Course 2:
LEADERSHIP

"Schools that share leadership can be responsive to and include the voice — the opinions, viewpoints, feedback, insights, and wisdom — of all members of their school community, including underserved and underrepresented families and cultures."

MO SW-PBS Handbook

Outcome:
- Establish an effective and efficient leadership team.

Background Knowledge:
- Read Section Two: Systems in MO SW-PBS Handbook.

Lessons to Develop an Effective and Efficient Tier 1 SW-PBS Leadership Team:

1. Create team that is representative of your school.
2. Create a SW-PBS Leadership team meeting schedule.
3. Create clearly defined working agreements.
4. Create a standard meeting agenda and format.
5. Create a decision-making procedure.
6. Create team member roles.
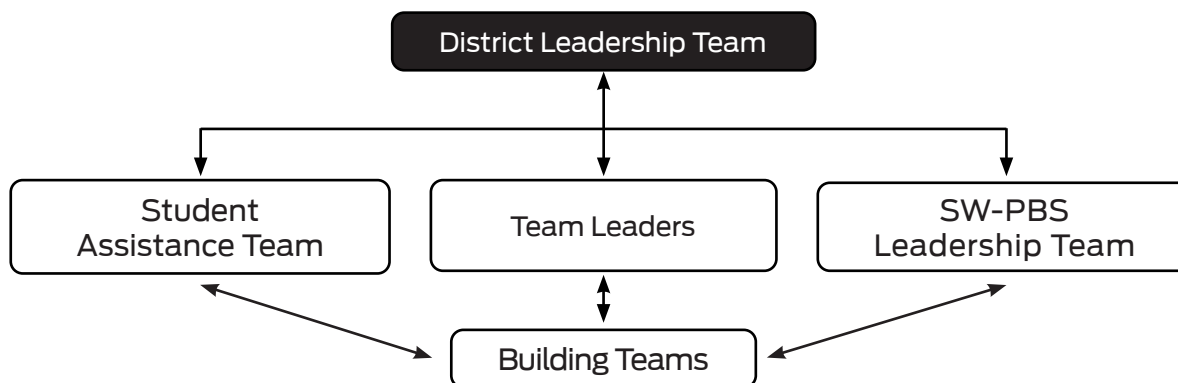7. Create a system for collaborative teaming.

Lesson 1: Create Tier 1 SW-PBS Leadership Team that is Representative of Your School.

The purpose of the Tier 1 SW-PBS Leadership Team is to provide leadership for the development, implementation, and evaluation of universal procedures in the entire building for all students and staff. To effectively and efficiently complete their work, membership of the Tier 1 SW-PBS Leadership Team should be representative of the school as a whole.

Example

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.

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                    │  District Leadership Team    │
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│   Student     │ │ Team Leaders │ │     SW-PBS       │
│ Assistance Team│ │              │ │ Leadership Team  │
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              │  Building Teams   │
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Team Composition
- Building Administrator
- Guidance Counselor
- Sixth Grade Teacher
- Seventh Grade Teacher
- Eighth Grade Teacher
- Special Education Teacher
- Paraeducator
- 3 Students
- 3 Parents

Team Activities

Team Activity
Review the Example SW-PBS Tier 1 Leadership Team. Discuss how your team might be similar and what you might need to change to ensure you have a leadership team representative of your school.

Stakeholder
Enagement

Stakeholder Engagement and Communication

Staff Engagement
Schools often expect all staff to participate on one of the school's leadership teams, such as a building leadership team, social team, etc. When a Tier 1 SW-PBS Leadership Team is needed, it will become one of the teams that provides leadership for the entire school. Often administrators allow staff to choose a building-wide team while also "hand-picking" participants to ensure members of the team are highly qualified to do the work. Often building leadership will want to ensure the Tier 1 SW-PBS Leadership Team has a mix of highly regarded veteran members and young professionals who will learn about SW-PBS.

Other considerations for Tier 1 SW-PBS Leadership Team membership are non-certified staff (e.g., cafeteria workers, office personnel), family members, and students. Schools pursue family members and students by seeking volunteers and again, ensuring the representatives are not just the most active parents and the best an d the brightest students. Schools are encouraged to ensure family and student representatives reflect the cultural makeup of the school.

Once the Tier 1 SW-PBS Leadership Team members are chosen, what methods will be used to communicate the names of the Tier 1 SW-PBS Leadership Team with all stakeholders?

Student Engagement
How will student voices be represented on your team? Seeking student representatives on your team can take place through teacher nominations or students completing and submitting applications. If size on the Leadership Team is a concern, student ownership voice and representation can be achieved through a "Respect Club" or "School Culture Club" where members' ideas and voices are shared by one or two representatives to the Leadership Team. Regardless of the method used, the important point is to regularly and actively elicit student feedback and to seriously consider their ideas and viewpoints.

