Course 1:

COMMON PHILOSOPHY AND PURPOSE

Outcome:

- Commit to writing a philosophy of discipline for your school to ensure school or district vision, mission, and goals address the important role of building student social and academic competence.

Background Knowledge:

- Read Section 1 Overview in MO SW-PBS Handbook.

Lessons to Developing a Common Philosophy and Purpose

1. Explore beliefs — What is your "Why"?
2. Review or create your school mission.
3. Review or create your school vision.
4. Gain and document staff commitment to SW-PBS.

Key Terms

Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group.

Missions answer the questions, "Why do we exist? What do we do?"

A **vision** is a clearly articulated, results-oriented picture of the future you intend to create.

Lesson 1: Explore Beliefs — What Is Your "Why"

One of the first lessons in developing a philosophy is to examine staff beliefs. Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group. With the realization of a need to change your approaches to discipline, old attitudes and premises that have held you in those old patterns must give way to new beliefs. Beliefs about student behavior and discipline help you understand why you are embarking on this process to change your approach to student behavior. By starting with the "Why," you articulate your purpose and cause. Your "Why" is not the same as an outcome or result of your work. A powerful example of this was Martin Luther King, Jr.'s "I Have a Dream" speech. Can you imagine his message being as passionate if he gave a "I Have a Plan" speech?

When we can define our personal and collective "Why," your school staff, families, and students can articulate why it is important to have an emotionally and physically safe learning environment. When individuals and, collectively, schools can state their "Why," motivation to do the work is enhanced. We are more motivated to do the things we are passionate about. Individuals tend to connect with people who believe in what they do. Our "Why" will unify us and direct our actions — the decisions we make, the practices we choose, and how we interact with others. When we take time to articulate our beliefs, we are forced to be precise about how we want to behave.

Examples

The following beliefs reflect current literature and the best practices that guide how schools across the country undertake discipline initiatives. These, as well as others you may think of, provide a foundation of thinking to guide your work.

- Education today must include a balanced focus on both academic achievement and social competency.
- Students today may not have had the opportunity to learn expected behavior. We must not assume students know the behaviors and social skills that lead to success at school and in life.
- Behavior is learned; therefore, responsible behavior can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behavior can be taught using the same strategies used to teach academics.
- Unexpected behavior presents the student with an opportunity to learn and the educator with an opportunity to teach.
- Punishment focuses on what not to do and does not teach the child alternative successful ways to behave.
- For behavior change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Efforts to help students become socially competent require ongoing teaching, encouragement, and correction.
- Students need and want high standards for their behavior. Maintaining high expectations does not require "get tough" or punitive approaches.
- Successful change in discipline practices requires building-wide, systematic approaches.
- Student discipline is a shared responsibility and requires a combined effort by all staff. We all "own" each and every student and are jointly committed to their success.
- Student discipline is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation.
- Services for students with chronic or intense unexpected behaviors are most effective within the context of a larger building-wide commitment to the social development of all students.

Team Activity

Simon Sinek is the author of the book Start With Why. Watch his TED Talk called "How Great Leaders Inspire Change" using this link: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

- What did the "How Great Leaders Inspire Change" video help explain the concept of starting with why?
- How does the video message relate to education, your school and your community?
- What attitudes or beliefs are held by your staff that reflect a traditional view of discipline?
- What are staff beliefs about all cultures represented in your student and family community?
- Would a discussion with your staff about shared beliefs unify staff around a new view of discipline and kickstart your work of developing a positive and proactive approach to discipline?

Beliefs Activity Form

Use the questions below to guide your team to develop a list of common beliefs about your students and school.

1. Individually list why you want your school to develop a positive and proactive approach to discipline.
2. Review the list of example belief statements and create a common list of beliefs of the team.

Stakeholder Engagement and Communication

- How can you include staff in expressing their beliefs about re-thinking discipline?
- Would it be beneficial to show staff the Simon Sinek video to reflect on and articulate their "whys"?
- What questions might you pose to staff to help them reflect on their beliefs about underrepresented groups of students?
- Consider what dimensions of diversity exist in your student body and in you families and broader community. Do staff beliefs hold true for all groups of students and families in your school? Do their beliefs support cultural equity?
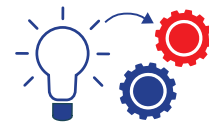
Discuss if the team activities should be replicated with full staff.

