VTPBIS Leadership Forum

Administrators Session

Networking Activity

In small groups, review the key roles for Administrator involvement in PBIS. Address these questions: What works? What’s challenging? What are some strategies?

Key Roles/Factors for Administrator Involvement (Kincaid, Childs, Wallace & Blasé, 2007):

1. **Participation**
* Garner public support
* Generate enthusiasm about implementation
* Attend training with school team
* Regularly attend meetings
* Model behavior expected of staff and students
* Acknowledge staff efforts to meet expectations

**2. Support Team Implementation**

* Select effective team members that are representative of the staff
* Support team members with time and resources
* Establish systems to monitor and collect data regarding implementation and outcomes
* Identify funding sources to support implementation
* Ensure decision-making is data driven
* Provide professional development opportunities for staff and PBIS team members
1. **Foster Communication**
* Communicate importance to all stakeholders
* Regularly communicate implementation actions with staff
* Provide feedback and reinforcement to staff regarding implementation efforts.

**4.Create a Climate**

* Use surveys to establish and maintain buy-in
* Encourage walk-throughs
* Identify teacher leaders and motivators
* Build relationships
* Provide staff reinforcements and incentives
* Develop leadership skills
* Identify barriers
* Understand staff perceptions
* Share data regularly to demonstrate progress toward goals or need to change strategy
* Systematically share data with stakeholders
* Reinforce staff for higher level implementation efforts

**5.Facilitate Leadership**

* Consider policies and procedures
* Provide PBIS team with tools and resources
* Guide rather than dictate (Colvin, & Sprick, 1999)
* Share leadership for stronger teacher working relationships and higher student achievement
* Empower a strong school coordinator/team facilitator

**6.Establish a Vision**

* Conduct conversation about moving from punitive systems of consequences to tiered interventions
* Determine how team will address:

Needs identified through data analysis and problem-solving process

Goals outlined in the School Improvement Plan, including academics

* Use Self-Assessment Survey and Tiered Fidelity Inventory to drive action plan, not simply as a score
* Plan for next year during current year and anticipate resources needed
* Long-term goals should be driven by data

**7. Consider Policies and Procedures:**

* Braid with other initiatives under school improvement
* Sustain successful strategies by writing into policy
* Re-work hiring policies (staff who support PBIS)
* Distribute PBIS handbook
* Adapt and modify implementation to facilitate new strategies
* Use data to monitor and evaluate strategies