Developing a Districtwide Professional Development Plan to Install SW-PBS

Lisa Powers, PhD & Heather Hatton, PhD
Missouri Schoolwide Behavior Support

District Strand

University of Missouri

Objectives

Attendees will:

- Define the critical features of an **internal professional development plan** for installing and sustaining PBIS
- **Identify stakeholders** to engage in the development of a professional development plan and **building internal capacity** to support the district PBIS initiative
- Explore **data, systems, and practices** used to build a district-wide professional development plan
- Examine an **exemplar** for implementation
- Determine **next steps** for their own development

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A Continuum of Support for All Students

Tier 3 / Intensive
- Individual Students (High-Risk)
- Assessment-based
- High Intensity

Tier 2 / Targeted
- Some Students (At-Risk)
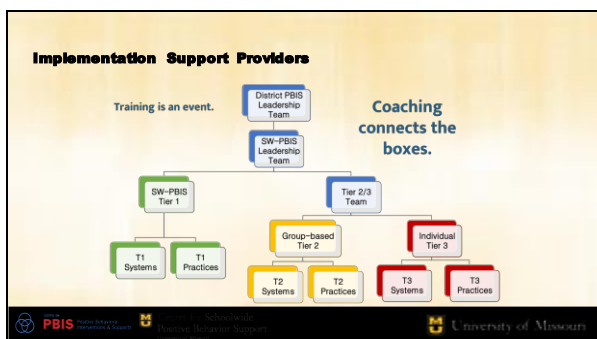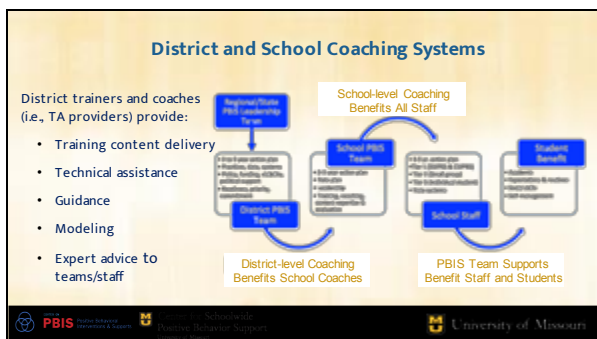- High Efficiency
- Rapid Response

Tier 1 / Universal
- All Students
- Preventive, Proactive

Main Goal
- Build District Capacity
  - Training
  - Coaching
  - Technical Assistance

PBIS — Schoolwide Positive Behavior Support

Where are You in Your Journey?

Exploring	• What is this all about? • Will this help us address our needs/concerns?
Installing	• What steps do we need to take to implement this? • What stakeholders are involved in implementation?
Implementing – Initial	• What do we focus on first to build a foundation?
Implementing - Full	• What are the critical features? • What steps will we take to implement all features with fidelity?
Sustaining & Innovating	• What do we need to do to keep this up and running? • How do we know when we need to make changes?

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Building Internal Capacity for Professional Development

Concerns   **Solutions**

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Identify Stakeholders

Direct   **Indirect**

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Slide 1: Action Planning

NAME OF DISTRICT

AREA OF IMPLEMENTATION	ACTION PLAN GOAL	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	PROJECTED START DATE	PROJECTED COMPLETION DATE	EVALUATION OUTCOME & DATA SOURCE

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Slide 2: 6.6 Internal Professional Development

Feature	Possible Data Sources	Scoring Criteria
6.6 Internal Development wide, capac build frame	Building, Roster, tiers and, Professional, ment, Coach Self-ment Data	0 = No internal training for PBIS exists in the district. 1 = Some internal training for PBIS exists within the district. 2 = A core group is established and regularly provides training within the district to build and sustain PBIS practices.

Main Idea: Investing and relying on an internal, core group of trainers aids sustainability, increases relevance and contextual fit, and enhances alignment.

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Slide 3: Quick Check – Internal Professional Development

Team Assessment
- What PBIS training can district faculty and staff access?
- Is the PBIS training done within the district? Or, is it offered/facilitated by external supports?
- Has the district identified individuals to serve as PBIS trainers so that in-district training events can be offered?

Scoring Criteria
0 = No internal training for PBIS exists in the district.
1 = Some internal training for PBIS exists within the district.
2 = A core group is established and regularly provides training within the district to build and sustain PBIS practices

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7.6 Coaching Functions

Feature	Possible Data Sources	Scoring Criteria
7.6 C Supp coach [resp activ posi (sch (dist impl	**Main Idea:** Coaching roles are comprised of professional development functions for the purpose of providing technical assistance to teams.	0 = No process for determining coaching functions. 1 = Process to determine coaching functions is informal. 2 = A written process exists outlining the coaching functions for implementation.

