



Virtual Resource Library



RESOURCES *for* ADMINISTRATORS DRAFT



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Introduction

This resource guide assembles high-quality, practical resources from across the Commonwealth of Virginia in one streamlined location for easy access by school administrators supporting teachers and students. It was created in collaboration with the Virginia Department of Education.

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Culture & Climate



Resource Name: [Social Emotional Wellness Video Quick Guides](#)

Resource Description: This is a library of short videos promoting social-emotional wellness for populations, each with a corresponding downloadable resource. From the Virginia Department of Education's Office of Behavioral Health and Wellness.

Resource Name: [VTSS Trauma Learning Modules](#)

Resource Description: These modules include a variety of videos and other resources for professional development surrounding the impact of trauma on individuals and on the educational setting. From Virginia Tiered Systems of Support (VTSS).



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Resource Name: [Trauma Sensitive School Checklist](#)

Resource Description: This is a downloadable rating scale for components of trauma informed care to look for in a school environment. Created by Lesley University and Massachusetts Advocates for Children and available via Virginia Tiered Systems of Support (VTSS).

Resource Name: [Trauma-Sensitive Schools Implementation Plan](#)

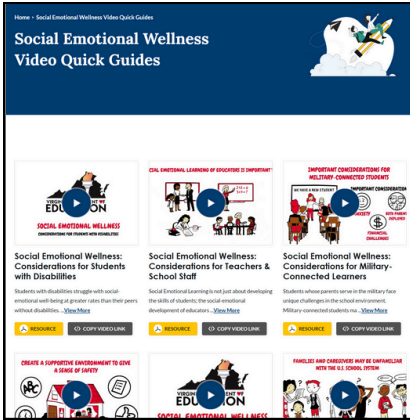
Resource Description: This building-based assessment tool aligns to the Academic Tiered Fidelity Inventory (ATFI) and provides space to identify next steps and responsible persons for Tier 1 implementation. From Virginia Tiered Systems of Support.



Culture & Climate

Home - Social Emotional Wellness Video Quick Guides

Social Emotional Wellness Video Quick Guides



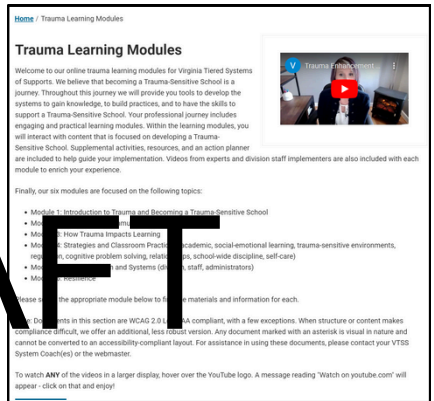
The grid contains six video quick guides:

- Social Emotional Wellness: Considerations for Students with Disabilities** - Supports with disabilities struggle with social-emotional well-being at greater rates than their peers without disabilities. [View This](#)
- Social Emotional Learning of Educators is Important!** - Social-emotional learning is not just about developing the skills of students; the social-emotional development of educators. [View This](#)
- IMPORTANT CONSIDERATIONS FOR MILITARY-CONNECTED LEARNERS** - Students whose parents serve in the military face unique challenges in the school environment. Military-connected students too. [View This](#)
- CREATE A SUPPORTIVE ENVIRONMENT TO GIVE A SENSE OF SAFETY** - [View This](#)
- CAPITAL EMPLOYMENT NEEDS MET** - [View This](#)
- FAMILY: AND CAREGIVERS MAY BE CHALLENGED** - [View This](#)

Social Emotional Wellness Video Quick Guides

Home - Trauma Learning Modules

Trauma Learning Modules



Welcome to our online trauma learning modules for Virginia Tiered Systems of Supports. We believe that becoming a Trauma-Sensitive School is a journey. Throughout this journey we will provide you tools to develop the systems to gain knowledge, to build practices, and to have the skills to support a Trauma-Sensitive School. Your professional journey includes engaging and practical learning modules. Within the learning modules, you will interact with content that is focused on developing a Trauma-Sensitive School. Supplemental activities, resources, and an action planner are included to help guide your implementation. Videos from experts and division staff implementers are also included with each module to enrich your experience.

