



School-wide SEB Supports Leadership Team Series

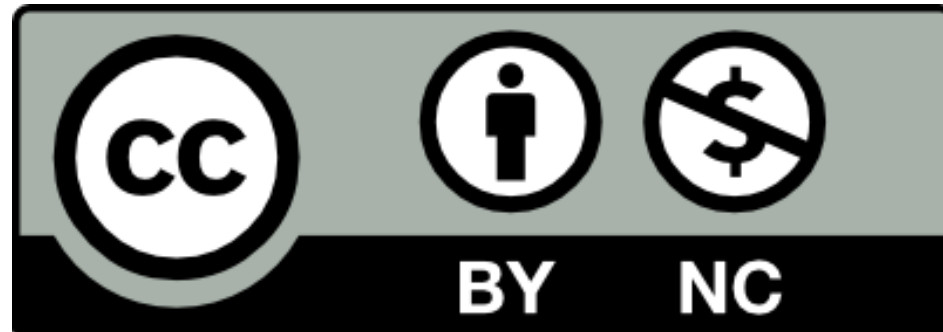
Team Lead Orientation

2024-25

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

Support School Leadership Team Coaches/Team Leads in building knowledge of implementation of Social, Emotional, and Behavioral supports in their building and preparing them for the upcoming team sessions.

Intended Outcomes

- Review the suggested roles and responsibilities of the “Team Lead/Coach”
- Summarize the main components of School-wide SEB Supports
- Evaluate your current team operating procedures

Agenda

1.0 Roles and Responsibilities

2.0 Components of SW-SEB

3.0 Team Operating Procedures

Core Practices

1. School-wide expectations and SEB Skills defined (Matrix)
2. Teaching SEB expectations and skills
3. Acknowledging SEB skills
4. Responding to interfering behavior
5. Collecting and using data



Activity 1

Review the following documents:

- *Tier 1 School-wide SEB Supports Overview*
- *Tier 1 SEB Supports Implementation Plan*
- Go to www.menti.com and enter code
- Rate the level of implementation at the school(s) you support

School Leadership Team: Responsibilities

- Leads implementation of School-wide SEB Supports
- Uncovers strengths and needs by monitoring school and community data
- Ensures students receive equitable access to supports

School Leadership Team Members

- Represents multiple and diverse perspectives
- Typically includes:
 - Administrator
 - Coach
 - Individuals with behavioral expertise
 - Individuals with knowledge of academic patterns
 - Representation (e.g. lower/upper grades, departments, general/special ed)
 - Mental Health Provider

Team Lead/Coach Responsibilities

- Keeps the work of the School Leadership Team visible and prioritized
- Facilitates or co-facilitates the regular meetings
- Supports implementation efforts
- Supports sustainability and continuous improvement



Activity 2

- Access the *SLT Coach Recruitment and Selection* document
- Review the description, membership, responsibilities, and estimated time allocation
- What responsibilities do you currently have, what would you consider adding in the future?

SLT Operating Procedures

- A strong SLT has well-defined operating procedures, including:
 - Team Purpose
 - Defined meeting roles
 - Team norms
 - Decision-making protocols
 - Meeting templates
 - Communication plan



Michigan's Multi-Tiered System of Supports Technical Assistance Center
March 2021 – Version 1.0

School Leadership Team (SLT) Operating Procedures

This document will assist School Leadership Teams participating in targeted technical assistance in establishing effective team structures and can be leveraged for orienting new members to the team.

Date:

School Coach(es):

Team Member(s):

Meeting schedule (date, time, location): (list schedule below)

Team Purpose: (adjust to reflect team wording if necessary)

School Leadership Team meets to focus on the following:

- Build and maintain an implementation infrastructure to support staff in their use of innovations like an integrated behavior and reading MTSS framework
- Engage in data analysis and problem-solving
- Create action plans based on data and needs generated following team meetings
- Ensure communication amongst the different groups / teams across within the school and to the district

Team Representation:

Outline which role and/or groups of staff each team member represents in the table below. (select roles/groups from the list below).

- Administrator
- Coach
- Individuals with behavioral expertise
- Individuals with knowledge of academic patterns
- Representation (e.g. lower/upper grades, departments, general/special ed)
- Family Member
- Student (High Schools ONLY)



Activity 3

- Create your team's own copy of the *SLT Operating Procedures*
- Review the sections and make edits to fill in contextual information
- Determine any next steps or communication with other groups

Using Implementation and Impact Data

- To understand the outcomes that we are getting, we need to consider the system in which those outcomes are situated
- Implementation (fidelity) data informs where we can improve our work to increase the impact (e.g, student outcomes) of our practices
- Using these two types of data supports decision-making

Measuring Implementation: SWPBIS Tiered Fidelity Inventory

- Many schools are already using it to measure the implementation of PBIS implementation at least annually
- Data is reviewed to monitor progress and ensure that the support offered is appropriate to the identified needs
- A companion guide is available to discuss possible enhancements to your Tier 1 system
 - Doesn't impact your score; simply provides talking points for discussion while action planning



Activity 4

- Review the *Getting Started with the SWPBIS TFI*
- What questions do you have about using the SWPBIS Tiered Fidelity Inventory?

Next Steps

- Do you need to facilitate adjustments to your SLT membership?
 - If they are planning to attend the series with you, be sure they have registered
- Create a shared space for the team documents reviewed today:
- *Tier 1 School-wide SEB Supports Overview*
- *Tier 1 SEB Supports Implementation Plan*
- *SLT Operating Procedures*