Building LEA Capacity: Roles and Functions of Leadership Teams

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OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports

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FEATURED RESOURCES

Using Outcome Data to Implement Multi-Tiered
High School PBIS
Addressing School Climate
10 Lessons
Definitions

• **Executive Leadership** - Provides the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages *(Barrett, 2010)*

• **Leadership Team** - Local district team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts that is responsible for ensuring high implementation fidelity, management of resources, and data-based decision making *(OSEP Technical Assistance Center, 2017)*

• **Implementers** - Someone whose job is to put a plan or system into action – the COACHES! *(Cambridge English Dictionary, 2020)*

• **Stakeholders** - Anyone who has an interest in the success of a school or district *(OSEP Technical Assistance Center, 2019)*
“We shape our buildings; and afterwards, our buildings shape us.”

(Winston Churchill, 1943)
PBIS as a Framework

**Without a Framework**

**With a Framework**
PBIS Foundational Systems

**Universal/Tier 1**
- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

**Targeted/Tier 2**
- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

**Intensive/Tier 3**
- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected

*are achievable and positively impact student outcomes when guided by a District Leadership Team*
When thinking about your schools...

What do FEW need?

What do SOME need?

What do ALL need?
Recruit and Establish a **Leadership Team** with Identified Roles

- **Attends a Yearly Implementation Planning (YIP) meeting**
- **Coordinates scheduled events with the State Project/Resource**
- **Identifies:**
  - training needed with established outcome and implementation goals
  - coaching resources needed to support school-level implementation
  - evaluation of progress across schools and district personnel
  - coordination of activities with established action plan specific schools and district personnel participating
- **Supports and Engages:**
  - school teams implementing PBIS
  - coaching activities provided by district-level personnel
  - progress monitoring of social-emotional-behavioral and academic data using PBIS Evaluation Tools
  - active communication across stakeholders
Clarify your SCTG Goals and Activities based on the Vision & Outcomes

Do your SCT grant goals align with the district’s vision?
Articulate Your **Action Plan**

### Culture of Continuous Improvement

<table>
<thead>
<tr>
<th>Action Plan for District-wide MTSS Implementation</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training:</strong> Determine who needs to be trained (Directors, Administrators, Teachers, Support Staff, etc.) and the <strong>types/levels</strong> (what) of training needed for each stakeholder group (awareness, practitioner)</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan, Chief Garcia, Mr. Smith</td>
<td>July 1</td>
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<tr>
<td><strong>Training:</strong> Establish the 2019-2020 training schedule based on plan developed</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan, Chief Garcia, Mr. Smith</td>
<td>Aug 1</td>
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<td><strong>Evaluation:</strong> Identify expectations of data updates from Directors and Administrators at monthly district-level meetings (i.e., what types of data should they be prepared to bring and how should it be formatted?)</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan</td>
<td>Aug 1</td>
</tr>
<tr>
<td><strong>Evaluation:</strong> Determine method for follow-up with district individuals (Directors and Administrators) for progress monitoring and performance feedback regarding plan development and follow-through</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan</td>
<td>Aug 1</td>
</tr>
<tr>
<td><strong>Evaluation:</strong> Determine schedule for regular updates provided to Board/Superintendent, Directors, Administrators, Teachers and Staff (i.e., what will be provided to continue expansion and sustainability? How do you plan to keep it active in our district?)</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan</td>
<td>Aug 1</td>
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<tr>
<td><strong>Technical Assistance:</strong> Schedule the 2019-2020 monthly meetings and topics with Administrators and PBIS Team Leads (do any other monthly/quarterly meetings need to be scheduled with others?)</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan</td>
<td>Aug 15</td>
</tr>
<tr>
<td><strong>Technical Assistance:</strong> Plan the structure for on-site technical assistance/coaching at school sites based on data review (expectations for on-site TA and format for performance feedback)</td>
<td>Dr. Haverty, Dr. Dong, Ms. Chan</td>
<td>Aug 15</td>
</tr>
<tr>
<td><strong>Technical Assistance:</strong> Determine method for follow-up (what is the plan if people are not doing what they are supposed to be doing?) with district individuals for progress monitoring and performance feedback in regards to plan development and follow-through (What does this look like? How often will TA occur? When will performance feedback occur?)</td>
<td>Ms. Chan</td>
<td>Sept 1</td>
</tr>
<tr>
<td><strong>Policy Alignment:</strong> Review District’s current policies and check for alignment with plan, correct if possible conflicts, and determine if anything is missing</td>
<td>Dr. Haverty, Dr. Dong</td>
<td>Aug 15</td>
</tr>
<tr>
<td><strong>Communication:</strong> Determine the 2019-2020 Communication Plan to build visibility across the District (i.e., Tier 1: universal (website) - What do all need? Tier 2: targeted (ZZ Staff, SSTF) - What do some need? Tier 3: intensive (individual campus) - What do few need? How and when will information be disseminated?)</td>
<td>Dr. Dong, Dr. Haverty, Ms. Chan, Mr. George, Ms.</td>
<td>Aug 31</td>
</tr>
</tbody>
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Positive Behavioral Interventions and Supports
Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
PILOT Version 0.1 2019 December 03
Leadership Team Considerations