Finally, our six modules are focused on the following topics:

- Module 1: Introduction to Trauma and Becoming a Trauma-Sensitive School
- Module 2: How Trauma Impacts Learning
- Module 3: Strategies and Classroom Practices for Academic, social-emotional learning, trauma-sensitive environments, cognitive problem solving, self-care
- Module 4: Trauma-Sensitive Schools and Systems (staff, administrators)
- Module 5: Self-Care
- Module 6: Trauma-Informed Practice

Please click the appropriate module below to find the materials and information for each.

Documents in this section are WCAG 2.0 AA compliant, with a few exceptions. When structure or content makes compliance difficult, we offer an additional, less robust version. Any document marked with an asterisk is visual in nature and cannot be converted to an accessibility compliant layout. For assistance in using these documents, please contact your VTSS System Coach(es) or the webmaster:

To watch ANY of the videos in a large display, hover over the YouTube logo. A message reading "Watch on youtube.com" will appear. click on that and enjoy!

Trauma Learning Modules

DRAFT

Trauma-Sensitive School Checklist

Leaders University
Center for Social Justice

Trauma and Learning Policy Institute
Phonetic Institute for Children and the Legal Services Center of Harvard Law School

This checklist is supported by the consensus-based information contained within this report. Each component item is of equal status. Please mark your status on each item according to the following code:

1 Element is met in all places
2 Element is partially in place
3 Element is mostly in place
4 Element is fully in place

A trauma-sensitive school is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically while supporting their physical health and well-being.

School-wide Policies and Practices

1 2 3 4

- School creates predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are accessible to students with disabilities and sensory needs.
- Leadership (including principal and/or superintendent) develops and implements a trauma-sensitive action plan, identifies barriers to progress, and monitors results.
- General and special education consider the risk that trauma may be playing a learning facilitator at school.
- Discipline policies balance accountability with an understanding of trauma.
- Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for team work.
- Opportunities exist for confidential discussion about students.
- School participates in safety planning, including reinforcement of consent rules, monitoring non-compliance, providing access to student mental health services, and sensitive handling of reports of suspected incidents of sexual assault.
- On-going professional development opportunities occur as determined by staff needs assessments.

© 2019 Center for Social Justice and Trauma-Informed Practices for Children

Trauma-Sensitive School Checklist

Tier 1 Team Trauma Sensitive Schools Implementation Plan				
School(s)/Division	Division Coordinator	Date	School Coaches	
Module	Action Items	By Whom	By When	
1.1 and 1.2	Team Composition and Team Operating Procedures <ul style="list-style-type: none"> Develop an action plan to address any changes in membership that you need to make Develop action plan to include student and family voice Do you need to revise your norms and operating procedures based on the care values? Do you need to change any changes you may want to consider with your mission and vision statements 			
	Introduction <ul style="list-style-type: none"> Use the formal definition of trauma to define the impact that events and experiences may have on the students and adults in the educational setting Understand the impact of trauma How to align trauma sensitive practices into a multi-tiered system of support and begin action planning for your division and schools. 			
1.10	Culture of Wellness <ul style="list-style-type: none"> Understand the importance of a culture of wellness that supports self-care and collective care. Develop a system to support a culture of wellness 			

Trauma-Sensitive Schools Implementation Plan



Instruction



Resource Name: [Profile of a VA Graduate](#)

Resource Description: This is a visual support of the components of the Profile of a Virginia Graduate with links to activities and resources that support each of the components. From Virginia Tiered Systems of Support (VTSS).

Resource Name: [Back to School- A Curated List \(IRIS Center\)](#)

Resource Description: The IRIS Center provided a curated list of their most in-demand modules and resources for the start of the school year. These modules can be shared, as needed, with staff members preparing for the new school year. Via the Training and Technical Assistance Center (TTAC).



DRAFT

Resource Name: [Decision Tree for Student Progress Monitoring](#)

Resource Description: This accessible graphic illustrates a decision-making process that teams can use when monitoring student progress, whether academic or behavioral, as a part of a Multi-Tiered System of Support. From Virginia Tiered Systems of Support (VTSS).

