**Narrative of the Team Leader Guide: Module 1 for Participants to Use While Viewing the Presentation**

Slide 1

**Narrative:** The Team Leader Guide is an informational series of webinars to support leadership skills. This series was developed as part of the School Climate and Student Success Grant in order to support those that lead teams and schools in the use of PBS as a multi-tiered system of support for behavior (MTSS). By supporting Team Leaders, we hope to build capacity and a support network for sharing ideas and strengthening these programs state-wide. This is Module 1.

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**Narrative:** There are two dimensions considered necessary for effective leadership: initiating structure, and consideration. Throughout this series we will provide strategies, ideas, and resources to enhance skills in these areas, as well as providing resources for data collection and analysis.

**Resource: Méndez-Morse, S. (1992). Leadership characteristics that facilitate school change. Austin, TX: Southwest Educational Development Laboratory.**

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**Narrative:** Consider these questions: Does your administration support your School-wide PBS program? Does your staff buy in to your program? And do you communicate with your District Coach and feel supported by him or her? Note that these questions are in red, which focus on communication.

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**Narrative:** The questions in blue address your organizational skills. Do you feel comfortable organizing meetings? Do you look at data at least monthly, and have you made changes? And does your school have a plan to monitor fidelity of your program? Throughout this series, we will look to not only help you answer these questions with a “yes”, but we will also provide you with strategies and ideas for maintaining your program. Do one of these questions stand out to you? Is there an area that you feel you need support with in your school?

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**Narrative:** So why are we here? Research has shown that effective school leaders have strong skills in Communication and Organization. Especially because of the fact that time is such a valuable resource in schools today, this web series has been developed to be accessible to all and to make this information available as needed. In addition, we want to enhance skills in those areas and provide resources to assist our team leaders throughout the year.

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**Narrative:** Keeping open lines of communication is an important step to strengthening your program as well as your role as the team leader. By gaining input from students, staff and the other stakeholders, you can address issues, provide reinforcement, and share data and ideas with everyone. In addition, by welcoming stakeholder input, you can increase buy-in and continue to refresh your system. How does your school communicate with your PBS stakeholders?

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**Narrative:** There are several ideas for strengthening your communication structure. These include weekly updates from administration, a parent newsletter, a website, a student group, an idea box, PBS brochures for staff, students, families, and community members, and an e-mail address strictly for PBS.

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**Narrative:** We always hear about “good” communication, but what does this mean? The goal of communication is to create a shared understanding of a thought or idea. This requires being reflective not only with the other person, but with your own words as well.

There are 5 communication skills that can prove to be helpful in any conversation, but especially those courageous conversations among colleagues and peers. These include:

- Paraphrasing, which is stating what the person said in your own words. Some starters can be “Did you mean that…?” Or “What I hear you saying is...”

* Summarizing, which is pausing the conversation, especially if there is a great deal of information shared, in order to restate the main points of the conversation
* Asking Clarifying Questions, which is asking a question based on the specific words a person uses. For example, “You said that Jimmy will be disruptive in the classroom. What does he do to be disruptive?”
* Requesting Clarification is almost the same, but you’re using a statement to ask the speaker to clarify something they said. For example, “Tell me more about how Jimmy is disruptive” or “Help me understand what the disruption looks like”
* Asking Relevant Questions, which is asking about something that the teacher has not said directly, but may have impact on the shared understanding. For example, “Jimmy is disrupting your class. Are there any other classes that he has trouble with?” or, “How is Jimmy doing academically?”
* Another important communication skill is Active Listening. This is showing the speaker that you are paying attention. Eye contact, arms not crossed, head nods, etc. can show the speaker that you are interested and invested in what they are saying.

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**Narrative:**

 Another way to strengthen your communication structure is by developing a Team Mission and Purpose.

What does our team intend to accomplish, why are we here? How does this relate to your school’s mission and vision?

Your job doesn’t end at training, or even program kick-off, or even after cool tools are taught.

Often see full representative teams drop down to 2 staff actually doing the work- especially the team leader. How can we avoid this?

Some ideas are by using Subcommittees, organization, and your communication…

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**Narrative:** By developing organizational structures, we can help keep those lines of communication open.