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Quick Check – 7.6 Coaching Functions

Team Assessment	Scoring Criteria
• Has the district identified people to function as coaches at the: - School Level - District Level • Has the district defined the role of school-level coach with identified activities and responsibilities? • Has the district defined the role of district-level coach with identified activities and responsibilities?	2 = A written process exists outlining the coaching functions for implementation.

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7.7 Local Coaching Capacity

Feature	Possible Data Sources	Scoring Criteria
7.7 Loc Capaci transiti outside local/in coachin group i support embedded in job	**Main Idea:** A group of individuals employed by the district have been identified and tasked to provide coaching supports to schools.	ict PBIS ersonnel ctions	0 = District has no local coaching capacity. 1 = District has informal local coaching capacity that does not include a core group of individuals identified to provide support and/or the related tasks are not embedded in job descriptions. 2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.

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Quick Check – 7.7 Local Coaching Capacity

Team Assessment	Scoring Criteria
• Who provides coaching support to schools in the district? Are they internal district employees? • What coaching responsibilities are outlined in the job descriptions for those individuals?	2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.

6.2 District Professional Development Calendar

Feature	Possible Data Sources	Scoring Criteria
6.2 District Professional Development Dedicated time... development... plans (w... sequence... impleme... publicly... shape th... impleme... wide tra... wide master schedule)		0 = No professional development calendar exists, or a calendar exists but does not include training plans for PBIS. 1 = Professional development calendar is created but not publicly posted with defined goals to support implementation PBIS. 2 = Professional development calendar is created and publicly posted with defined goals to support implementation of PBIS.

Main Idea: Effectively implementing a professional development plan requires a commitment to time, development of content, and public awareness.

Quick Check – District Professional Development Calendar

Team Assessment	Scoring Criteria
• Does the district have dedicated time for professional development on PBIS implementation? When is it? • How is the dedicated training on PBIS implementation organized? Are training plans utilized? Do training plans include a clear scope and sequence? • Are PBIS professional development opportunities publicly posted within the district so staff and faculty can attend? • Do the public postings specify prerequisite knowledge and intended audience so staff and faculty can select appropriate opportunities?	0 = No professional development calendar exists, or a calendar exists but does not include training plans for PBIS. 1 = Professional development calendar is created but not publicly posted with defined goals to support implementation PBIS. 2 = Professional development calendar is created and publicly posted with defined goals to support implementation of PBIS.

6.4 Ongoing Professional Development

	Possible Data [Sources]	Scoring Criteria
6.4 On[going] Devel[opment] annua[l] orienta[tion] refresh[er] with r[eturning]	[...] [...]nt Plan	0 = No PBIS orientation sessions are provided with new or returning staff. 1 = PBIS orientation session(s) are provided with new staff or with returning staff but are not implemented with both. 2 = On an annual basis, PBIS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.

Main Idea:
The district has institutionalized the implementation of PBIS by documenting and implementing PBIS refresher professional development opportunities for all staff annually.

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Quick Check – Ongoing Professional Development

Team Assessment	Scoring Criteria
• How is PBIS implementation integrated or embedded into orientation and meetings for new teachers? • Are there annual refresher sessions for all staff focused on the core elements of implementing PBIS? • What booster sessions are available for all staff? • Are these events organized at the district level, the building level, or both?	0 = No PBIS orientation sessions are provided with new or returning staff. 1 = PBIS orientation session(s) are provided with new staff or with returning staff but are not implemented with both. 2 = On an annual basis, PBIS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.

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7.1 Technical Assistance

	[...] [...]ta	Scoring Criteria
7.1 Te[chnical] Assis[tance] mate[rials] vide[o] hand[...] deve[lopment] imple[mentation] ratio[nale] requi[rements] and [...]		0 = Relevant, district specific materials and a strategic process for orienting personnel about the implementation rationale, readiness requirements, process, and outcomes are not available and/or not strategically provided to all staff/stakeholders. 1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not district specific and/or are not strategically disseminated to all relevant stakeholders. 2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g. internal staff receive on-going professional development, external stakeholders

Main Idea:
Informational materials detailing the who, what, when, where, and why of PBIS implementation should be available to all stakeholders across the district.