Profile of a VA Graduate & 5 C's Resources

VTSS High School Virtual C.O.P. (October 2020)

Critical Thinking

- Peer Feedback
- Anticipation Guide
- Coop-Computer
- Brainstorming Pass
- Project Based Learning

Creative Thinking

- Genius Hour - free
- Realize
- Makerspaces.com
- Creating Choice Boards
- Graffiti Wall (Responding to Literature)

Collaboration

- Structures for Understanding the Perspective of Others*
- Connected Classrooms
- Social Learning
- Circle the Six*
- Respectful Consensus

Communication

- The Value of Listening*
- Research-Based Tips for Providing Effective Feedback
- HANCOCK: CLARIFYING AND PROBING QUESTIONS*

Citizenship

- PSUs
- "Do Something Cool!"
- Community Circles
- Community Service
- Student Led Conferences

Profile of a VA Graduate

TTAC Online

Home My TTAC Online VA Projects VA Assessments Disability Info Personnel Events Online Training

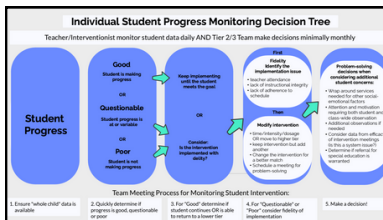
Back-To-School Tools: A Curated List (IRIS Center)

Description:

At IRIS, we have a list of resources that we believe are most heavily used at the beginning of any given academic year. Consider this year's curated list of links to online training modules and case study links from your friends at the IRIS Center:

- Classroom Behavior Management (Part I): Learning the Components of Classroom Behavior Management Plan
- Classroom Management (Part II): Developing Your Own Comprehensive Behavior Management Plan
- Effective Math Management Strategies
- Instructional Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
- Instructional Strategies: Maximizing the Learning of All Students
- IRIS: New Administrative Case Support for the Development and Implementation of High-Quality IEPs
- Classroom Storying and Instruction in Student Differences
- Cultural and Linguistic Differences: What Teachers Should Know
- Small Language Learners with Disabilities: Supporting Young Children in the Classroom
- Teaching English Language Learners: Effective Instructional Practices

Back to School- A Curated List (IRIS Center)



Decision Tree for Student Progress Monitoring

Personnel Support



Resource Name: [Classroom Observation Data Collection Forms](#)

Resource Description: These downloadable, editable data collection forms support observations as a part of ongoing implementation of MTSS. From Virginia Tiered Systems of Support (VTSS).

Resource Name: [Collaborative Meeting Recording Form](#)

Resource Description: This downloadable, editable template supports documenting actions and next steps for teams meeting on various school issues, and can be customized to meet individual team needs. From Virginia Tiered Systems of Support (VTSS).



DRAFT

Resource Name: [Collective Teacher Efficacy Infographic](#)

Resource Description: This infographic outlines components of collective teacher efficacy and summarizes real-life panel discussions from administrators at previous professional development events sponsored by Virginia Tiered Systems of Support. This tool provides opportunity for individual reflection as well as an idea for future building-level professional development.

Resource Name: [Team Meeting and Problem-Solving Action Form](#)

Resource Description: This editable form supports data analysis, problem-solving, and identifying action steps for teams and could be customized for a variety of different goals and/or purposes. From Virginia Tiered Systems of Support (VTSS).





Personnel Support



Classroom Observation Data Collection Forms

Observe and monitor selected components during a 10-minute period.

#1 Arrange the Physical Environment

Components	Yes	No	Comments
Traffic patterns are clearly defined and allow for smooth teacher and student movement.			
Furniture is arranged to allow students to be seen at all times; the teacher has easy access to all students, and students have the ability to collaborate.			
Instructional materials and wall postings are organized, easily accessible, and clearly labeled for use.			
Separate spaces are provided for students to self-regulate and/or work independently.			

#2 Active Supervision

Components	Yes	No	Comments
The teacher moves and circulates through all parts of the classroom using clear prompts to students.			
The teacher visually scans all parts of the classroom looking for engagement and students needing additional support.			
The teacher interacts frequently providing positive feedback, pre-correction, and error correction.			