Families and Community Engagement
It is ideal to have family and community members on your Leadership Team. If team size is a concern, consider using a family and community subcommittee. It is important to seek the voices of all the families represented in your school, especially underserved families and all dimensions of diversity.

Action Planning
Discuss these questions to ensure you have a leadership team representative of your school.
  · Why is representation important in your school?
  · What would a representative team look like in your school?
  · How will you ensure students, families, and other stakeholders are represented?
  · Do you need to add any additional members to your team?

Add specific steps to your action plan.

Action Plan

Lesson 2: Create a SW-PBS Leadership Team Meeting Schedule.

Team meeting frequency will vary somewhat as you begin your work 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, or at a time during the day when all or most share a common planning time; in some cases, substitutes could be scheduled 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.

> "Meeting and planning time is often scarce, so we must learn to work smarter, maximizing our time and outcomes."
>
> MO SW-PBS Handbook

Example

Missouri Middle School
SW-PBS Leadership Team
2019-20 Meeting Dates and Times

SW-PBS Leadership Team will meet on the second Tuesday of each month after school, from 3:00 to 4:00. We will meet in the Media Center. Attendance is expected by all members.

Dates:

August 13	February 11
September 10	March 10
October 8	April 14
November 12	May 12
December 10	June 9 - review end-of-year data
January 14	July 14 - planning for 2020-21

Team Activity

Use the form below to schedule your SW-PBS Leadership Team meeting dates, times, and location.

Team Activities

SW-PBS Leadership Team Meeting
Dates, Times and Location

Meeting Time -		Location -	
Meeting Dates			
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE	JULY

Action Planning

If you have not scheduled your SW-PBS Leadership Team meetings, add this step to your action plan. Remember to add these meeting dates and times to your school calendar.

Action Plan

Lesson 3: Create Clearly Defined Working Agreements.

Working agreements or ground rules assist staff in achieving their meeting goals and increasing 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 but 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 School 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 meetings.
- Clarify agenda/meeting outcomes and time allotments before beginning.
- If presenting, be prepared.
- Watch and be considerate of time.
- Attend to the speaker; use sticky notes 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 the group goal and what is best for students.
- Be willing to doubt your own infallibility, and compromise when necessary.

Example

Missouri Middle School
Team 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

Team Activities

Team 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 team's working agreements.

SW-PBS Leadership Team Working Agreements

School _____ Year _____

Our Team Working Agreements

Action Plan

Action Planning
Add specific action steps to your team action plan to complete your team working agreements. Also add action steps about how you will make them visible during your team meetings.

Lesson 4: Create a Standard Meeting Agenda and Format.

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 dates of future meetings 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.

Important Note:

You will be asked to share your monthly meeting agendas with your district and/or regional SW-PBS coaches as a means to keep them informed of your work and to guide their planning for needed technical assistance. Consider an efficient and effective method to share your agendas with your support personnel.

Example

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

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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*

To Do Before the Next Meeting:

1. *Prepare draft document on the SW-PBS Leadership Team roles and responsibilities, 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)*

Communication with Staff, Students, Families, and Community – Strategies and Person Responsible Staff – *Invite to professional learning to examine beliefs regarding discipline and gain staff commitment to our work – Mrs. Hagen*

Next Meeting: *September 12*
Possible Agenda Topics:

1. *Review and edit documents on SW-PBS Leadership Team roles and responsibilities, 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*

Team Activity
Review the example agenda and the form provided. Decide if you will use this format or if you will adjust it.

Team Activities

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:

Communication with Staff, Students, Families, and Community – Strategies and Person Responsible

Next Meeting:
Possible Agenda Topics:

Action Plan

Action Planning
Add specific action steps to your team action plan to make a final decision about an agenda form for your SW-PBS Leadership Team meetings.

Lesson 5: Create a Decision-making Procedure.

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.

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 the likelihood of successful implementation · Benefits from 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 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 the potential to miss 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

Example

Consensus Strategies

While the process for structuring discussion and gaining consensus is important, 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 asked 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:
Thumbs Up = agreement;
Thumbs Sideways = have some concerns but will support
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;
Thumbs Down = strongly disagree/won't support/will sabotage.

Team Activity

Overall, which approaches to deciding are currently used in your school? Who decides what, and how are those decisions made? Are decisions being made efficiently? Do the approaches foster cooperation and collaboration when needed? Which decision-making strategies will you use in your SW-PBS work within your team? Which decision-making strategies will you use with the entire staff?

Team Activities

Stakeholder Engagement and Communication

For many decisions, consensus strategies will be sufficient to move forward. However, when, after much dialogue, a minority of staff, students, or families continues 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 by all of how it is working 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.