**Some ideas for organizational structures include:** Contact with administration and your district coach, scheduling regular monthly meeting times, and sharing data with students, staff, and families.

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**Narrative:** There are many aspects of a Team Leader’s organizational system that will need to be in place.

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**Narrative:** Organization in these areas can help lead to Communication. Each of these bullets are way to enhance the communication of your PBS system with staff, students, and administration. Let’s look at each of them in a little more depth.

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**Narrative:** We’ll first look at your School-wide PBS Team materials. These materials should be accessible just in case you aren’t available so that your team or administration can access them.

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**Narrative:** These materials will need to be looked at not only at the beginning of the year, but throughout the year as well. One way to keep the lines of communication open is by scheduling regular monthly meetings. An agenda can help keep that meeting on track, notes and minutes can help to share the information and increase the likeliness that tasks will be completed, and the data can help to fuel discussions about your next steps and decisions that need to be made.

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**Narrative:** Your school-wide PBS materials can be kept in a permanent notebook and a working notebook. Why maintain these products? Organizing these items in one place from year to year, allows others to access, provides a lasting framework for your system. In addition, this is a great way to share information with new staff members, new team members, and even new parents.

Having a separate working notebook is helpful for keeping your monthly meeting materials organized and it keeps the permanent products notebook from overflowing.

Although you have a permanent product notebook, the team can always revise those products, such as updating the behavior matrix. The new matrix would then be placed in the team’s permanent products notebook.

Remember, a “notebook” doesn’t necessarily mean 3-ring binder. Some schools now utilize shared drives and maintain materials electronically.

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**Narrative:** Next, we’ll look at your scheduled monthly meetings and your data analysis.

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**Narrative:** There are many tasks to accomplish before the meeting, during the meeting, and even after the meeting to continue to build the communication and organizational structures in your school.

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**Narrative:** Setting and holding monthly meetings establishing commitment to the PROCESS; ongoing conversation and action. Information can also be gathered ahead of time to be shared at the meeting.

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**Narrative: A** clear meeting agenda communicates with team the expectations for the meeting. It is ideal to share the agenda with team members prior to the meeting. However when that’s not possible, at least have an agenda on hand at the meeting. You can also ask groups for items that they would like to discuss ahead of time to be added to the agenda, in addition you might share the data with your team members or staff ahead of time.

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**Narrative:** When developing your agenda, be sure to keep it reasonable. You’ll want to review your data, revisit any action plans or goals and identify what information will be shared with the staff. How will you do this?

You’ll also want to maintain meeting minutes.

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**Narrative:** So what all should be included in your agenda? You don’t want to spend the whole meeting trying to summarize the data or to plan celebrations. One idea is to create subcommittees and have them report to the team- in this way the team meeting time can be spent wisely on conversations that need to be addressed monthly.

**Resources:** Is there a sample PBS Meeting Agenda? Not exactly. The “Flow of Monthly Team Mtgs.” doc sort of acts and an agenda. Also, the
“Meeting Minutes” form would work as a prompt to developing agendas. (LLM)

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**Narrative:**

When facilitating the meeting, you’ll want to allow for time restraints, and keep the discussions focused for everyone. You’ll facilitate a problem-solving team process for planning, development, implementation, and evaluation of your practices. Also make sure your team is representative. Even if a parent or student can’t attend, how can you share and receive information from all stakeholders? It is important to develop that two-way communication.

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**Narrative:** Remember that the most valuable resource we have is each other.

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**Narrative:**

Every meeting should have minutes. One strategy is not taking down every word said, but the main ideas and the DECISIONS that are made at the meeting.

It is beneficial for team members to have record of this, but sharing out keeps the efforts of the team present school-wide and helps staff feel informed.

How you share your minutes and (communicate your team decisions), can influence how others in the school see your team’s work.

**Resource:** Sample minutes

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**Narrative:** For your meeting, you will also want to establish norms and ground rules. Your team should develop norms for how you will interact. How will your team make decisions, assign work, and hold members accountable; this determines your team success.

Start with a few norms and develop more as needed.

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**Narrative:**

Here are some examples of meeting norms. These address team problem solving, conflict resolution, and decision making. They also look at team member interactions in meetings. All team members are equal, and team members listen without interrupting. The decisions can be made by consensus, but majority will rule if timely consensus is not reached.