#3 Classroom Expectations and Behaviors Align to School-wide Expectations

Components	Yes	No	Comments
Classroom expectations align with school-wide expectations.			
Classroom behaviors are written in observable, measurable, positively stated, clearly defined terms, and are prominently posted.			

Collaborative Meeting Record

Co-Teachers:	Date:
Collaborations:	Announcements:
<p>Issues to consider: Reflection on previous lessons, issues related to upcoming lessons, co-teaching methods, individual student concerns, classroom management, behavior intervention plans, changes in classroom space, changes in schedule (substitutes, testing days, field trips, EP meetings, etc.), paperwork, parent concerns, support personnel (speech, paraprofessionals, etc.), resource class concerns, plans for the future</p>	
Issue Discussed and Task:	
Person Responsible:	When Needed:
Issue Discussed and Task:	
Person Responsible:	When Needed:
Issue Discussed and Task:	
Person Responsible:	When Needed:
Issue Discussed and Task:	
Person Responsible:	When Needed:
Issue Discussed and Task:	
Person Responsible:	When Needed:
Next Meeting (Date and Time):	

Classroom Observation Data Collection Forms

Collaborative Meeting Recording Form

DRAFT

VTSS SYSTEMS BRIEF

BUILDING COLLECTIVE TEACHER EFFICACY

John Hattie defines Collective Teacher Efficacy as the shared belief that through teachers' collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

What can educational leaders (building based administrators and district office leadership) do to intentionally enhance the development and impact of office teacher efficacy? We asked Virginia Administrators this question.

The VTSS Administrative Work group sponsored 3 networking sessions during the summer of 2019 designed to foster discussion among school administrators around these 6 factors that help build collective teacher efficacy.

THE 6 CTE CONDITIONS

From an article by Janet Donohoe: <https://thelearningexchange.org/collective-teacher-efficacy/>

1. Advanced Teacher Influence
2. Goal Consensus
3. Teachers' Knowledge About One Another's Work
4. Cohesive Staff
5. Responsive Leadership
6. Effective System of Intervention

#1. Advanced Teacher Influence

The discussions focused on a variety of ways administrators gave teachers a voice in the school and allowed teachers to be a critical part in school leadership. For example, the VTSS 2020 school-level team in teacher-led and administration provides supports. It is critical to ensure teachers are part of the decision-making process. Examples of this included teacher-led department meetings and dialogues that ask teacher input on multiple topics and in multiple ways. Many schools have leadership teams comprised of teachers who help make important decisions.

#2. Goal Consensus

Goal consensus begins with a clear shared vision. The school needs to formulate consensus on the duty-driven goal to work toward the vision. Leaders need to include staff input and help everyone understand the "why" behind the goal to get buy-in. Data-driven conditions, which are frequently communicated to staff, are essential to progress toward the goal can be assessed. When sharing this data, it is important that teachers are part of the reflection and problem-solving process to support adjustments in the strategies, as needed.

#3. Teachers' Knowledge About One Another's Work

Various strategies were shared to facilitate teachers' knowledge of their colleagues' work. Some suggestions included observing teachers and then using social media to share notes of teachers providing classroom instruction. Peer observations proved to be critical. Suggestions for peer observations included teachers doing walk-throughs with an administrator and opportunities to observe peers across grade levels. This is viewed as a necessary and helpful strategy for improving staff effectiveness. Finding ways for teachers to observe other teachers in the school is viewed as essential to build knowledge of others' work therefore, scheduling time for observations and peer teaching to implement role in administration.

Collective Teacher Efficacy Infographic

VTSS Team Meeting and Problem-Solving Action Planning Form

Today's Meeting: Click here to enter a date. | Time: | Location: | Facilitator: | Minute Taker: | Time Keeper:

Next Meeting: Click here to enter a date. | Process Observed: | Location: | Encourager: | Minute Taker: | Time Keeper:

Team Members (add as present today):

Norms:

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Collaborations	1.	1.
2. Announcements		

Administrative/General Information and Issues	Discussion/Decision/Task (if applicable)	Who? / When?
Information for Teams, or Issues for Teams to Address		
Collaborations -		
Announcements -		

Adapted from: Dale, A. S., Boney, K. M., Smith, D. A. (2014). The role of school problem solving in promoting self-efficacy. Journal of Applied Social Psychology, 44(1), 1-11.

