The Role of the Administrator in Action Planning

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Session Outcomes

- Learn what goals, steps, timelines, resources, and communications are appropriate for the administrator in the "Administrative Support, Participation, and Leadership" section of the Action Plan for each Tier.

- Learn which evaluation measures and evidence are appropriate for action plans at all Tiers.

Why do we create an Action Plan for PBIS?

In your district how do you know what is being taught in ELA?

What about math?

Social Studies and Science?

Each of these subjects has a curriculum to use as a guide and often a scope and sequence to keep teams on track.

The Action Plan for PIBS is utilized in the same manner. It is the guiding document that leads the team. It provides the "framework" for how to be successful with behavior interventions and support.

Survey

- During the 2017-2018 school year a survey was distributed to all Missouri SW-PBS coaches at all three Tiers.
- It was created with and approved by consultants with Missouri SW-PBS.
- 153 coaches responded to the survey representing all three Tiers.

How does this link to today's presentation?

- The feedback that was provided can be easily linked to the Action Plan for each Tier, and the role of the administrator in the Action Plan.

Tier 1

Do you have a section on your Action Plan titled "Administrative Support, Participation, and Leadership"?
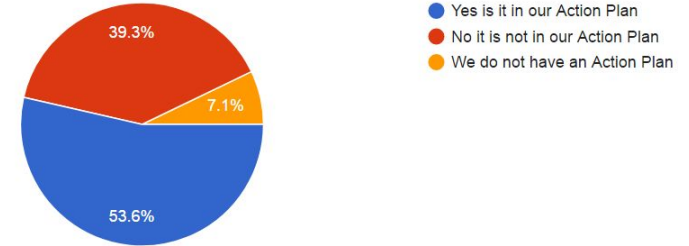
79 responses

- Yes is it in our Action Plan
- No it is not in our Action Plan
- We do not have an Action Plan

74.7%
21.5%
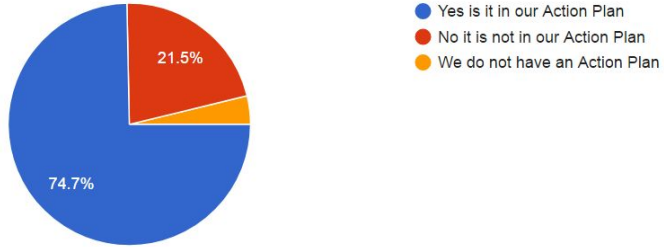
Tier 2

Do you have a section on your Action Plan titled "Administrative Support, Participation, and Leadership"?

56 responses

- Yes is it in our Action Plan
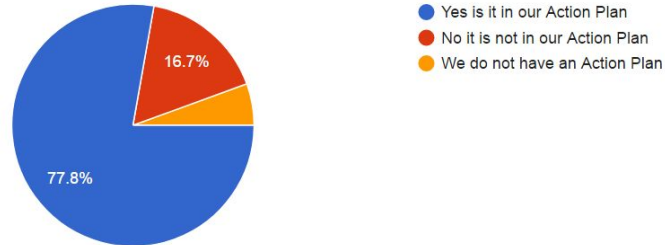- No it is not in our Action Plan
- We do not have an Action Plan

39.3%
7.1%
53.6%

Tier 3

Do you have a section on your Action Plan titled "Administrative Support, Participation, and Leadership"?

18 responses

- Yes is it in our Action Plan
- No it is not in our Action Plan
- We do not have an Action Plan

16.7%
77.8%

What Did the Data Tell Us Is the Role of the Administrator?

- Conveys to the School and Community the Value of SW-PBS
- Provide Adequate Budget
- Provide Adequate Meeting Time
- Connecting SW-PBS Practices to Teacher Growth and Evaluation
- Attend Tier 1,Tier 2, and Tier 3 Meetings
- Provide Adequate Training for Tier 1, Tier 2, and Tier 3 Members
- Assist in Providing Ongoing Communication with all Stakeholders

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

Tier 1

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.