Action Planning
Write specific action steps on your team action plan to create a common list of staff beliefs about students and behavior.

Stakeholder Enagement

Culturally Responsive Practices

Action Plan

Lesson 2: Review or Create Your School Mission

Every school or district has one. They define our purpose. They are practicable, a blueprint for current practice or what we do. Missions answer the questions, "Why do we exist? What do we do?" Historically, schools have served a social purpose. Parents, as they sent their children off to school, expected that they would learn essential social skills: how to get along with others, how to work cooperatively, how to be a leader. We are the one institution with a mandate to serve all children. With that mandate came an expectation to help students become not only academically skilled but also socially acceptable.

Until more recently, that role was seldom articulated or addressed directly. We assumed that social competence would be a by-product of academic learning. We now know that we must be more systematic about this important school function.

Does your district or school mission address the development of student social competence? If not, it should. It will give legitimacy to your work and direct your actions. It communicates value for social competence in school and for students' lifelong success.

Example

Pinehurst High School Mission Statement

In cooperation with parents and community, we provide the highest quality education for all of our students, focusing on high academic and social, emotional, and behavioral standards; appreciation of diversity; citizenship; character development; and preparation for future employment and lifelong success.

At Pinehurst High School, staff: 1) place the highest value on academic, social, and personal success; 2) strive for proactive and safe learning and teaching environments; 3) foster partnerships with students, families, and communities; and 4) emphasize what works.

Our mission is to teach all of 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.

Team Activities

Team Activity
Working with your team, review your school or district mission statements. Do existing statements include the essential focus on both academic and social outcomes for all students? Do the mission statements reflect inclusive and equitable practices for all students and families? How does your school mission relate to your "why"? What changes does the team suggest to your school or district mission statement? What suggestions would your team forward to your district leadership team after reviewing district mission documentation?

Stakeholder Enagement

Staff Engagement
How can you include staff in reviewing your school and/or district mission statement(s)? What "look fors" would you want staff to consider when reviewing your school and/or district mission statement(s)? Do the mission statements reflect inclusive and equitable practices for all students and families? How does your school mission relate to your "why"? Culturally Responsive Practice Icon

Family Engagement
When staff have completed a draft review of the school and/or district mission statement(s), share with families for their feedback. Share the draft mission statement(s) on the school website, in school newsletters, and in classroom communications (e.g. Friday folders, mass emails) with an invitation for suggestions.

Action Plan

Action Planning
Add specific action steps to engage staff in a review of your school and/or district mission statement(s) into your team Action Plan. Additionally, add action steps to address family engagement in review of school and/or district mission statement(s) as they are revised.

Lesson 3: Review or Create Your School Vision

Unlike a mission that is practical, a vision is idealistic. A vision is a clearly articulated, results-oriented picture of the future you intend to create. A vision focuses on the end results and values, not on the specific means of getting there. A vision is the crystallization of your "whys", desires, values, and beliefs.

A shared vision is a force in people's hearts and answers the question, "What do we want to create?" It is the picture that people throughout the school carry in their heads and hearts. It completes the statement, "I have a dream that one day…" and reaches into the future, drives actions, and helps to create a sense of community. When a school collectively develops and owns a vision, staff, student, and family relationships to school are changed. It is no longer "their school"; it becomes "our school." This is particularly important as school demographics and cultures represented in your school change over time.

Visions derive their power from the desire to be connected in an important undertaking, to become a part of pursuing a larger purpose. Ensuring the social and academic success of each and every student, and creating a positive school climate, can be that purpose.

You cannot have a learning organization without a shared vision to guide the work and pull you toward your goal.

Do you have a vision that compels new ways of thinking and acting? Does your vision consider the "whole student"?

> A vision is a clearly articulated, results-oriented picture of the future you intend to create.
>
> MO SW-PBS Handbook

Example

Missouri Middle School Vision Statement

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.

