

PBIS School Team



These training materials have been developed by the Georgia Department of Education PBIS Team and have been adapted from the Missouri School-Wide Positive Behavior Support Team Workbook and the OSEP National Technical Assistance Center Positive Behavior Support Team Workbook.



Table of Contents

SECTION 2: The PBIS SCHOOL TEAM..... 2

Groups vs. Teams 2

The Function of a PBIS Leadership Team 3

Roles and Responsibilities of the PBIS School Team..... 3

Team Composition 5

Team Roles..... 6

Administrator Role:..... 7

Where does the PBIS School Team fit within the school organization? 8

Working Smarter Not Harder Activity (To be completed at school)..... 9

MISSION STATEMENTS..... 12

Team Meeting Schedule 14

Meeting Norms 14

Meeting Agenda..... 15

PBIS Leadership Team Meeting Agenda 17

Team Leader Meeting Checklist..... 18

Communication..... 18

Action Planning 20

SECTION 2: The PBIS SCHOOL TEAM

"It appears indisputable that the building principal is the key to any major school-wide staff development activity. Consequently, any school improvement or reform effort needs to have solid and clearly defined support from the principal for the endeavor to succeed."

Geoff Colvin, 2007

"School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex rapidly changing society."

Michael Fullan, 2009

"Every organization has a culture, that history and underlying set of unwritten expectations, that shape everything about the school. A school culture influences the ways people think, feel, and act."

Deal & Peterson, 1999

Groups vs. Teams

Video: *Solution Tree*, Rick DuFour on Groups vs. Teams, <http://youtu.be/0hV65KIItlE>

A group is two or more people who interact with each other to accomplish certain goals or meet certain needs (Jones and George, 2008). A team are people that work intensely with each other to achieve a specific, common goal or objective. All teams are groups but not all groups are teams. Teams often are difficult to form, and it takes time for members to learn how work together. When a group becomes a team, the people are able to produce more outputs than would have been produced if each person had worked separately (Jones and George, 2008).

	Groups	Teams
Goals	Goals may be discussed in general terms.	Clear, elevating goals drive all aspects of team accomplishment
Roles and Responsibilities	Roles and responsibilities may be discussed but are not always explicitly defined or developed.	Roles and responsibilities are clearly developed and discussed.
Rules	Rules are not formally developed and evolve according to the group's needs.	Rules and operating procedures are clearly discussed and developed to help team work together.
Methods	Group members interact, and work is usually divided.	Team members collaborate and coordinate efforts. Team members work together interdependently.

Source: <https://learn.saylor.org/mod/url/view.php?id=5358>

The Function of a PBIS Leadership Team

When launching your efforts, it is important to understand the positive, proactive, and instructional philosophy of discipline and PBIS and to be committed to the work. Schools must also blend commitment and proven practices with strong leadership and effective school improvement processes to promote deep and lasting change. In order to properly implement PBIS teams must be data driven, collaborative problem solvers. The implementation of PBIS requires a consensus and a uniform commitment to the framework and process. A cornerstone of the PBIS framework is a shift in adult behavior and uniform expectations throughout a school. Collaborative teams are encouraged to take extra time developing a plan, which will obtain a high degree of consistency.

The ongoing process for PBIS is similar to most school improvement, problem solving, or decision-making models and includes identifying desired outcomes and current status, analyzing data, developing a plan, implementing the plan, and then evaluating the plan for celebration of successes or revisions as necessary. This thinking is paramount for any improvement effort and remains at the heart of your PBIS work.

Roles and Responsibilities of the PBIS School Team

The process for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It begins with the formation of a discipline leadership team. This team will assist their staff in the continual process of developing and maintaining a positive school environment where students behave responsibly.

Staff members who serve on the PBIS Leadership Team will have the opportunity to play a key role in shaping the school climate. Assigned to provide leadership, this team is not to assume sole responsibility for developing a school action plan. Instead, they will thoughtfully involve the entire staff in rethinking their beliefs about student behavior, reviewing existing procedures, and developing more effective practices and policies. When everyone has a hand in developing school-wide discipline procedures, ownership is increased, consensus is more readily obtained, and consistent staff implementation of procedures is ensured. As you undertake your social behavioral school improvement effort you may uncover potential challenges that could impact your progress. Examples of this could be a current lack of cohesiveness among staff; lack of experience in knowing how to work together, weak communication between different grade levels or departments, and disconnects between administrators and staff. As challenges arise, it is even more important to have strong leadership that involves the entire staff in the process.

