

## Data Coordinator Recruitment and Selection

This document is intended to be used by the District Implementation Team to guide the recruitment and selection of district data coordinators (e.g., PBIS Assessment Coordinator, SWPBIS Tiered Fidelity Inventory Facilitator, Reading Tiered Fidelity Inventory Facilitator). The guidance and recommendations provided in this document should be customized to fit the context of each district as needed.

### Recruitment

There are two options for recruitment of staff. One option is the development of a job posting, aligned to the job description for the role, followed by an application process.

The second option is identifying existing staff who possess the necessary qualifications and skills outlined in the job description, have adequate time to complete responsibilities and may be interested in the role. This second option is more likely for the recruitment of data coordinators, who will likely also hold other roles within the district, to which the data coordination role can enhance .

**Directions:** Document the option that will be used for recruitment, as well as any additional guidelines for how staff will be recruited for the data coordination role.

### Selection

The recommendation for selection of a data coordinator is to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice.

A second option is to have a formal conversation with the candidate(s) to discuss the role, answer any questions, and secure a mutual commit to fulfill the role.

**Directions:** Document the option that will be used for selection, as well as any additional selection decisions. If candidates will engage in an interview process, review and revise the standard set of questions listed below.

### Selection Questions

The selection process involves having the candidate read a scenario and respond in writing. A representative from the DIT should provide the candidate with feedback, using the things to look for as guidance. It is OK if the candidate only addresses some of things to look for. However, if the candidate does not address any of the talking points or suggests that what is happening in this scenario is best practice, it will be important to consider whether the candidate has the potential to learn these things over time. In addition, the candidate should identify things the team is doing well in response to all scenarios. Finally, the candidate should be asked two general questions to gauge interest and ensure mutual understanding of the role.

## 1. PBIS Assessment Coordinator

- a. **Scenario:** As the PBIS Assessment Coordinator, you are asked to grant all School Leadership Team members access to the PBIS Assessment System to be able to enter SWPBIS Tiered Fidelity Inventory scores and generate reports. The principal at the middle school ask you to only give her access to the data system. She does not want her staff to be overwhelmed by having to manage login information to yet another system. She says she can be responsible for entering all data and sharing reports with her team.
- b. **Things to look for:** The candidate should acknowledge the principal's willingness to take on a leadership role with the SWPBIS Tiered Fidelity Inventory data and the PBIS Assessment system. Schools that are successful with PBIS have strong leaders. The candidate should also emphasize the importance of granting all team members access to the data system as a means to ensure sustainability with collecting and using the TFI data right from the beginning. This could also allow others to take on responsibilities for entering and generating reports given how much work is on the plate of principals when beginning new work, such as PBIS implementation.

## 2. SWPBIS Tiered Fidelity Inventory Facilitator

- a. **Scenario:** Your district is in year 1 of the MiMTSS TA Center partnership to implement MTSS across all schools in the district. It is now February and although the elementary school has no a history of implementing SWPBIS, the team has made great progress after completing the first few sessions of the Tier 1 PBIS training series. You are now joining the School Leadership Team (SLT) to conduct the baseline administration of the SWPBIS Tiered Fidelity Inventory (Tier 1 items only). The SLT includes the school principal, one teacher each from grade levels 1, 2, and 5, a special education teacher, and the school counselor.

When you get to the Implementation Subscale, which addresses universal features of SWPBIS like teaching 3-5 school-wide behavior expectations and having a written set of procedures for specific behavior feedback, there appears to be some disagreement. The school counselor is insisting that the school is fully implementing all the items in the Implementation Subscale, and wants to give the team a score of 2 on all the remaining items without looking at evidence. All of the teachers in the SLT are relatively new to the school and appear to be wary about responding. After a brief comment by the principal suggesting that they could save time by giving themselves a 2 on all items without discussing them, the team falls silent and looks over at you and asks for your opinion. In this scenario, what would your response be and how might you explain your rationale to the team?

- b. **Things to look for:** The candidate might acknowledge the composition of the SLT, praising that many views from the school staff are represented. The candidate should normalize the desire of the team to want to obtain a high score. It's very typical of high achieving educators to want their fidelity scores to reflect all of their hard work and learning. The candidate could explain that it is not expected that the team score themselves as In Place on all items while they are

still working on the installation of PBIS. One purpose of baseline data is document the status of implementation at the very beginning of PBIS installation to be able to measure growth over time. In addition, erring on the side of scoring lower will help to guide the action planning toward all work that still needs to be accomplished, versus having the action planning be limited because scores make it look as if no work needs to still be done. Note: A trained SWPBIS Tiered Fidelity Inventory Facilitator will have the team use a simultaneous and public voting process, which allows all voices to be heard, and will guide the team to use data sources as evidence for all items rated as in place.

### **3. General Questions for All Data Coordinator Roles**

- a. Given what you have learned thus far about the data coordinator position, what areas do you feel are needed areas for additional professional learning?
- b. What questions do you have for us?

## **Post-Selection**

Following selection, the data coordinator will need additional support to ensure they have the skills necessary to fulfill the role. An individualized learning plan will be developed to address the professional learning needs of the candidate. The plan should include a description of professional learning activities, timelines for completion, individuals assigned to support, and preparation required.

Data coordinator professional learning plans are available on the MiMTSS TA Center website, specific to each data coordination role. The plans can be used as a template and customized based on the individual needs of candidates identified through the selection process.

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