



PBIS – Tier I

New Team Professional Learning

**TFI 1.10: Faculty Involvement**

# Learning Intentions

- Understand the importance of involving faculty meaningfully in every step of PBIS implementation: to provide feedback, offer suggestions, and make choices.
- Involve faculty in establishing PBIS goals on at least an annual basis based on inclusive sharing and analysis of data.

# Professional Learning Roadmap

## Where We've Been

- 1.1 Team Composition
- 1.2 Team Operating Procedures
- 1.3 Behavioral Expectations
- 1.4 Teaching Expectations
- 1.5 Problem Behavior Definitions
- 1.6 Discipline Policies and Procedures
- 1.7 Professional Development
- 1.8 Classroom Expectations
- 1.9 Feedback & Acknowledgement

## Our Focus in this Module

- 1.10 Faculty Involvement

# Professional Learning Roadmap

Please see your VTSS Systems Coach for this document.

# Healthy Faculty Involvement

Open and honest communication is established among stakeholders to secure input, buy-in and commitment to change

# Involvement for Buy-In

- Your PBIS implementation will need to change, grow, and evolve over time.
- Think about how your colleagues experience change.
- Think about how it feels when new ways of working arrive on your doorstep.
  - How do all of you want to be involved in implementation decisions?
  - How do you want your voice heard?
  - What do you look for when deciding if you are onboard with the change?

# Faculty Involvement involves at least 80% buy in

Collectively, staff will:

- Identify focus
- Identify ways to monitor progress
- Identify goals
- Identify ways to evaluate outcomes

# Rationale

*... and Implementation of PBIS involves all  
faculty and staff*



# How will you engage staff in the implementation of PBIS?

- Providing professional learning/mentorship
- Sharing data
- Inviting input and feedback AND using it to change and grow

# Share what data, when, and with whom

## What and When

- What data do we need them to know about?
  - What data points does the team want to examine or move?
  - How regularly should we share for maximum impact?
  - When?
  - Where?
  - How?

## Who

- With whom is data shared and examined?
  - Central Office
  - Faculty
  - School personnel
  - Family
  - Community

# What data will you share?

- Informal surveys?
- TFI results?
- Climate Surveys?
- Discipline Data?
- Cost Benefit Analysis

# How and when will you share data?

- Share visuals with staff monthly
- What's working?
- What needs more focus?
- Emphasize staff involvement

# Ongoing Input and Feedback: Communication and Feedback Loops

- Grade level/core/department meetings
- Vertical team meetings
- Staff/Faculty Meetings
- Google Docs, SharePoint, or other virtual sharing mechanisms
- Newsletters
- Professional development days
- Communities of Learners (shared learning)

# Breakout room: Communication Systems

## Directions:

1. Assign a **Facilitator**, each person share out a time/opportunity your school could share important school data/PBIS information.
  - ✧ Think about what structures you have in place now and think “outside” the box of opportunities you haven’t explored yet.
2. **Minute Taker**, please be sure to document the team’s discussions.
3. **Encourager**, please prepare to share out after the activity with the large group.

# Time to Share

# Input and Feedback: Create a Communication System

1. Presenting data
1. Sharing ongoing information
2. Obtaining feedback from stakeholders
3. Reviewing goals and action plans



# Action Planning

Workbook pg 78

# Thank you!

Thank you for your time and dedication!