The PBIS Team is a standing committee responsible for developing and maintaining effective discipline procedures that reflect the unique needs of the school and its community. This includes:

- Initially gathering input from staff, families, and students as well as other data sources to evaluate the effectiveness of current policies and practices.
- Using that information to gain staff commitment to the needed changes and developing a common philosophy of discipline.
- Assisting staff to understand best practices for developing responsible student behavior and the elements of an effective school discipline policy.
- Guiding staff through a procedure development process to improve less effective practices and to protect effective practices by clarifying them and putting them in writing.
- Once practices are developed and protected in writing, the team is responsible for overseeing the implementation, maintenance, and revision of PBIS procedures. This includes: **1)** reviewing procedures with staff (especially new staff) at the start of the year to ensure consistency, **2)** coordinating dissemination of information to parents and students, **3)** organizing school-wide discipline-related instructional activities, **4)** bringing staff concerns to the team, and **5)** reviewing ongoing data to determine successes and continuing needs for in-service or modification of procedures.

Team Composition

As discussed before, school-wide PBIS implementation should not be viewed as either a top-down or a bottom-up process. Rather, it is a collaborative venture with administration and staff working together. Therefore, it is essential that the team include a building administrator and full representation of the building staff.

Maintaining a well-disciplined school is one of the primary roles of the building administrator. Therefore the nature of the work of this committee, along with the need to ensure that practices are in line with board policy and legal stipulations, requires that an administrator be directly involved. Participation of the principal or assistant principal on this team is crucial.

Efficient teams are comprised of **five to seven** members. While it is important to keep the group small to ensure productivity, it is equally as important that all staff feel someone represents them on the committee. Broad representation leads to a greater assurance that all staff's views will be shared and that the committee's work will be widely accepted and the procedures widely implemented by all teachers, paraprofessionals, specialists, and administrators.

Team Membership

Since discipline planning is an ongoing process, not merely the completion of a product or document, the PBIS leadership team is an ongoing committee. Participation on the PBIS leadership team over time should be shared or open to interested staff and therefore the membership rotated. Consideration should be given to this rotation process when the team is first formed.

The amount of time served on the team will depend on the school's size, other committee responsibilities, the interest and willingness of staff to participate, staff turnover, etc. A two to three-year term is generally recommended, with the administrator serving continuously. A two to three-year term with no more than one-third of the team rotating off each year will allow for the continuity required to maintain effectiveness and productivity while providing shared participation and new ideas and perspectives. While rotation of specific staff occurs, the representation (the staff position) remains constant (i.e., when a specialist rotates off, a specialist joins the team).

Commitment

The time to participate on the PBIS School Team sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such a commitment gladly without thought of compensation, some consideration should be given to how to support the team for their commitment and work. This might include:

- Provide coverage for staff for meetings held during school hours.
- Meet outside of regular school hours with extra pay.
- Arrange for additional preparation time by periodically supervising team members' classes for them.
- Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

Planning ahead for an effective process is essential if a collaborative plan is to be developed. A clear understanding of the role, functions, and time commitment of the leadership team promotes informed participation by individual team members, communicates the earnestness of this school improvement process to the other staff, and avoids any possible misunderstandings among all.

The time commitment will vary as the team moves from an initial development phase to a maintenance function in subsequent years. Maintaining an effective climate and responsible student behavior is an ongoing duty. The team will need to meet regularly to discuss faculty concerns regarding discipline, responsibility, and building climate, to examine related data, and make decisions about the need for ongoing development and revision.

Team Roles

To efficiently and effectively accomplish your PBIS tasks, the work must be distributed. The PBIS Leadership Team is a team in its' truest form: Together Everyone Achieves More. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Roles are most often assigned based on interest and the specific skill sets of individual team members. A good way to build team capacity is to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less

important than the commitment to use roles and effective group processes to heighten your operation and productivity.

Team Leader - starts and chairs the meeting, reviews the purpose of the meeting, and facilitates the meeting by taking the team through the agenda

Recorder - takes minutes, updates the action plan, maintains the product book

Timekeeper- monitors the amount of time available keeps the team aware of time limits by giving “warnings” (i.e., “10 minutes left”)

Data Specialist- reviews and organizes data prior to the team meeting to share with the team

Behavior Specialist- competent with behavioral principles and interventions; assists in analyzing data

Administrator- active team member who supports and facilitates PBIS team activities and recommendations; provides planning time, feedback, and communicates PBIS initiatives at the district level

Communications – acts as the point person for communication between the students, parents, community, staff and team regarding PBIS and behavior issues

PBIS Coach- supports the school-based team by assisting efforts, helping to ease/smooth the implementation process. Coaches ensure the fidelity of PBIS implementation in the school. Coaches are liaisons between the PBIS District Coordinator and the school-based PBIS Team.