Team Meeting and Problem-Solving Action Form



Behavior Support



Resource Name: [Ultimate Behavior Toolkit: What Works](#)

Resource Description: Including tracks for both elementary and secondary classrooms, these video series provide practical introductions to evidence-based practices related to behavior and classroom management and include quizzes to check for comprehension and understanding. From the Center for Implementation and Evaluation of Education Systems (CIEES).

Resource Name: [VTSS Tier 1 Behavior Workbook](#)

Resource Description: This is a downloadable, fillable workbook that provides opportunities for planning, goal-setting and reflection around the implementation of Tier 1 practices at the classroom level. From Virginia Tiered Systems of Support (VTSS).



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Resource Name: [Quick Tips for Adults Responding to Behaviors](#)

Resource Description: This is a downloadable and printable tip sheet for adults working in school settings who are responding to interfering behaviors. From Old Dominion University Training and Technical Assistance Center (ODU TTAC).

Resource Name: [Classroom and Behavior Management Course Enhancement Modules](#)

Resource Description: The resources included in this library cover a variety of topics related to both group and individual behavior support. Modules can be used to support professional development for staff. From the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center at the University of Florida.





Behavior Support



[Ultimate Behavior Toolkit: What Works](#)

[VTSS Tier 1 Behavior Workbook](#)

DRAFT

[Classroom and Behavior Management Course Enhancement Modules](#)

QUICK TIPS FOR ADULTS RESPONDING TO BEHAVIOR

*Remember: **BE BEHAVIORAL** – BEHAVIORAL COMMUNICATIONS*

Think of ZIP (Your Intent is Privately – a person's behavior is always about them, not about you).

Adults must be fairly aware of their own signals. We are human and it's important to recognize when we feel triggered, or particularly annoyed or frustrated. It is also important to model for students how to recognize this, and how we intentionally choose to calm ourselves down.

FOR POSITIVE RESPONSES: OFFER MATTERS FIRST!
Offer alternatives if doing your response whenever possible.

Consider this:

SOUC STRUCTURED BEHAVIOR

CLASS VISIBILITY FIRST

Class does

- always get your feet on the ceiling surface in the classroom.
- walk on toes.
- talks in a 30" cone.
- stands in 10".
- creates a quiet place.
- keeps all unneeded materials (i.e., 1/2 roll toilet paper, 1 can of hair spray) in a bag behind your back.
- has a 30" bag behind you and ready.
- has your paper folder from home tucked in your back to have something to lean back on.
- has a 30" bag behind you and ready.

Always: always when you are doing a table yourself down.

Always: use student's name, if it does not include the name of the table.

Let the student have the opportunity to do the same.
Always, unless you have your own. (Remember, you are the teacher.)

Use consistently and perpetually to the next interaction.

Private in public; correct in private

Be aware there may be students who don't like public praise. Behavior Specific Praise delivered in a subtle way would be more effective. (Remember, you are the teacher, only in private.)

RESPOND TO THE CAUSE OF BEHAVIOR: C-E-I-NO
So what are you doing to prevent recurring events?

1. **Assess the situation:** Ask yourself these four questions BEFORE responding to behavior:
 - Is it serious right?
 - Can I wait?
 - Can other students still learn?
 - Can the student waiting support still learn?
2. **If you assess you are at least the first three questions, maintain the flow of instruction and address later.**
 - Address someone to the student in need as much as possible.
 - The right direction is to raise the expectation to the group if appropriate.
3. **Attend to the student.**
 - If the student is disruptive, the behavior is disruptive, publicly address the student in a way that is not in front of the student and not in a private conversation.
 - If the student is disruptive, the behavior is disruptive, publicly address the student in a way that is not in front of the student and not in a private conversation.

If you cannot continue your teaching, respond as privately as possible. Keep responses calm, consistent, brief, non-escalatory and repeated!