These examples and others can be found at one of our **Resource references**: http://humanresources.about.com/od/teambuilding/qt/norms.htm

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**Narrative:**

Here are some roles that team members can take on for your meetings. Some teams prefer to rotate through roles, and others like to keep their roles whenever they meet. Some roles are a natural fit for some people, but be brave to try new roles as they may work well for you as well.

A facilitator, a recorder, a time keeper, a reporter, and a data manager will all need back-ups just in case those members can’t attend.

There are other roles including a door keeper or a jargon buster that you might need for your team.

**Further Information:**

Facilitator: Guides the meeting process; remains objective

Recorder: takes notes, and keeps track of decisions made - minutes can be a record of topics and decisions made as opposed to keeping track of what everyone says

Reporter/Communicator: uses recorder’s notes to share with the group as needed

Time keeper: keeps track of time spent on issue – prompts group when time allotted for an item is up – helps to ensure equal floor time for everyone

Data Manager (brings data to team meetings)

Door keeper: gets late comers up to speed

Jargon buster: spells out acronyms as needed based on audience

“But” buster: work to redirect to solution focused discussion

**Resource:** Meeting Facilitation Skills handout

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**Narrative:** Sometimes ideas and thoughts that are valuable to the team come up in meetings, but they aren’t on the agenda. A parking lot is a great way to capture ideas that need more information, or can be addressed at a later time, or can be followed up on at the end of the meeting. In addition, the parking lot can be a place for questions that may come up to be answered later.

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**Narrative:** Your team members have skills that may be useful, especially when thinking of subcommittees. Perhaps someone has a talent for technology and power points and can work on cool tools, perhaps someone can gather students together to gain input, perhaps there is a person who loves data and can easily summarize it for your team meetings.

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**Narrative:** Time is our most valuable resource, so use your meeting time wisely by developing subcommittees to quickly report out. There is not much time to spend meetings planning celebrations, so you could have a celebration subcommittee that does all of the legwork outside of your meeting time and simply reports to the team.

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**Narrative:**

In addition to scheduling your monthly meetings, you will also want to address data and analyze the data from your building.

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**Narrative:**

Because this monthly data analysis can take time, you may want to have a data subcommittee to help you out before, during, and after the meeting.

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**Narrative:** Looking at the Big 5 data can help you make decisions about teaching, reinforcing, and multiple tier support. You can also look at referrals by staff, positive referrals, attendance, grades…the Big 5 is by no means an exhaustive list of the data you can use!

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**Resource:** Data Analysis Guide

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**Narrative:** These are some examples of data that can be collected for your SWPBS team. We’ll look at each one more specifically throughout the web series.

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**Narrative:** The Discipline Data Reporting Tool (DDRT) is a monthly data collection tool. It calculates the average referrals per day per month, number of incidences of OSS and ISS, graphs for this data, the triangle, and also a national average comparison.

A tutorial available to explain data entry across tabs.

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**Narrative:** Another of your responsibilities as a team leader is to share professional development opportunities.

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**Narrative:** You’ll want to keep track of the PD needs of your team, and also decide which staff might need a particular professional development.

You’ll share this information with your administrative staff, and you’ll also forward e-mails from the project when applicable.

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**Narrative:** Professional development is an opportunity for growth and learning. Think broadly about these growth opportunities; How does this relate to your SWPBS program?

The DE-PBS project communicates with administration and team leaders to share details of PD opportunities.

Team leader responsibilities include: initiating communication with admin about PD session, discussing team or staff members attending; sharing registration information, and working with team members to disseminate information and/ or materials to staff members after the professional development has occurred.

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**Narrative:** Another way to enhance your communication through organization is by working closely with your administration.

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**Narrative:** We will continue to look at ways to communicate with administration and other stakeholders throughout the series. Still, it is important that administration is present at your meetings to help with decision making, leadership, and buy in.

This slide gives examples of some ways that administrators can support communication.

A strategy to consider is to pre-plan at least 3 check-in meetings across the year between administration and team leader(s) to ensure agreed expectations and implementation progress. (*Make sample agenda as a resource; include communication norms*).