Administrator Role:

- Establish a leadership team, representative of the building staff.
- Support the school’s PBIS work through public statements.
- Actively participate as a member of the Team.
- Gain commitment from staff for the school’s PBIS work.
- Ensure that the Team meets regularly and uses effective operating procedures.
- Support team members by recognizing their contributions and protecting their time.
- Secure budgetary allocations necessary to build and maintain PBIS.
- Work with the team to devise ways to engage staff and gain consensus on development and implementation activities.

- Arrange for staff meeting and professional development time to plan, gain consensus, and learn new skills.
- Share data and discuss patterns of behavior with the team and staff for active decision- making on a regular basis.
- Provide ongoing communication with students, staff, District, families, and other community groups via newsletter, website, presentations and informal talks, etc.
- Arrange orientation for new staff and students.
- Conduct walk-throughs to monitor implementation and provide feedback to staff as they implement.
- Incorporate new practices into hiring and evaluation procedures

Where does the PBIS School Team fit within the school organization?

Your school may have teams with different labels. Many schools have established Intervention Assistance Teams (IAT), Response to Intervention Teams (RTI), Student Service Teams (SST), Data Teams, Discipline Teams, Leadership Teams, etc.

Regardless of what teams are called, it is important to evaluate whether your existing team systems have all the sufficient processes in place. It is critical that your collaborative structures have all of the following important practices and systems:

- Shared decision making processes, problem solving model, and measureable outcome focus
- Intra-team and inter-team collaboration and communication systems
- Set expectations (schedules, minutes, roles, rules for interactions)
- Systematic processes to acquire and apply data in pursuit of measurable outcomes
- A fundamental commitment to developing a consensus and involving all levels of the system

As your district and school moves forward in implementing PBIS and aligning this effort with other initiatives this may be an important time to double check that your existing collaborative team systems are congruent with the efficient implementation of other initiatives and support the current school improvement plan. See the example provided, which illustrates the distribution of leadership and communication amongst all stakeholders.

Working Smarter Not Harder Activity (To be completed at school)

We have all heard this phrase before—work smarter, not harder—but what does it really mean, especially in education? We’re all busy, that’s a given. However, just because we are engaging in promising initiatives doesn’t mean we are maximizing our possible successes. Whenever you are implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts related to our school improvement goals. Compiling this information across all initiatives may help us to make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998).



Redundancy and possible staff overload is evident. A school sample follows.

Example:

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	School Improvement Goal
Attendance Committee	Increase attendance	Increased % of students attending school daily	All students	Eric, Ellen, Marlene	Goal #2
Character Education	Improve character	Improved character	All students	Frank, Ellen, Emma	Goal #3
School Safety Committee	Improve safety	Predictable routines or responses to threat or crisis	Dangerous students	Has not yet met	Goal #3
School Spirit Committee	Enhance school spirit	Improved morale	All students	Has not yet met	
Discipline Committee	Improve behavior	Decrease office referrals, incidence of bullying	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlene, Otis	Goal #3
SW-PBS	Implement three tiers of behavior supports	Decrease office referrals, increase attendance, enhance academic engagement,	All students	Ellen, Eric, Marlene, Otis, Emma	Goal #2 Goal #3



Directions:

- **PART 1:** List all the committees and initiatives that are currently on your campus and complete the requested information in the columns
- **PART 2:** Based on your results, what committees can you: (a) eliminate? (b) combine? (c) provide more support? How can we infuse PBIS across our committees? Write your results on the back page of this activity.

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	School Improvement Goal



Tasks for Teams

Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress.

Guiding your PBIS teamwork, we will address:

- Determine team mission, and goals
- Scheduling your meetings in advance
- Ground rules or working agreements
- Using a meeting agenda
- Team member roles
- Planning for communication
- Action planning

MISSION & GOALS

Effective schools commit their philosophy of discipline to writing through their mission and vision. This philosophy creates a sense of direction that gives coherence to diverse activities. It also serves to clarify to others outside of staff how your school operates regarding discipline, and protects and helps sustain your work. Time spent examining what staff truly believes about student discipline and creating a shared philosophy is a wise investment in lasting change.

MISSION STATEMENTS

In cooperation with parents and community, we provide the highest quality education for all our students, focusing on: high academic and social, emotional, and behavioral standards; appreciation of diversity; citizenship; character development; and preparation for future employment and life-long success.

At Pinehurst High School, staff: 1) place highest value on academic, social, and personal success; 2) strive for proactive and safe learning and teaching environments; 3) foster partnerships with students, families, and communities; and 4) emphasize what works.