1) Authority to make key decisions
2) Diverse team membership across areas
3) Diverse team behavioral expertise
4) Assigned coordinator with FTE and experience
5) Operating procedures for monthly meetings
6) Current 3-5 year action plan
7) Ongoing communication with executive leadership
8) Ongoing communication with key stakeholders
9) Social-emotional-behavioral health in top 5 district priorities
## Section I: Leadership Teaming

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
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</thead>
</table>
| **1.1 Leadership Authority:** One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems). | - District Organizational Chart  
- Team Roles & Responsibilities | 0 = No members of the District Leadership Team have authority to make key decisions.  
1 = At least one member of the District Leadership Team has indirect influence on key decision making within the organization.  
2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions. |
| **1.2 Team Membership:** District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes. | - District Organizational Chart  
- Team Roles & Responsibilities | 0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.  
1 = District Leadership Team has a diverse range of stakeholders on their team but not all the stakeholders listed in (a) - (e).  
2 = District Leadership Team includes stakeholders from at least (a) - (e) and audits members annually. |
| **1.3 Team Expertise:** District Leadership Team includes individuals representing P-12 with behavioral science expertise across the full continuum of behavior support (Tiers 1, 2, 3) to ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation (e.g., special education, school counselor, school psychologist). | - District Organizational Chart  
- Teaming Protocols  
- Team Roles & Responsibilities | 0 = District Leadership Team does not include individuals with behavioral science expertise across the full continuum of behavior support.  
1 = District Leadership Team includes individuals with behavior science expertise across all three tiers; fidelity data is monitored across all three domains: (a) training, (b) coaching, and (c) evaluation but not used for decision making.  
2 = District Leadership Team includes individuals with behavior science expertise across all three tiers; fidelity data is monitored across all three domains: (a) training, (b) coaching, and (c) evaluation. |

**PBIS** Positive Behavioral Interventions & Supports  
PBIS Technical Assistance Center
## Section I: Leadership Teaming

**1.4 Team Leadership:** District Leadership Team is led or facilitated by a coordinator(s) with: (a) designated time and (b) experience in data-based decision-making, and authority to implement team decisions.

| District Organizational Chart | 0 = District Leadership Team does not have an assigned coordinator, does not use data regularly, and/or does not have a standard process for decision making.
| Team Roles & Responsibilities | 1 = District Leadership Team has an assigned coordinator but with insufficient time or authority.
| District Leadership Team Meeting Agenda and Minutes | 2 = District Leadership Team has an assigned coordinator with designated time, experience in data-based decision making, and authority to implement team decisions.

**1.5 Team Operating Procedures:** District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures.

| District Leadership Team Agenda and Minutes | 0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process.
| Team Roles & Responsibilities | 1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process.
| Teaming Protocols | 2 = District Leadership Team meets at least monthly, uses a standard meeting agenda, and has adopted a problem-solving process.