Regardless of how decisions are made, clear communication with staff, students, and families is important to ensure all involved understand the process.

Stakeholder Enagement

Action Planning

Add specific action steps to your team action plan to address team decision-making processes.

Action Plan

Lesson 6: Create Team Member 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.

SW-PBS Leadership Team Roles

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 overreliance 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 suggested roles, team members may be designated to serve in a coaching role to support full SW-PBS implementation by staff. In many ways, all team members will serve in a coaching role, which includes: 1) listening, questioning, and 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.

Team Activity

Review the description of team roles. What roles will best support your team's work and heighten your productivity? Determine the roles needed and who from your SW-PBS Leadership Team will best fulfill each role.

Team Activities

Action Planning

Add specific action steps to your team action plan to make final team roles.

Action Plan

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
Database 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	· Collect and compile any feedback and/or input from staff	· Maintain time parameters · Use established signal to keep team on task	
Cheerleader	· Prepare status summary 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 a positive tone and example · Complete assigned tasks

Strategic Communication

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, your team may choose to use a Communication Plan.

> "Your school has a story to tell and you want to make sure you are telling that story."
>
> School Administrator

Example

**Missouri Middle School
Communication Plan**

Date: *September 12*

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff	• *Share draft matrix with all staff via email.* • *Email teachers about sharing matrix with students on September 16 and with families during Open House, Sept 17.*	*Ms. Martin* *Ms. Martin*
Students	• *Share draft matrix with all students during first hour on Monday, September 16.*	*All first hour teachers*
Families	• *Share draft matrix with families at Open House on Tuesday, September 17*	*Ms. Martin*
Community	• *Share final matrix with community agencies and business partners.*	*Mr. Valdez*

Communication Plan Form

Date:

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff		
Students		
Families		
Community		

Methods to Seek Stakeholder Input and Feedback

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.

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 of the way. 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). 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 you are ready to develop materials that will require full staff use and implementation, ad hoc work groups are formed to complete draft plans. The draft plans will then be reviewed by the entire staff, suggestions for revisions can be made, and when consensus is reached, plans implemented.

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 prior to group review. 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.

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.

Stakeholder Enagement

ENGAGING STUDENTS AND FAMILIES

Often times a mismatch occurs between the life experiences and cultures of our students, their 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 lesson 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.

Stakeholder Enagement

ENGAGING YOUR COMMUNITY

Throughout your journey of developing and implementing positive learning environments, it is important for your leadership team to purposefully engage community members in your work. Businesses and locations where students and families consume goods and services, such as restaurants, parks, gyms, party locations, etc may have very valuable input about the expectations and rules they would like to encourage in their businesses. The police may also be valuable partners to identify unexpected behaviors throughout the community and engage in activities to encourage neighbor children and adults who display expected behaviors.

Team Activities

Team Activity

Review the example Communication Plan and discuss how your Leadership Team will use it to ensure effective communication with all stakeholders. Also discuss methods to seek stakeholder input and feedback. Decide methods your team will use as you create your SW-PBS systems, practices and data.

Action Plan

Action Planning

Add specific action steps to your team action plan to use the communication plan. Also make final decisions about methods to regularly seek stakeholder input and feedback.

Lesson 7: Create a System for Collaborative Teaming.

Lessons 1 through 6 in this Course on leadership have focused exclusively on building leadership teaming, a critical element in the implementation of multi-tiered support for behavior with fidelity, consistency and equity. Your leadership team will also need to create systems for groups of teachers to collaborate regularly and strategically to review evidence of learning in order to plan for behavioral and academic instruction in classrooms. When collaborative teams (CT) systematically meet to dialog, discuss and plan for and engage in decision making around curriculum, evidence based instruction, assessment, and climate, the result is quality teaching (MO DESE, 2019).

The quality indicators of effective collaborative teaming include:

· Teams have a clear, worthwhile purpose.
· Team meetings occur regularly with sufficient time set aside.
· Administrators offer, engaged support and attention.
· Teams have trained teacher leaders to facilitate.
· Teams have an integrated approach (Johnson, Reinhorn, and Simon, 2016)

Your building leadership will need to consider the most efficient and effective process to group teachers. Configurations of collaborative teams often include:

· grade level teams
· departmental teams
· grade level groupings
· vertical teams

It will be critical to ensure that all instructional staff who impact student outcomes are active members of a collaborative team. Additionally, your building leadership will need to consider scheduling to provide the most critical resource of all, time for collaboration. Successful collaborative teaming happens at a minimum bi-monthly, but preferably weekly.