Our mission is to teach all our children to communicate effectively, to solve problems, to understand and cooperate with others, to appreciate and care for the world in which they live, and to be lifelong learners.

MISSION

Every organization—school or district—has a Mission Statement. They define the purpose of the district or school. They are practicable, a blueprint for current practice or what we do. Missions answer the questions, “Why do we exist? What do we do?” Historically, schools have served a socialization purpose. Parents, as they sent their children off to school, expected that they would learn essential social skills, how to get along with others, how to work cooperatively, how to be a leader. We are the one institution with a mandate to serve all children. With that mandate came an expectation to help students become, not only academically skilled, but also socially acceptable.

Until more recently, that role was seldom articulated or addressed directly. We assumed that social competence would be a by-product of academic learning. We now know that we must be more systematic about this important school function.

Does your district or school mission address the development of student social competence? If not, it should. It will give legitimacy to your work and direct your actions. It communicates value for social competence in school and for students’ life-long success.

We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioral standards for students and to model the social skills along with the professionalism, problem solving and enthusiasm necessary to motivate our youth to be the best they can be. We put our students first, and demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do.

GOALS

How do we know success? Goals serve as the basis for performance assessment discussions. By clarifying expectations and priorities, the goal setting process involves stakeholders to arrive at a mutual agreement.

Why set goals?

- Goals provide a clear idea of what we are trying to achieve.
- We are able to plan what we need to do to achieve these goals through people, time, resources, etc.
- Goals allow us to measure our progress.

Team Meeting Schedule

Team meeting frequency will vary somewhat as you begin your work and are in the preparation phase and then move to implementing and finally sustaining your practices. During initial development or preparation, it is important for the PBIS Leadership Team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as personally needed to achieve your goals and planning needs. It is recommended that your meetings be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally “retreat” to allow longer, uninterrupted planning time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

Example: Possible Meeting Times

- Half-day–Mornings (Best availability of all)
- 7:30–8:00–Before School
- 7:30–9:15 (Requires only 3 substitutes)

Note: A meeting schedule will be developed quarterly, based upon need.

Meeting Norms

Working agreements or ground rules assist staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston & Wellman, 2009). Working agreements provide a guide for professional staff behavior. They express the behaviors that are valued by the team and help to ensure that every staff member knows exactly what is expected. They not only increase productivity and staff comfort, they can also help you avoid conflict, and provide the standards that allow staff to evaluate their performance. Ground rules should be: 1) developed by the team, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All staff should be willing to confront behaviors that are in violation of their working agreements when they occur during meetings. Effective ground rules are behaviorally specific—they should be readily understood by all—and stated as the desired or positive behavior. They create a picture of how a professional behaves and contributes to the team discipline planning process and the group’s work culture. Some common working agreements are listed below and an additional sample follows.

Meeting Norms: Some Possibilities

- Start on time; end on time.
- Stay on topic.
- Be an active participant.
- Give your full attention; silence cell phones during meeting.
- If presenting, be prepared.
- Watch and be considerate of time.
- Attend to the speaker; use post-it notes for side conversations.
- Wait to speak; use active listening.
- Indicate support for ideas you like or agree with.
- Ask for clarification if you don't understand.
- Share concerns thoughtfully; pair criticism with a way to improve.
- Keep focus on our group goal and what is best for students.
- Be willing to doubt your own infallibility and compromise when necessary.

Norms

Write them as a team.

Post them.

Review them before starting your meeting.

Cue or remind those not using agreements.

Conclude meeting by reviewing what worked well, what didn't, and what needs to be improved.

Meeting Agenda

Creating an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It can also be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items.

An agenda can be more focused and helpful in guiding an efficient meeting when objectives or outcomes replace simple topics. Terms such as "review and edit," "discuss and decide," "draft a plan for," "determine next steps," etc. help to avoid unfocused, long-winded discussions of topics and guides all toward specific outcomes. With each agenda item spelled out in this manner, the purpose and desired accomplishments are clear, and when team members are off on tangents, the speaker has a clear purpose to bring them back to. Examples of a team agenda as well as a blank meeting agenda template follow.