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Quick Check – 7.1 Technical Assistance

Team Assessment	Scoring Criteria
• Does the district have a documented or formalized message about the rationale for implementing PBIS? Is this message consistently used with implementation materials or training events? • Does the district have a documented or formalized message about the process for implementing PBIS and how it connects to our large district goals/priorities? • Are the materials organized so that they are readily available to all internal stakeholders (e.g., staff) with clear indicators of relevance? • Are the materials organized so that they are readily available and accessible to all external stakeholders?	2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g. internal staff receive on-going professional development, external stakeholders are given overview level materials).

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7.2 Coaching

Feature	Possible Data Sources	Scoring Criteria
7.2 ... ins... (e.... sc... wo... le... be... al... ac... su...	...wledge and ...s Assessments ...valuations	0 = District/School specialists have social-emotional-behavioral expertise, but it does not align to PBIS. 1 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS but not across the full continuum of behavior support. 2 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS across the full continuum of behavior support.

Main Idea:
Coaching supports with social-emotional-behavioral expertise exist throughout the district and are can connect data, systems, and practices across all tiers.

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Quick Check – 7.2 Coaching

Team Assessment	Scoring Criteria
• Has the district identified individuals who will function in the capacity of a coach? • Has the district assessed/identified the social-emotional-behavioral expertise of these individuals? • Has the district worked to align/match those individuals with social-emotional-behavioral expertise with needs at the appropriate tiers and/or grade levels?	2 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS across the full continuum of behavior support.

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Slide 1

7.3 Implementation Process

Feature	Possible Data Sources	Scoring Criteria
7.3 Imp... Proce... is dev... for te... staff l... each... interv... place... reque... (e.g.,... assistance)	Coaching and... **Main Idea:** Sustaining PBIS at the school level requires ongoing, systemic professional development from the district to impact effective implementation.	0 = No formal process. 1 = Either a written process exists to teach all relevant staff how to implement each Tier 1,2, 3 interventions that is in place or a process for school sites to request assistance is available, but not both. 2 = A written process exists and is followed to teach all relevant staff how to implement each Tier 1, 2, 3 interventions that is in place and a process for school sites to request assistance is available.

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Slide 2

Quick Check – 7.3 Implementation Process

Team Assessment	Scoring Criteria
• What PBIS professional development (i.e., training, coaching) has been delivered? • Who provided the professional development? • To what extent was the professional development delivered with fidelity? • Have participants perceived professional development events as useful and effective? • What is the system for schools to request additional support? • To what extent is the process to request additional support used? • What do district-level coaches do to support buildings with emergent needs?	2 = A written process exists and is followed to teach all relevant staff how to implement each Tier 1, 2, 3 interventions that is in place and a process for school sites to request assistance is available.

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Slide 3

6.1 District Professional Development Plan

Feature	Possible Data Sources	Scoring Criteria
6.1 Dist... **Develo...** Leader... 3-to-5-y... develo... school... (e.g., TF... to visio... measur...	**Main Idea:** Scaling and sustaining PBIS requires training and professional development systems. Aligning these systems with data and established goals makes them more effective and efficient. ...onal ...pment	0 = No professional development plan exists and/or social-emotional-behavioral systems are not included in the plan. 1 = A 3-to-5-year professional development plan that includes social-emotional-behavioral systems exists but is not derived from or directly aligned with implementation data and/or does not reflect district vision/mission/goals/outcomes. 2 = A 3-to-5-year professional development plan that includes social-emotional-behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.

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Quick Check – District Professional Development Plan

Team Assessment	Scoring Criteria
• To what degree are social-emotional-behavioral systems included in the existing professional development plan? • How are implementation fidelity data (e.g., TFI, SAS, other observable outcomes) used to identify training needs? • How are outcome data used to identify training needs? • How is the professional development plan aligned with the district's vision statement and identified goals/priorities? • How often is the professional development plan reviewed and monitored for needed adjustments based on data?	0 = No professional development plan exists and/or social-emotional-behavioral systems are not included in the plan. 1 = A 3-to-5-year professional development plan that includes social-emotional-behavioral systems exists but is not derived from or directly aligned with implementation data and/or does not reflect district vision/mission/goals/outcomes. 2 = A 3-to-5-year professional development plan that includes social-emotional-behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.

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6.3 Professional Development Alignment

Feature	Possible Data Sources	Scoring Criteria
6.3 Prof... Develop... PBIS pro... develop... and prof... develop... aligned... relevant... district in...	**Main Idea:** Training materials for all social-emotional-behavioral initiatives are aligned to the PBIS framework.	0 = PBIS professional development materials/practices are not overtly (e.g., materials directly reference, describe, provide opportunities to discuss) aligned with other relevant district initiatives. 1 = PBIS professional development materials/practices are informally aligned with other relevant district initiatives (e.g., mention may be made but is not documented within written products). 2 = PBIS professional development materials/practices are overtly aligned with other relevant district initiatives.

