**Transition Interview Template - Team Leaders**

**Team Leadership in PBS**

PBS/MTSS Team leaders are integral to the success of a school’s MTSS efforts, being deeply involved in the coordination of team systems, data-related protocols and practices. As such, when there is a transition between new and old team leaders, a PBS/MTSS team can be greatly impacted.

**Transition Interview Template Directions:** Attached is a transition interview template that schools and/or district personnel can use to conduct a transition interview with outgoing team leaders to help identify important information the incoming team leaders may need to maintain and/or build upon current team successes.

***Please note:*** *This template can be edited to meet any schools’ unique context; however, we do recommend that schools conduct transition interviews to identify how to (1) access existing team materials and (2) what are the current areas of strengths and needs in regard to* ***the following fundamental PBS/MTSS team leadership responsibilities*** *which help to build and maintain positive team and school outcomes.*

***Systems***

*□ Ensure the team has building-wide representation.*

*o Maintain a yearly list of team members and their role within the building to help ensure diversity of staff, student and family perspectives.*

*□ Coordinate regular (at least monthly) team meetings with set agendas, the delegation of tasks to team members and positive and collaborative meeting norms*

***Data***

*o Maintain monthly meeting minutes and progress monitor action items from meetings.*

*□ Facilitate review of data and strategic action planning related to programming fidelity and the behavior and SEL needs needs of students, staff and families (including the DE School Climate Survey)*

*□ Facilitate use of multiple data sources to develop precision statements, problem-solve, action plan to meet goals and monitor implementation strategies.*

***Practices***

*□ Coordinate building plan for orienting and updating staff, students, and community to the school’s multi-tiered system of behavior support (at least annually). This plan may include: student & staff presentations/kick-offs, ongoing staff meeting/PLC updates & discussions, newsletters, website updates, SEL programming, specific behavior interventions and data trends*

*□ Assist with identifying PD for building staff based on the data analysis and participate in team leader skill-building PD*

*o Maintain regular and ongoing contact with the Project and District Coaches to problem-solve and support implementation.*

**Team Leader Transition Interview**

|  |  |
| --- | --- |
| **Name of School:** |  |
| **Interview Participants:** |  |
| **Name of Tier/Team:** |  |
| **Interview Date:** |  |

|  |
| --- |
| **Accessing Team Materials Resources** |
| **Electronic Materials** | *What (and where are) materials for the team, related to systems, data and practices are currently saved electronically?* |
|
|
| **Physical Materials** | *What (and where are) materials for the team, related to systems, data and practices are currently kept physically?* |
| **Recommended future goals/priorities:** |  |
| **Additional notes (including challenges to prepare for):** |  |

|  |
| --- |
|  **Reflections on Communication** |
| **In-House** | *What have been the most (and least) successful methods of communication...* |
| ...within the team: |  |
| ...with team administrator(s):  |  |
| ...with other (tiered) teams: |  |
| ...with whole staff and students: |  |
| **Other Partners** | *What have been the most (and least) successful methods of communication...* |
| ...with district office: |  |
| ...with families and community members: |  |
| ...with the DE-PBS Project and other PBS schools: |  |
| Recommended future goals/priorities: |  |
| Additional notes (including challenges to prepare for): |  |

|  |
| --- |
| **Reflections on Programming***What are the strengths, lessons learned and areas for action planning in regard to these components of PBS/MTSS Programming?* |
| **Tier 1 Expectations****(Used at All Tiers)** |  |
| Student Lessons: |  |
| Staff PD: |  |
| Minor/Majors: |  |
| SEL Programming (All Tiers): |  |
| For Student: |  |
|  For Staff: |  |
| For Families: |  |
| **Recognition Systems** **(Used at All Tiers)** |  |
| Student: |  |
| Staff: |  |
| Families: |  |
| **Using Data to Set Priorities** **(At All Tiers) For:** |  |
| Teaching expectations and SEL (e.g., Big 5, DDRT, Tier 2 Tracker): |  |
| Addressing program fidelity (e.g., KFE, KF-Status Tracker, TFI): |  |
| Addressing School Climate (e.g., DSCS and other tools): |  |
| Other data sources and uses: |  |
| Recommended future goals/priorities: |  |
| **Additional notes (including challenges to prepare for):** |  |

|  |
| --- |
| **Top 3 Recommended Priorities for Next SY** ***Try not to skip this! This may be a summary section or used as an introduction to the interview.*** |
| ***1*** |  |
| ***2*** |  |
| ***3*** |  |