

Administrator's Role In Supporting PBS

| PBS Essential Features | Role | Example |
|-------------------------|--|---|
| Commitment | <ul style="list-style-type: none"> • Tap leadership among faculty • Tie PBS to building goals • Learn about PBS, become fluent • Provide resources for PBS • Assign & support building PBS coach • Provide curriculum leadership | <ul style="list-style-type: none"> • Assign lead roles among faculty • Establish clearly defined goals & objectives • Attend PBS training • Schedule extended PBS training on early release days • Provide time for coach to meet with district facilitator, plan for meetings, etc • Teach teachers how to imbed social skills into daily teaching |
| Communication | <ul style="list-style-type: none"> • Make PBS a standard faculty meeting agenda item • Communicate PBS with school community • Set a standard for building-wide communication | <ul style="list-style-type: none"> • PBS Update at beginning of meeting • Student handbook, Principal Newsletter includes PBS information, etc. • PBS on building leadership team meeting agendas |
| Team Process | <ul style="list-style-type: none"> • Protect meeting time • Be a good team member | <ul style="list-style-type: none"> • Avoid scheduling competing activities during PBS meeting times • Attend PBS team/committee meetings |
| Teaching | <ul style="list-style-type: none"> • Stress importance of teaching | <ul style="list-style-type: none"> • Give teachers “permission” to teach social skills |
| Performance Feedback | <ul style="list-style-type: none"> • Model how to give students performance feedback • Support giving student performance feedback • Give teachers performance feedback about implementation of PBS | <ul style="list-style-type: none"> • Use PBS language when giving performance feedback • Budget for schoolwide celebrations • Compliment or give suggestions regarding implementation of PBS (e.g. teaching lesson plans, student behavior in nonclassroom settings, signage in room, teacher’s use of PBS language) |
| Response to Misbehavior | <ul style="list-style-type: none"> • Shift from “punishment” model to reteaching model • Model how to use the buildings response to problem behavior | <ul style="list-style-type: none"> • Utilize buildings response to problem behavior continuum. • Use PBS language when processing with students |
| Data Decision Making | <ul style="list-style-type: none"> • Make data transparent | <ul style="list-style-type: none"> • Provide resources for data entry • Model decision making based on data |