Team Activities

Team Activity

Working with your team, discuss your vision of your school: If you could create the school of your dreams, what would it look like? What is your mental model for the future? What do you want your school to be? What is your compelling dream for how school should be as a result of your work with MO SW-PBS? Use the T chart on the following page to guide your thinking, individually at first and then as a team. What will your school look like and sound like with a positive, proactive, and instructional approach to discipline?

Thinking About Vision

LOOKS LIKE *What will we see?*	SOUNDS LIKE *What will we hear?*

Staff Engagement

As your team engages staff in creating a vision for the school, remind them to think about every student in your school: the most academically talented students; the least academically talented; the most kind, thoughtful, and respectful students; students who are a behavioral challenge; students of all racial and ethnic make-ups; socially popular students; and students who do not have many friends. Specific activities to engage staff include:

- Share the T-chart with staff to solicit their vision about the future.
- Give each staff member paper strips to complete the phrase "I have a dream that one day our school will…" Collect the paper strips, categorize them, and use them to create your school's vision. Post the paper strips in a prominent area of the school.
- Post chart paper during a staff professional learning session to gain staff vision of the school.
- Consider how to share the collated vision with district leadership.

Stakeholder
Enagement

Student and Family Engagement

- Specific activities to engage students and family members include: Give students and family members paper strips to complete the phrase "I have a dream that one day our school will…" Collect the paper strips, categorize them, and use them to inform your team's work on your school's vision. Other strip ideas include: "I want my child to go to a school that…" and "I will want to go to school every day when my school…"
- Post the T-chart in a public location (main school entrance, at sporting events, concerts, etc.) to solicit student and family thoughts about the school's vision for the future.
- Ask students and families for their dream for the school on the school website, in school newsletters, and in classroom communications (e.g., Friday folders, mass emails) and then provide a mechanism for these dreams to be shared with the leadership team.

Culturally Responsive Practices

Action Planning

Add specific action steps on your team Action Plan to review, revise, or create your current school or district vision statement with your staff. Review the ideas for student and family engagement and decide which action steps you will add to your team Action Plan.

Action Plan

Lesson 4: Gain and Document Initial Staff Commitment

Change efforts have a great deal to do with personal motivation. Setting a new direction for the future is one of the most powerful ways of motivating any group and effecting change. Once staff is committed, together you will find ways to be effective.

Gaining staff commitment is a never-ending part of the process of initiating and implementing SW-PBS. Securing initial staff commitment can be done by providing Opportunities for new learning and the joint development of mission, vision, and beliefs or guiding principles, finally confirmed by an official commitment process. Once your staff has a solid understanding of the desired change, it is helpful to confirm commitment. In some schools, the principal simply makes a point of having a personal conversation with each and every staff member, visiting about the exciting opportunity and asking if they are on board or if they can be counted on to join in the work ahead. An agreement, contract, or covenant is another way for staff to show support.

Schools that have implemented positive, proactive, and instructional approaches to discipline see a decrease in the frequency and severity of unexpected behavior. They also find changes to culture and climate that come from the unification of staff and collaborative work.

MO SW-PBS Handbook

Example

**Our Schoolwide Beliefs, Mission, and Vision
Missouri Middle School
August 23, 2019**

Our Beliefs:
- Our students may not have had the opportunity to learn respectful and responsible behavior. We must not assume students know the behaviors and social skills that will lead to their success.
- Discipline is a teaching responsibility. Teaching students to be socially competent is as much a part of our responsibilities as is the teaching of academics.
- Mutual respect is central to all we do at Missouri Middle School. Effective discipline requires respect for students at all times.
- Student discipline is a shared responsibility. Helping students to be respectful and responsible requires the combined effort of all staff. We all "own" each and every one of the students at Missouri Middle School and are jointly committed to their success.
- Respectful and responsible student behavior occurs when staff hold the same high expectations.
- Student discipline is most impacted by the climate of our building. Discipline is not an event; it is the way we live and treat each other on a daily basis.