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
- PUBLICLY PROVIDE SUPPORT
- ESTABLISH A SW-PBS LEADERSHIP TEAM
- SUPPORT THE SW-PBS TEAM MEMBERS
- GUIDE THE DECISION MAKING PROCESS
- TAKE A LEADERSHIP ROLE IN PROBLEM RESOLUTION
- SUPPORT THE TEAM MEETINGS
- PROVIDE RECOGNITION FOR FACULTY AND TEAM AND THEIR WORK
- SERVE AS THE POINT PERSON FOR SCHOOL-RELATED GROUPS
- MONITOR IMPLEMENTATION ACTIVITIES AND PROVIDE FEEDBACK
- REVIEW DATA AND PROVIDE FEEDBACK REGULARLY
- ENSURE THAT INNOVATION IS SUSTAINED
- MAKE A TIME COMMITMENT

Tier 1

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

Self Evaluation

Use the checklist provided on the table to self-evaluate where you are with Tier 1 in your building. What evidence would be found that these things are occuring?

If you are just starting use this time to reflect on what you are already doing that will correlate with Tier 1.

http://pbismissouri.org/tier-1-courses/

COURSE 2
Leadership

This course describes the process for establishing a viable SW-PBS Leadership Team, the vital role of administrative leadership, and strategies to ensure full staff engagement.

COURSE COMING SOON

As the principal goes, so goes the school.

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?

Missouri Schoolwide Positive Behavior Support Team Action Plan

School: Lewis Elementary School   **Year:** 2017-2018

Component	Goals	Steps, Timeline, Resources, and Communication	Who is Responsible	Evaluation Measure/ Evidence	Review Status A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
1. Administrative Support, Participation & Leadership	1. Administration and SW PBS team will collaborate to provide regular SW PBS updates during staff, grade-level, and/or building level meetings.	a. Include time for weekly updates at staff meetings b. Provide time at building level meetings to update and train c. Include time during grade level team meetings to update, discuss, and train d. Collaborate with the SW PBS team when making decisions	a. Administration b. Administration c. Administration d. Administration	a. Staff Survey b. Staff Survey c. Staff Survey d. Staff Survey		
	2. Administration will provide time four times a year for the SW PBS team to meet.	a. Create a schedule b. Allocate funding	a. Administration b. Administration	a. List of dates b. District budget		
	3. Administration will provide the opportunity for ongoing training to the SW PBS team	a. Coordinate a schedule with regional RPDC SW PBS consultant	a. Administration	a. List of dates		
	4. Administration will assist SW PBS team in providing ongoing communication with support staff, students, family, and community.	a. Hand out introductory brochure at registration b. Include SW PBS section to school newsletter as needed c. Update School Board on SW PBS quarterly d. Seek input from parents, students, and support staff as needed	a. Administration b. Administration c. Administration d. Administration	a. Finished brochure b. Newsletter c. School Board 5-8 report d. Compiled input results		
	5. Building level, SW PBS team is established with grade level representation, and active administration participation and support.	a. Create team with building level and grade level representation	a. Administration	a. List of members		

Tier 1 Action Plan

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
	2.1 SW-PBS is one of the top School Improvement Goals.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ _____
2. Leadership	2.2 The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website, Newsletters ☐ SWS SW# 13 ☐ _____
	2.3 The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation.						☐ **Team Roster** ☐ SAS SW# 9 & 10 ☐ TFI # 1.1 ☐ _____
	2.4 The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.						☐ **Team Mtg Minutes or Solution Plan** ☐ SAS SW# 14 ☐ _____
	2.5 There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).						☐ Team Roster ☐ **Team Mtg Minutes or Solution Plan** ☐ SAS SW# 9 & 10 ☐ TFI # 1.2 ☐ _____

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Tier 1 Action Plan

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
2. Leadership (continued)	2.6 Action planning is used to guide and review the Team's work/ tasks						☐ **Current Year Action Plan** ☐ _____
	2.7 Meetings and professional learning are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction.						☐ **Mtg. Agendas** ☐ **Decision Making Protocol** ☐ **Professional Learning Plan** ☐ SAS SW# 17 & CR10 ☐ TFI # 1.7 & 1.10 ☐ _____
	2.8 Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed.						☐ **Current Year Action Plan** ☐ SAS SW# 16 TFI 1.10 ☐ _____
	2.9 Ways to develop and sustain staff effort are in place (e.g., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS.						☐ **Staff Mtg Minutes** ☐ **Professional Learning Plan** ☐ Memos, Emails, Bulletin Bd ☐ SAS CR#10 TFI # 1.10

Self Evaluation

Use the checklist provided on the table to self-evaluate where you are with Tier 1 in your building. What evidence would be found that these things are occuring?