**1.6 Action Planning:** District Leadership Team develops a 3 to 5 year action plan guided by the District Systems Fidelity Inventory (DSFI) results, district strategic plan, schools annual evaluation (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations. The team uses the action plan to develop agendas to guide team meetings.

| District Action Plan | 0 = District Leadership Team meets without an action plan to guide the work.
| Strategic Plan | 1 = District Leadership Team has an action plan, but it has not been updated in the past 12 months, is not derived from data, does not include the next 3 to 5 years or is not linked/aligned with the district’s strategic plans.
|  | 2 = District Leadership Team has a current 3 to 5 year action plan (updated in the past 12 months) that is linked to vision/mission statement and district improvement plan, inclusive of all populations, and is guided by data (DSFI results, implementation data, and student outcomes). District Leadership Team uses this plan to guide team meetings.
# Section I: Leadership Teaming

## 1.7 Communication with Executive Leadership

District Leadership Team engages in regularly scheduled (e.g., monthly) and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.

- Communication Plan
- Teaming Protocols
- District Leadership Team Agenda and Minutes

- 0 = District Leadership Team does not regularly communicate with executive leaders.
- 1 = District Leadership Team regularly updates (at least monthly) executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.
- 2 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.

## 1.8 Communication with Key Stakeholders

District Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes.

- Communication Plan
- Teaming Protocols
- District Website
- District Newsletters
- District Leadership Team Agenda and Minutes

- 0 = District Leadership Team does not communicate progress or ask for input from key stakeholders.
- 1 = District Leadership Team communicates progress with some but not all key stakeholders and/or does not ask for input.
- 2 = District Leadership Team communicates progress with and seeks input from all key stakeholders connected to progress and linked to district outcomes.

## 1.9 Goal Identification

Promotion of positive school climate and student social-emotional-behavioral health established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.

- District Handbook
- Strategic Plan

- 0 = The district does not have an action plan focused on social, emotional, and behavioral health.
- 1 = A 3 to 5 year action plan focused on social, emotional, and behavioral health exists but is not aligned with established priorities.
- 2 = A 3 to 5 year action plan focused on social, emotional, and behavioral health is established and aligned to district priorities.
Stakeholder Considerations

1) Process established to actively involve stakeholders
2) Multiple systems for communication established
3) Organizational leaders actively participate in events
Inform Your Stakeholders
## Section II: Stakeholder Engagement

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<tr>
<td><strong>2.1 Stakeholder Involvement:</strong> A written process is developed and deployed to actively involve stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in goal setting and policy development.</td>
<td>• District Handbook&lt;br&gt;• Strategic Plan&lt;br&gt;• Teaming Protocols&lt;br&gt;• Leadership Team Agenda and Minutes&lt;br&gt;• Team Roles &amp; Responsibilities&lt;br&gt;• Website</td>
<td>0 = No process exists to involve stakeholders.&lt;br&gt;1 = Stakeholders are on the team, but active involvement is not monitored.&lt;br&gt;2 = A written process is followed to actively involve stakeholders in goal setting and policy development.</td>
</tr>
<tr>
<td><strong>2.2 Information Dissemination:</strong> The District Leadership Team, at least annually, develops one or more tools for communicating information, data and accomplishments.</td>
<td>• Communication Plan&lt;br&gt;• Products</td>
<td>0 = Information, data and accomplishments are not disseminated.&lt;br&gt;1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (i.e., information, data, and accomplishments)&lt;br&gt;2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.</td>
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<td><strong>2.3 Stakeholder Participation:</strong> Organizational leaders (e.g., superintendent, board of education) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.</td>
<td>• Attendance&lt;br&gt;• Event Agendas</td>
<td>0 = Organizational leaders do not participate in social, emotional, and behavioral activities.&lt;br&gt;1 = Organizational leaders actively participate in PBIS events but do not engage stakeholders.&lt;br&gt;2 = Organizational leaders actively participate in PBIS events and engage stakeholders.</td>
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At your table....

• Review “leadership teaming” and “stakeholder engagement” items on the DSFI

• Discuss current priorities for your Leadership Team and Stakeholder Engagement based on:
   a) specified grant activities and
   b) identified needs within your LEA

• Discuss available resources with other teams and TA providers including existing other initiatives in your district

• Draft 1-2 action items