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| **Implementation** **Snapshot**  **Evaluation Feature: Faculty Involvement (1.10)** | |
| ***What is it?***  Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | |
| ***Scoring Criteria:***  0 = Faculty are not shown data at least yearly and do not provide input  1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both  2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months | ***Possible Data Sources/Implementation Products***   * PBIS Self-Assessment Survey * Informal surveys * Staff meeting minutes * Team meeting minutes * Primary Intervention Rating Scale (PIRS) Survey |
| ***Supporting Implementation*** | |
| **Role of District Coordinator:**   * Understand purpose of collecting data and provide resources and support for collection and interpretation of data to help schools become proficient with these skills * Work with coaches and administrators to use the data system and pull necessary data to share with teams     **Role of Administrator:**   * Ensure data analyst has access to data system and/or graphs to share at team meetings * Work with coach and data analyst to analyze data * Support team in identifying data to share with staff * Allocate time at grade-level or faculty meetings to share data   **Role of Coach:**   * Support the data analyst in pulling necessary data and analyzing it prior to team meetings * Support team in sharing out data to the school staff * Prompt team to plan specific dates to share out specific data. Have them document those dates in the meeting minutes and on a calendar. | **Role of Team:**   * Attend Tier I team meetings * Work with staff to help them follow data tracking procedures correctly (i.e., office discipline referral procedures) * Include data discussions on the agenda (Team Lead) * Discuss data during team meetings (Led by Data Analyst) * Document data decisions in meeting minutes (Recorder) * Share data with staff at least 4 times during the school year * Ensure data reflects progress made as well as areas for improvement. Examples of school-wide, deidentified data to share include: discipline data, academic data, social validity surveys, fidelity data, universal behavior screener data   **Role of Staff:**   * Participate in PD offered by the Tier I team * Participate in feedback opportunities provided by Tier I team * Implement Tier I practices   **Role of Student, Family, Community**   * Provide feedback as necessary |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Brief: Evaluating Social Validity: Practice Guide for Evaluating Social Validity for RTI2-B * TBSP Coaches Webinar: Heling Schools with Staff Buy-In * TBSP RTI2-B in Action Video: Encourage Staff Buy-In * TBSP Training Resources: Example Staff Input Surveys, Example Training Your Staff on RTI2-B Presentation, Ideas to Gather Staff Input after Training handout, Training Your Staff on the Plan handout   **Research**   * Gaining Staff Support for Schoolwide Positive Behavior Supports: A Guide for Teams (Feuerborn, Wallace, & Tyre, 2013) * Examining Barriers to Sustained Implementation of School-Wide Prevention Practices (Turri et al., 2016) * High School PBIS Implementation: Staff Buy-In (Martinez et. al., 2019) | |