CHAPTER 2: LEADERSHIP FOR TIER 2 TEAM

LEARNER OUTCOMES

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

► Affirm administrative commitment for moving forward in the next phase of SW-PBS development, Tier 2 system and practices.

► Establish a Tier 2 Team to make decisions about students receiving Tier 2 supports.

► Develop the Tier 2 Team to include adequate membership for completing action plan items as well as crossover membership and/or a communication plan that informs the Tier 1 team of the status of Tier 2 supports.

► Delineate specific roles for each member of the Tier 2 Team and divide work responsibilities.

► Use a standardized meeting agenda to promote efficiency during meeting times.

► Systematically communicate applicable information and receive feedback from stakeholders.

► Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources, if needed, to develop an effective Tier 2 system.

Administrator Role

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http://pbismissouri.org/tier-2-courses/

COURSE 2

Leadership for Tier 2 Specialized Behavior Support

This course specifies Tier 2 Team member roles and responsibilities, and presents tools that promote efficient and effective meetings.

COURSE COMING SOON

Tier 2 Action Plan

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved and Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
2. Leadership	1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system and practices	A. Identify and document team meeting dates and times. • Use the **Blank Schedule of Meeting Dates and Times** B. Identify personnel who will oversee development and Implementation of Tier 2 data, system, and practices. C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system. • Use **Working Smarter Not Harder Template** D. Identify and document team member role and responsibilities. • Use the **Blank Team Membership and Roles** E. Adopt a standard meeting agenda and format. • Use **Blank Team Meeting Agenda** F. Revisit, review, revise and/or recommit to clearly defined working agreements. • Use **Blank Team Meeting Agenda** G. Identify and document a communication plan for dissemination of information. • Use the **Blank Communication Plan**		Completion: Communication:			

Self Evaluation

Use the checklist provided on the table to self-evaluate where you are with Tier 2 in your building. What evidence would be found that these things are occuring?

If you are just starting Tier 2 use this time to reflect on what you are already doing that will correlate with Tier 2.

CHAPTER 3: TIER 3 CORE AND ACTION TEAMS

Core Team Membership

At minimum, the **Core Team** will include an **administrator**, a member with **behavioral expertise**, and a member with **academic expertise**. The Core Team should include a crossover member who serves on both the Tier 2 team and Tier 3 Core Team; this person can be a fourth team member or one of the team members previously identified.

Tier 3

► Administrator
  • Supports process by attending meetings
  • Restructures resources (time and staff) as needed
  • Shares updates with staff

Tier 3 Action Plan

Goal: Establish a Tier 3 Core Team

Measure of Success:
1. Team with assigned roles/responsibilities
2. Team meeting calendar
3. Standard meeting format
4. System for eliciting Action Team participation
5. Method for assessing team meeting effectiveness

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Determine Tier 3 Core Team membership to include at minimum: Administration Tier 2 Team Member (crossover) Member with behavioral expertise Member with academic expertise				
Assign Tier 3 Core Team member roles and responsibilities				
Develop a calendar of regular Core Team meeting dates and times				
Adopt a standard meeting format				
Adopt a standard system for eliciting Action Team participation		*Tier 3 Core Team Meeting Agenda*		
Determine method for regularly assessing effectiveness and efficiency of team meetings		*Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core and Action Team Meetings*		

Make the Role of the Administrator as Clear as Possible!

Give them their own section on the Action Plan at each Tier

We all know a few things about administrators:

- They are busy
- They have far more to do than they have time for
- They like things to be simple and clear (at least I do!)
- They want to be successful

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What do you currently do to support the thirteen considerations?

Is this identified in the Action Plan?

What roles are you missing and how can you support these roles?

Questions?

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