Continuum of Response	
Restate	Restate the student behavior. State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Contingent Instruction	Specific, direction that groups or alert the student to stop the student behavior and to engage in the desired behavior.
Provide Choice	Give choice to accomplish task in another location, when the table is not completed, using alternate options to complete the task or to do a different type of activity that accomplishes the same instructional objective. Choice should lead to the same instruction.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

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[Quick Tips for Adults Responding to Behaviors](#)

★ Special Education ★

Resource Name: [VDOE Special Education Guide](#)

Resource Description: This video series provides an overview of the special education process from identification to reevaluation and can be shared with families who are navigating the journey as well. From the Virginia Department of Education.



Resource Name: [K-12 Inclusive Practices Guide](#)

Resource Description: The purpose of this guide is to enhance inclusive practices for students with disabilities and to support school personnel in assessing their current level of implementation, and planning for next steps. From the Virginia Department of Education (VDOE).



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Resource Name: [TTAC High Leverage Tools 1-22](#)

Resource Description: Covering each of the 22 High Leverage Practices, each tip sheet in this downloadable collection supports professional development and implementation of the practices in classrooms. From the Training and Technical Assistance Center (TTAC) Online.



Resource Name: [Introducing HLPs in Special Education: A Professional Development Guide for School Leaders](#)

Resource Description: Developed by the Council for Exceptional Children (CEC), this toolbox is designed for administrators providing professional development to teachers surrounding high leverage practices (HLPs). From the Council for Exceptional Children (CEC) via the Training and Technical Assistance Center (TTAC).



Resource Name: [Disciplinary Removals of Students with Disabilities: A Resource Document](#)

Resource Description: This printable document provides an outline of important information related to disciplinary removals of students with disabilities and could be shared with families, as needed. From the Parent Educational Advocacy Training Center (PEATC).



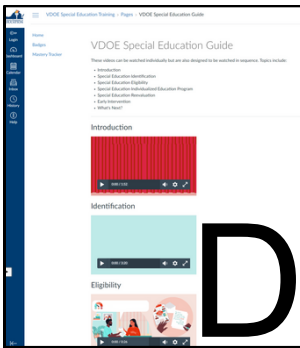


Special Education



Resource Name: [Fact Sheet For Virginia's Parents: Manifestation Determination Review](#)

Resource Description: This printable document provides an outline of important information related to manifestation determination review for students with disabilities and could be shared with families, as needed. From the Parent Educational Advocacy Training Center (PEATC).

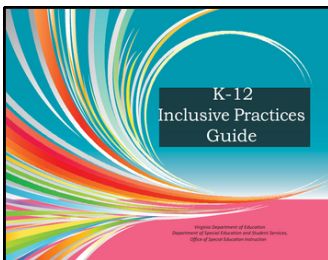


VDOE Special Education Guide

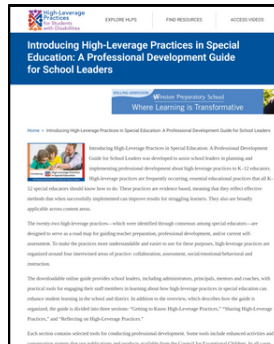


TTAC HLP Highlight Tools 1-22

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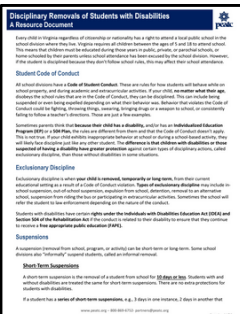


K-12 Inclusive Practices Guide



Introducing HLPs in Special Education:

A Professional Development Guide for School Leaders



Disciplinary Removals of Students with Disabilities: A Resource Document



Fact Sheet For Virginia's Parents: Manifestation Determination Review

Family Engagement



Resource Name: Promoting Equity in Education Through Family Engagement fact sheet

Resource Description: This fact sheet provides information for school personnel, families, and community members about effective strategies to build, strengthen and enhance home-school partnerships and promote equity and family engagement in and with schools. An accessible version and the accompanying video are available from the website. From Formed Families Forward in partnership with Virginia Tiered Systems of Support (VTSS).

Resource Name: Family Engagement With Schools: Strategies to Build Strong Partnerships fact sheet

Resource Description: This fact sheet provides more concrete definitions and resources to support home and school partnerships. An accessible version and the accompanying video are available on the website. From Formed Families Forward in partnership with

Virginia Tiered Systems of Support (VTSS).



