfortable doing so

3. Teachers and staff must see what is expected and believe it will work
   - Provide experiences and examples that demonstrate how and why it works
     ▸ Modeling, visits to other MO SW-PBS schools, videos, question and answer sessions, study groups
   - Allow them time to experiment and adjust before full implementation (preparation phase)
   - Allow time for staff to make up their own minds

4. Stakeholders must be involved in the decision-making
   - Provide opportunities for involvement in decisions; learn a variety of decision-making strategies
   - Respect teachers' professional autonomy and work to incorporate it where appropriate
   - The Leadership Team should be representative of the staff
   - Involve staff in the generation of ideas before making decisions
   - Clarify decision making; who makes what decisions, how they will be made

5. Respect the expertise of the staff
   - Recognize the expertise within the building and make sure those who wish to contribute are asked to do so
   - Presenters/team leaders should listen respectfully to staff questions and ideas
   - Recognition of staff contributions should be ongoing
   - Provide opportunities for reflection and shared vision

6. Understand and improve upon potentially poor prior experiences with change

- When SW-PBS is being introduced, be sure adequate opportunities for input and practice have been built into the implementation plan
- Have people identify how this change is similar and different from in the past
- Allow time for implementation to be effective, using a variety of strategies that respect the individuality of your stakeholders
- Administrative leadership publicly supports implementation and the ongoing work to assure success
- Clarify that SW-PBS is a valued change and will be a long-term commitment by all; that it is worth the investment to learn, invest in and utilize what is implemented

DISCUSSION Has your school experienced resistance to change? What was the nature of the resistance? What might be some ways to head off any resistance to your SW-PBS work?

Working Smarter

We have all heard this phrase before–work smarter, not harder–but what does it really mean, especially in education? We're all busy, that's a given. However, just because we are engaging in promising initiatives doesn't mean we are maximizing our possible successes. When beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts relate to our school improvement goals. Compiling this information across all initiative or efforts may help us make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998). A sample of how one school summarized and reviewed their school initiatives follows. Redundancy and possible staff overload is evident.

ACTIVITY   On the Working Smarter template provided, identify all of your current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, RtI, School Spirit Committee, etc.). Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some of the initiatives or committees be combined? Are some people serving on multiple efforts? How might you adjust to work smarter?

Working Smarter

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	CSIP
Attendance Committee	Increase attendance	Increased % of students attending school daily	All students	Eric, Ellen, Marlene	Goal #2
Character Education	Improve character	Improved character	All students	Frank, Ellen, Emma	Goal #3
DARE Committee	Prevent drug use	Decreased incidence of drugs	At-risk or High-risk students; drug users	Don	
School Safety Committee	Improve safety	Predictable routines or responses to threat or crisis	Dangerous students	Has not yet met	Goal #3
School Spirit Committee	Enhance school spirit	Improved morale	All students	Has not yet met	
Discipline Committee	Improve behavior	Decrease office referrals, incidence of bullying	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlene, Otis	Goal #3
SW-PBS	Implement three tiers of behavior supports	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Ellen, Eric, Marlene, Otis, Emma	Goal #2 Goal #3

Working Smarter

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	CSIP

Next Steps

Below are some next steps to consider as you build your Leadership Team. Some of the steps also involve active staff input. Be sure to build your action plan with that in mind.

While schools progress at slightly different rates, it is generally recommended that these tasks be completed prior to your next SW-PBS training session. Bring action plans, completed products, and data with you to share and discuss.

1. Establish a SW-PBS Leadership Team
   - Active administrator participation
   - Representative of staff
   - Term of service and responsibilities
   - In writing; included in staff handbook

2. Determine Team Meeting Processes
   - Team meeting schedule
   - Working agreements
   - Meeting agenda
   - Decision processes
   - Team roles
   - Communication plan
   - Action planning
   - Strategies for engaging all staff