Once teams are established and time allocated, the teams will need training and support in effective teaming practices. The Building Leadership Teams should provide guidelines to the collaborative teams by creating:

· a collaborative team meeting schedule
· clearly defined working agreements
· a standard meeting agenda and format
· a decision-making procedure
· team member roles

> "Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress, and enjoying venturing in the 'pit of not knowing' together with expert help that provides safety nets and, ultimately, ways out of the pit."
>
> John Hattie, 2015 pg. 27

> "Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone."
>
> Carroll, 2009

Team Activity

Discuss the current status of collaborative teaming in your building. Consider the following:

- Do we currently have collaborative teaming in place?
- If yes,
  - Do all teams have a clear purpose established?
  - How efficient and effective are these teams?
  - What would make the process more efficient and effective?
  - What training or resources do teams need to be more effective and efficient?
  - What content knowledge regarding Effective Teaching and Learning Practices (ETLPs) for behavior do all, some or a few collaborative team members need?
- If no,
  - How might we configure all instructional staff into collaborative teams?
  - How can we configure schedules to make time for collaborative teams to meet as part of job-embedded professional learning?
  - How can we provide training and support to all collaborative team members in the elements of effective teaming.

Stakeholder Engagement

Collaborative teaming is at its core, stakeholder engagement. As your building works to establish and enhance collaborative teaming you are creating Opportunities for all instructional staff to participate in improving schoolwide, classroom and non-classroom environments. Consider how your BLT can create Opportunities for non-instructional staff who engage with students throughout the day, typically in non-classroom settings, to dialog around their interactions and support of all students.

Action Planning

A high functioning building leadership team (BLT) is a prerequisite for high quality collaborative teaming. Make sure that before you engage all staff in collaborative teaming that your BLT is successfully launched and/or functioning. From this stable BLT foundation your CTs can implement systematic process for school improvement.

Add specific action steps to your action plan that will result in efficient and effective collaborative teaming.

Team Activities

Stakeholder Enagement

Action Plan

END OF COURSE SELF-ASSESSMENTS

TIER 1 ACTION PLANNING CHECKLIST

Tier 1 Action
Planning Checklist

If all steps have been developed and/or implemented, your team can
now consider how to sustain this work long term.

Action Planning Checklist	√ Developed
1. A SW-PBS Leadership Team that is representative of your school has been established.	
2. SW-PBS Leadership Team meetings are scheduled.	
3. SW-PBS Leadership Team working agreements are written and used during meetings.	
4. A standard agenda format is used for each team meeting.	
5. Decision-making processes have been adopted.	
6. Team roles have been assigned.	
7. A system for collaborative teaming has been created.	

MO SW-PBS Tier 1 Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		
Tier 1 Team Minutes & Big 5 ODR Report OR Solution Plan	Documentation of team dialogue regarding: ☐ Outcome Goal identified by Big 5 ODR Report or PBIS Survey Review ☐ Prevention/ Teaching/ Recognition Steps and/or Corrective Consequences ☐ Progress Monitoring (Fidelity / Outcomes) ☐ Includes Who, When, Professional Learning Needs, Communication Plan	Minutes/Big 5 ODR Report or Solution Plan includes 3 of the 4 features	Minutes/Big 5 ODR Report or Solution Plan not evident or includes fewer than 2 features	2	1	0

This contains only the items from the MO SW-PBS Tier 1 Artifacts Rubric that address Leadership.

SELF-ASSESSMENT SURVEY

SAS
Self-Assessment Survey

Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			9. A team exists for behavior support planning and problem solving.			
			10. School administrator is an active participant on the behavior support team.			

This contains only the items from the Self-Assessment Survey that address Leadership.

TIERED FIDELITY INVENTORY

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, and (d) knowledge about the operations of the school across grade levels and programs, and for high student representation	• School organizational chart Tier 1 team meeting minutes	0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier 1 team exists but does not include all identified roles or attendance of these members is below 80% 2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan	• Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan	0 = Tier 1 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier 1 team has at least 2 but not all 4 features 2 = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

This contains only the items from the Tiered Fidelity Inventory that address Leadership.

Assessing Outcomes

Schools committed to a preventive and proactive approach to student behavior put practices in place that prevent unexpected behaviors from occurring. Schools also take an instructional approach to responding to unexpected behaviors when they do occur, thereby preventing future unexpected behaviors. When fully implemented with fidelity by all staff and across all settings, these practices should result in fewer

- Office Discipline Referrals (ODRs),
- Classroom managed behaviors (Classroom minors),
- In school suspensions
- Out of school suspensions

In addition, common procedures, language, and understandings should result in a reduction in the discipline gap.

As schools become safer and more welcoming, staff and student attendance should increase.

Finally, as schools rely less on exclusionary discipline and begin to experience fewer disruptions, they should begin to see improved academic achievement.

Course 2: Leadership

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