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Promoting Equity in Education Through Family Engagement

Equity vs. Equality in Education:

- Equality means giving everyone the same.
- Equity means providing resources and structures to place an individual in a position to succeed.

Positive Relationships

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

Empowering Families

- Empower families to be active in their children's education.
- Offer training and resources to build their capacity to be active in their children's education.

Multi-Dimensional Support

- Use multiple communication channels to reach all families.
- Offer training and resources to build their capacity to be active in their children's education.

Collaborative Problem Solving

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

Leadership

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

Video is available at [FormedFamiliesForward.org](https://www.formedfamiliesforward.org)

Promoting Equity in Education Through Family Engagement fact sheet

FAMILY ENGAGEMENT WITH SCHOOLS: STRATEGIES TO BUILD PARTNERSHIPS

POSITIVE RELATIONSHIPS

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

EMPOWERING FAMILIES

- Empower families to be active in their children's education.
- Offer training and resources to build their capacity to be active in their children's education.

LEADERSHIP

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

MULTI-DIMENSIONAL COMMUNICATIONS AND MULTI-TIERED SUPPORTS

- Use multiple communication channels to reach all families.
- Offer training and resources to build their capacity to be active in their children's education.

DATA-BASED GOALS AND OUTCOMES

- Use data to inform practice and improve outcomes.
- Offer training and resources to build their capacity to be active in their children's education.

COLLABORATIVE PROBLEM SOLVING

- Get to know the culture, traditions, and backgrounds of families.
- Establish trust and rapport with families to build confidence and respect.
- Communicate the shared language needs of families in your district.

Video is available at [FormedFamiliesForward.org](https://www.formedfamiliesforward.org)

Family Engagement With Schools: Strategies to Build Strong Partnerships fact sheet



Leadership



Resource Name: [Selection of Evidence-Based Practices](#)

Resource Description: Downloadable and editable, this resource supports decision-making and capacity building around the implementation of evidence-based practices. From Virginia Tiered Systems of Support (VTSS).

Resource Name: [Leadership and a Multi-dimensional, Multi-tiered Approach](#)

Resource Description: This video provides strategies for school leaders to support family engagement with schools and to use data to support family engagement efforts. From Formed Families Forward.



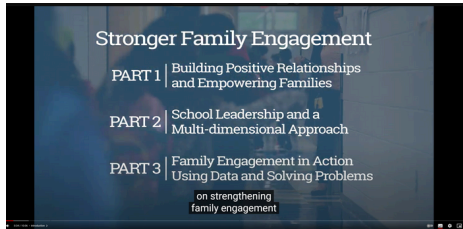
DRAFT

Resource Name: [PBIS Implementation: Administrator Pulse Check](#)

Resource Description: This downloadable self-assessment facilitates administrators in evaluating the current state of Positive Behavior Interventions and Supports (PBIS) in their building or division and in identifying needed next steps or professional development. From Old Dominion University Training and Technical Assistance Center (ODU TTAC).

Practice	Definition	Implementation
1. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
2. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
3. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
4. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
5. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
6. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
7. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
8. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
9. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.
10. Use a validated evidence-based practice (EBP) to address the problem.	EBP: A practice that has been shown to be effective through scientific research.	EBP: A practice that has been shown to be effective through scientific research.

Selection of Evidence-Based Practices



[Leadership and a Multi-dimensional, Multi-tiered Approach](#)

Item	Response
1. Do you have a clear understanding of the current state of PBIS in your building/division?	
2. Do you have a clear understanding of the current state of PBIS in your building/division?	
3. Do you have a clear understanding of the current state of PBIS in your building/division?	
4. Do you have a clear understanding of the current state of PBIS in your building/division?	
5. Do you have a clear understanding of the current state of PBIS in your building/division?	
6. Do you have a clear understanding of the current state of PBIS in your building/division?	
7. Do you have a clear understanding of the current state of PBIS in your building/division?	
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PBIS Implementation: Administrator Pulse Check



This Resource Guide for Administrators is made possible through a grant (Grant # GRANT NUMBER) from the Virginia Department of Education to Old Dominion University.

Last Updated Summer 2024

DRAFT



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