**Reference:** Tim Lewis – 10 leadership strategies for administrator role in SWPBS

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**Narrative:** Another valuable resource is your District Coach.

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**Narrative:** Scheduling regular meetings with your district coach is one way to keep the lines of communication open. An agenda can help to keep the meeting on track, notes and minutes can help to share information and increase the likeliness that tasks will be completed. Data can help to fuel discussions about next steps and decisions that need to be made.

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**Narrative:** Your District Coach is a valuable resource for information about your school-wide program. Information is gathered from the State Cadre on many areas and there is a state-wide network of coaches. In addition, you coach can support you in preparing for KFEs, meetings, staff professional development, and administrative conversations.

**Resource:** List of District Coach Contacts

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**Narrative:** Next, let’s look at our Staff and Student Kick-Offs.

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**Narrative:** During the summer or at the very beginning of the year, you will want to look at how you will kick off your program to your students and staff. Your district coach can also offer ideas about staff and student kick-offs. These gatherings welcome your school community and set the expectation for what is to come for the rest of the year. Kick-offs are a great way to share information and gain support for your system.

**Resource**:

DelawarePBS.org contains a sample kick-off power point that can be modified to use with your school expectations, data, etc

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**Narrative:** Remember that we’ll want to share data semi-annually and annually with our staff, students, and administration.

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**Narrative:** You can use your data in many ways throughout the year. School Climate Survey data can help address climate needs of the building, and your ongoing ODR data can be analyzed to tell you what expectations may need to be reviewed with staff and students as well as what areas you may want to create lesson plans for.

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**Narrative:** The Delaware School Climate Survey gathers information from home, staff, and students on their perception of the school. This information can be used to address relationships between the three stakeholders.

**Resource:** Action planning worksheets

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**Narrative:** Another data tool is the Delaware Assessment of Strengths and Needs for Positive Behavior Supports.

This tool can be used when the team is interested in useful data to use in action planning along with DE School Climate Survey data, office discipline referral data, etc. It is not recommended that schools use this survey in school years when they receive a Key Feature Evaluation.

There are several purposes of the DASN-PBS:

**Self Assessment:** While designed primarily for use at the schoolwide level, this assessment can be used by teachers as a self-assessment of their efficacy with discipline at the classroom level and their awareness and knowledge of the various components of the schoolwide discipline plan.

**Reflection on Practice:** The tool can be used by staff and school teams to reflect on the current level of practice and to identify areas that they may wish to be strengthened through focusing on critical components as part of a professional learning community.

**Action Planning:** PBS Teams and other school leadership teams may find the information as it relates to areas of need and importance a useful tool to guide the development of school improvement plans and developing objectives to increase effectiveness in their schoolwide discipline system. Individual teachers may use the tool to reflect on their personal strengths and challenges at the classroom level and determine personal goals to improve their practice or in developing their plans as a part of the system for professional evaluation or as a focus for action research.

**Professional Development Plans:** The tool could be used in combination with other measures to determine the professional development needs of the school or individuals within the school community.

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**Narrative:** Here is an example of a report from the Delaware Assessment of Strengths and Needs.

The project will:

* + Summarize data for each participating school participating online
	+ Provide data summaries & charts for each section completed
	+ Compile summary of written comments
	+ Excel summary provided with documents to support excel understanding and data interpretation
	+ In addition, we provide Needs Assessment PD to district coaches so help them support their teams

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**Narrative:** The Delaware Key Feature Evaluation is not a “test”, but instead is a tool developed to give feedback on the strengths of your program, while also offering suggestions for how you might strengthen or improve other areas. In addition, the KFE can offer insight into how well your teaching system is working.

**Resource:**

FAQ for KFE

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**Narrative:** The KF Status Tracker helps teams to discuss all areas of their SWPBS program without a full Key Features Evaluation. In this way, the team can determine priorities for improvement and work to address areas that may not be fully in place.

**Resource:** Status Tracker

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Additional resources can be found at our website: www.delawarepbs.org. Here you’ll find templates, examples, and other SCSS module resources. Additional websites are included on this slide.

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**Narrative:** For additional information or to answer questions, please feel free to contact Melissa, Sarah, or Megan at the following e-mails.

Thank you very much for your participation in this module. Have a wonderful day!