PBIS Team Meeting Agenda Example

August 23

Members Present: Ms. Martin, Mr. Elliott, Mr. Pierce, Mrs. Hagen, Miss Irwin, Mr. Alan

Objective/Outcome	Time	Person Reporting
1. Review and edit draft mission, vision and philosophy of discipline	15 mins.	Ms. Martin
2. Solidify PBIS team roles and decision-making processes	10 mins.	Mr. Elliott
3. Create plan for professional development to examine and establish beliefs regarding discipline and gain staff commitment to our work	30 mins.	Mrs. Hagen
1. Review Data and Problem Solve	30 mins	Mr. Scott
To Do Before the Next Meeting: <ol style="list-style-type: none"> 1. Prepare draft document on the PBIS Leadership Team role and operation, etc. for staff manual (Ms. Martin) 2. Review and share staff work on beliefs (Miss Irwin) 3. Review draft Leadership Team document/prepare final (All) 		
Next Meeting: September 12 Possible Agenda Topics: <ol style="list-style-type: none"> 1. Review and edit document on PBIS Leadership team and determine how to disseminate to staff 2. Review outcomes of staff activities to clarify beliefs and to gain commitment; decide next steps 3. Review staff survey data and decide how to share with staff 		



PBIS Leadership Team Meeting Agenda

DATE: _____

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Next Meeting: Possible Agenda Topics:		

Team Leader Meeting Checklist

- Data distributed to all team members in advance
- Consider offering direction/ideas, help set the tone to get everyone started, with faculty feedback to help them prioritize
- Team members come to the meeting with ideas for Problem ID statements, hypotheses, open to feedback with the goal of a continual improvement process
- Meeting agenda is distributed in advance, and includes:
 - Items to applaud
 - Priority/Critical issues (determined by data, district)
 - Follow-up items from previous meetings, Action Plan
- Items have specific time limits that are followed
- Meeting starts & ends on time
- Team leader helps to move team through agenda with a solutions/problem-solving focus
- Meeting minutes are recorded
 - Including follow-up activities: action plan items, responsibilities, time frames/deadlines
 - Team stays on-topic (Team leader, Timekeeper)
- Every team member is encouraged to contribute to discussion
- New items are added to the action plan
- Action Plan is updated
 - Old items reviewed
 - Evaluation results are reflected in plan
- Team members share responsibility for specific action plan items
- Team members are clear about what will be done by whom before the next meeting
- Team Leader helps model a focus of continual improvement process and addresses conflict constructively
- Team rules by consensus
- Team understands how current plans fit with the school's larger objective

Communication

One of the most important systems the PBIS Leadership Team must consider is how to keep all staff, students, and families informed of the PBIS activities as they unfold. While much of the initiative work will be done in conjunction with staff through regular staff meetings and professional development (see Engaging Staff) thoughtful updating and sharing with staff helps build and maintain “buy-in” and sustain their commitment to the work. Similarly, systems to keep families, the community, and of course students informed are essential, too.

Creating a communication system must be intentional and strategic. There are three broad areas the PBIS Leadership Team will want to consider when developing a communication system: **1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stake-holders (staff, students, families & community).** Some ideas of communication strategies include:

- ▶ Communication “tree”
- ▶ Regular bulletins or newsletters
- ▶ Posters
- ▶ Parent letters
- ▶ Presentation at Open House
- ▶ Website
- ▶ Monthly staff meetings
- ▶ Bulletin board in the staff lounge (e.g., notices, general information, graphic data displays, etc.)
- ▶ Suggestion box and surveys
- ▶ Feedback/exit slips at conclusion or meetings or professional development
- ▶ Requests of staff for draft revisions
- ▶ Bulletin boards for students
- ▶ Morning announcement/update
- ▶ Fair of student artwork or essays on PBIS
- ▶ Overview presentations for community groups
- ▶ PBIS overview in substitute packet and application paperwork

Communication Questions for Team Meetings

What needs to be communicated?

How should it be communicated?

With Whom do we need to share this?

Who will be responsible for the communication?

In addition to the above creative communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: “*What* needs to be communicated? *How* should it be communicated (formally or informally)? *To whom* do we need to share this? and, *Who* will be responsible for the communication?” This routine thoughtful planning for communication should lead to well-informed stakeholders and greater unity. To ensure that you have a *systematic* way to communicate with staff, students, families, and your community, a full plan should be created.

Action Planning

Below are some next steps to consider as you build your leadership team. Some of the steps also involve active staff input. Be sure to build your action plan with that in mind.



1. PBIS Leadership Team
 - ▶ School Meetings/Committee Organization
 - ▶ Working Smarter Not Harder
 - ▶ Term of service and responsibilities
 - ▶ Team Roles



2. Determine Team Meeting Processes
 - ▶ Team meeting schedule
 - ▶ Norms and/or agreements
 - ▶ Meeting Agenda
 - ▶ Communication plan
 - ▶ Strategies for engaging all staff
 - ▶ Team mission and goals