Our Mission:
In cooperation with parents and community, we provide the highest quality education for all our students, focusing on high academic and social, emotional, and behavioral standards; appreciation of diversity; citizenship; character development; and preparation for future employment and lifelong success.

Our Vision:
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.

THEREFORE, I/WE AGREE TO:
1. Participate fully in all staff learning activities provided to guide our schoolwide discipline planning.
2. Commit time over the next 18-24 months to learn best practices for creating a positive school climate and well-disciplined classroom and school.
3. Reflect on and analyze our own behavior and apply new procedures fully and enthusiastically with integrity.

NAME _____ DATE _____

Team Activity

Use the form below to document your staff, family, and student commitment to SW-PBS from the previous engagement activities.

Team Activities

Our Philosophy of Student Discipline and Collective Commitment to SW-PBS

School Name: _____ Date: _____

Our Beliefs, Our "Why":
Our Mission:
Our Vision for the Future:
Therefore, we agree to:

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Stakeholder Engagement and Communication

Once your team has documented a written Philosophy and Vision, share with staff, students, and families by:
- including in staff and student handbooks,
- posting on the school website,
- posting in the main hall and main office.

Stakeholder Enagement

Action Planning

Add specific action steps to your team action plan to outline how you will document your Philosophy and Vision. Be sure to add action steps about how you will communicate the written philosophy and vision to staff, students, and families.

Action Plan

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. Beliefs — What Is your "Why"? — are written.	
2. School mission is reviewed or created.	
3. School vision is reviewed or created.	
4. Staff commitment to SW-PBS is documented.	

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

MO SW-PBS Tier 1
Artifacts Rubric

Artifact	Proficient	Developing (1 point)	Not in Place (0 points)	Score		
Current Action Plan	Action Plan Includes all of the elements □ Outcome/S.M.A.R.T Goals □ Strategy/Practice □ Action Steps □ Responsible Party □ Timeline □ Person(s) Responsible □ Evidence	Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail of implementation.	A current Action Plan is not available, or does not include those elements.	2	1	0
Staff Communication (e.g., Handbook)	Includes documentation of: □ Expectations and behaviors/rules □ Description of School-wide System to Encourage Expected Behaviors □ Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.) Includes documentation of: □ Expectations and behaviors/rules □ Description of School-wide System to Encourage Expected Behaviors □ Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, student planner, etc.)	Documented communication includes some but not all:: □ Expectations and behaviors/rules □ Description of School-wide System to Encourage Expected Behaviors □ Description of School-wide System to Discourage Unexpected Behaviors	No documented communication or SW-PBS not included.	2	1	0
Student / Family Communication (e.g., Handbook)	Includes documentation of: □ Expectations and behaviors/rules □ Description of School-wide System to Encourage Expected Behaviors □ Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, student planner, etc.)	Documented communication includes some, but not all: □ Expectations and behaviors/rules □ Description of School-wide *System to Encourage Expected Behaviors* □ Description of School-wide *System to Discourage Unexpected Behaviors*	No documented communication or SW-PBS not included.	2	1	0

This contains only the items from the MO SW-PBS Tier 1 Artifacts Rubric that address Common Philosophy and Purpose.

SAS
Self-Assessment Survey

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
			12. Patterns of student unexpected behavior are reported to teams and faculty for active decision-making on a regular basis (e.g., monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, and conducted based on school data.			

This contains only the items from the Self-Assessment Survey that address Common Philosophy and Purpose.

TIERED FIDELITY INVENTORY

TFI
Tiered Fidelity Inventory

FEATURES	DATA	CRITERIA
1.10 Faculty Involvement: Faculty are shown schoolwide data regularly and provide input on Tier 1 Universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months	• PBIS Self-Assessment • Survey(SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on Tier 1 Universal foundations (e.g., expectations, consequences, acknowledgments) at least every 12 months	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no Opportunities) for stakeholder feedback on Tier 1 foundations 1 = Documentation of input on Tier 1 foundations but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months

This contains only the items from the Tiered Fidelity Inventory that address Common Philosophy and Purpose.

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,
- In school suspensions, and
- Out of school suspensions.

In addition, common procedures, language, and understanding 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.