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| **Implementation** **Snapshot**  **Evaluation Feature: Professional Development (1.7)** | |
| ***What is it?***  A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | |
| ***Scoring Criteria:***  0 = No process for teaching staff is in place  1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices  2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices | ***Possible Data Sources/Implementation Products***   * Professional development calendar * Staff handbook |
| ***Supporting Implementation*** | |
| **Role of District Coordinator:**   * Allocate time for school teams to attend RTI2-B trainings * Allocate time for administrators to allow the team to train school staff at the start of the school year * Work with TBSP consultants, coaches, and administrators to identify additional training opportunities and resources * Be familiar with state RTI2-B resources (e.g., TBSP website, webinars and online modules, newsletters, etc.)   **Role of Administrator:**   * Attend training with the team * Allocate time for team to train school staff * Allocate time for team to work on PD for school staff * Allocate time during meetings to provide updates and additional trainings throughout the year * Coordinate with District Coordinator and coach about professional development time and content   **Role of Coach:**   * Work with District Coordinator and Administrator to help identify appropriate professional development content * Work with team to develop professional development content. Assist with training of school staff as needed. * Attend training with Tier I team * Connect team with resources from the District Coordinator and state consultants (TBSP) for PD content * Attend trainings offered by TBSP | **Role of Team:**   * Attend Tier I training * Schedule professional development opportunities to teach staff about all aspects of Tier I plan (i.e., school-wide expectations, acknowledgement system, discipline process, etc.) * Train school staff at beginning of the year and provide additional booster sessions throughout the year * Adapt resources provided by TBSP   **Role of Staff:**   * Participate in PD offered by the Tier I team * Participate in feedback opportunities provided by Tier I team * Request assistance if needed   **Role of Student, Family, Community**   * Review information and materials sent home about the school’s RTI2-B plan * Be consistent with expectations in the home setting * Provide feedback as necessary |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Brief: Teaching the RTI2-B Plan to Schools, RTI2-B Overview Brief * TBSP Coaches Webinar: Heling Schools with Staff Buy-In * TBSP RTI2-B in Action Video: Encourage Staff Buy-In * TBSP Training Resources: Example Training Your Staff on RTI2-B Presentation, Training Your Staff on the Plan handout * TBSP Example Resources: Implementation Calendars, Tip Sheets, Bookmarks, Data Summary Sheet   **Research**   * The Pennsylvania Positive Behavior Support Network: Describing Our Scale-Up (Runge et al., 2016) * The Sustainability of Schoolwide Positive Behavior Interventions and Supports (Coffey & Horner, 2012) * Building SWPBIS Capacity in Rural Schools through Building-Based Coaching: Early Findings from a District-Based Model (Cavanaugh & Swan, 2015) | |