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Quick Check – Professional Development Alignment

Team Assessment	Scoring Criteria
• How do professional development plans depict the alignment between PBIS implementation and other related initiatives? • Is the level of alignment overt such that training events for related initiatives acknowledge connections to PBIS implementation? • How do professional development plans depict the alignment of the training event with the larger PBIS implementation framework (i.e., tiered system of support)?	0 = PBIS professional development materials/practices are not overtly (e.g., materials directly reference, describe, provide opportunities to discuss) aligned with other relevant district initiatives. 1 = PBIS professional development materials/practices are informally aligned with other relevant district initiatives (e.g., mention may be made but is not documented within written products). 2 = PBIS professional development materials/practices are overtly aligned with other relevant district initiatives.

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6.5 Communities of Practice

Feature	Possible Data Sources	Scoring Criteria
6.5 Comm... In-district... peer netw... focused o... and regu... school a... district or... and/or di... teams.	...al ...ent Plan	0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities.
		1 = Some leaders, coaches, and/or teams access peer networking opportunities but all relevant personnel do not access, or access is inconsistent.
		2 = Peer network opportunities focused on the social, emotional, and behavioral framework practices and systems are scheduled for and regularly accessed by all relevant members/groups.

Main Idea: Structured networking opportunities on PBIS assist team members in expanding skills sets, sharing ideas, and promoting fidelity of implementation

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Quick Check – Communities of Practice

Team Assessment	Scoring Criteria
• What networking opportunities are available within the district?	0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities.
• What systems are in place to support staff in accessing in-district networking opportunities (e.g., time, personnel resources, funding)?	1 = Some leaders, coaches, and/or teams access peer networking opportunities but all relevant personnel do not access, or access is inconsistent.
• Are the networking opportunities regularly attended?	2 = Peer network opportunities focused on the social, emotional, and behavioral framework practices and systems are scheduled for and regularly accessed by all relevant members/groups.
• Has the district leadership team advocated for connecting with other districts for networking opportunities?	
• How has the district leadership team connected with the state or regional PBIS support persons/contacts to identify districts for networking opportunities?	

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7.4 Differentiated Coaching Support

Feature	Possible Data Sources	Scoring Criteria
7.4 D... Coac... plan... coac... dev... phas... impl... relev... indic... nee...		0 = A plan for differentiated levels of coaching is not documented and/or no coaching supports are consistently provided.
		1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need and/or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across school sites.
		2 = A plan for differentiated coaching is readily available (e.g., website) and indicated levels of support are consistently implemented across

Main Idea: Tiered coaching supports tailored by data are available, accessible, and documented for all schools in the district.

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Quick Check – 7.4 Differentiated Coaching Support

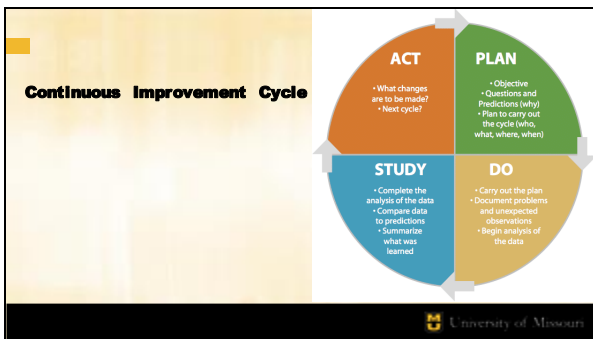| Team Assessment	Scoring Criteria
To what extent are coaching supports provided and documented?	2 = A plan for differentiated coaching is readily available (e.g., website) and indicated levels of support are consistently implemented across school sites in the district.
How is coaching capacity determined?	
What data is used to determine the level of coaching support that schools in the district need?	
Where is the coaching plan documented?	

7.5 District Coach Networks

	Possible Data ...es	Scoring Criteria
7.5 Distric... Training a... scope and ... assistance ... district coa... establish a... expertise a... implemen...	...nt Plan ...l ...nt ...sional ...nt ch Self-Assessment Data	0 = No process for support coaching exists. 1 = District coaches training process is informal. 2 = A written system is used to train coaches and provide access to coaching networks.

Main Idea:
Ongoing professional development for district coaches and school coaches is necessary to build and sustain internal capacity.

Quick Check – 7.5 District Coach Networks

Team Assessment	Scoring Criteria
What PBIS professional development (ie., training, coaching) has been delivered for district coaches? School coaches?	2 = A written system is used to train coaches and provide access to coaching networks.
To what extent does the professional development cover the full continuum of supports (Tier 1, Tier 2, Tier 3)?	
To what extent does the professional development cover skills and habits of coaching as a practice?	
To what degree have we differentiated (ie., outlined) the coaching supports offered and content areas for district coaches vs. school coaches?	

Slide 1

7.8 Classroom Implementation

Feature	Possible Data Sources	Scoring Criteria
7. ...strict co... im... (s... ac... um of... are im... oms an... sy...	• Walkthrough Process • Classroom Data • Progress Monitoring Data	0 = Classrooms are not implementing Tier 1 features. 1 = Classrooms are informally implementing Tier 1 but no formal systems exists, OR less than 80% of classrooms in the district are formally implementing all core Tier 1 features. 2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.

Main Idea:
Students spend the majority of their day in the classroom. Implementation in the classroom with fidelity is an important factor for sustainability.

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Slide 2

Quick Check – 7.8 Classroom Implementation

Team Assessment	Scoring Criteria

• What is the district expectation for implementing PBIS at the classroom level?
• What is the district expectation or collecting classwide PBIS implementation data?
• What is the district process for collecting classwide PBIS implementation data?
   - What is it collected
   - Who collects it?
   - When is it collected?
   - How is it used?
	2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.

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Slide 3

Continuous Improvement Cycle

ACT
• What changes are to be made?
• Next cycle?

PLAN
• Objective
• Questions and Predictions (why)
• Plan to carry out the cycle (who, what, where, when)

STUDY
• Complete the analysis of the data
• Compare data to predictions
• Summarize what was learned

DO
• Carry out the plan
• Document problems and unexpected observations
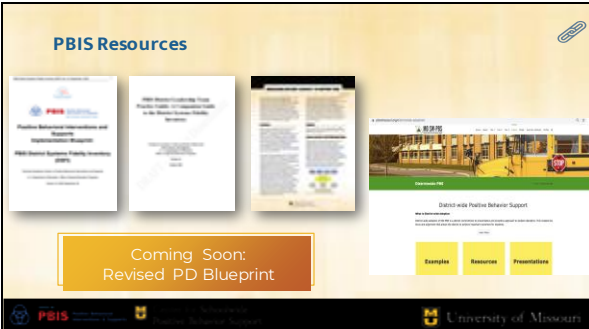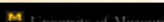• Begin analysis of the data

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Decision Points

- Change in student demographics
- Change in employee demographics
- Change in leadership
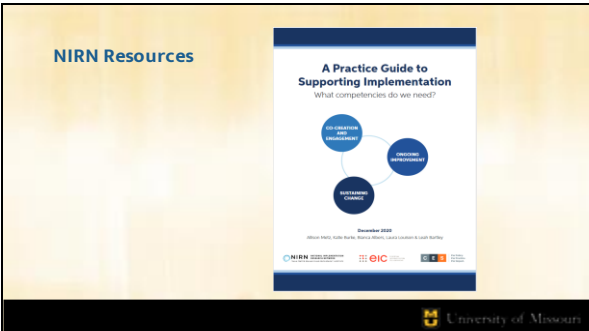- Stakeholder concerns
- Crisis situations

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PBIS Resources

Coming Soon:
Revised PD Blueprint

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NIRN Resources

A Practice Guide to
Supporting Implementation
What competencies do we need?
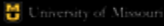
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The Educator's Blueprint

Join us as we engage in meaningful conversations on topics currently impacting our school systems, behavior, and instructional practices. From the classroom to the boardroom, we welcome you to unpack, reflect, and learn with us.

You can find the Educator's Blueprint Podcast on Apple ITunes and Spotify

iTunes   Spotify

Thanks for listening!

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Additional Resources

- Please use the QR code to the left to access:
  - Updated slides
  - Sample materials
  - Bonus content from the presenters
  - Follow up on questions posed during the session

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Next Steps…

What is one next step your DLT will take to build the foundation to create an internal professional development plan?

Who are your internal and external stakeholders to support/lead PBIS in your district?

What data, systems and practices are essential to create a district-wide PD plan for new staff, returning staff, administrators, and internal trainers/coaches?

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Q&A

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save the date

National PBIS Leadership Forum

www.pbisforum.org

October 27-28, 2022
Hilton Chicago, Chicago, IL

Mark your calendar now for the 2022 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration opens May 10th.

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