



# District Implementation Team (DIT) Readiness

## Understanding a District Implementation Infrastructure

2021-2022

[mimtsstac.org](http://mimtsstac.org)



# Group Expectations

## Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

## Be Respectful

- Please allow others to listen
  - Please turn off cell phones
  - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

## Be Safe

- Take care of your own needs

# Group Expectations - Virtual

## Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session
- One team member will check a box to complete the activity questions on behalf of your team

# Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



# Purpose

This session provides an opportunity to deepen understanding of the components of a district implementation infrastructure, the role of the District Implementation Team, and to collect baseline District Capacity Assessment.

# Intended Outcomes

- Define Key Terminology and Concepts:
  - District Implementation Infrastructure to Support MTSS
  - District Implementation Team (DIT)
  - District Capacity Assessment (DCA)
- Collect baseline DCA data



# Agenda

- 1.0 District Infrastructure to Support MTSS
- 2.0 Role of the District Implementation Team (DIT)
- 3.0 District Capacity Assessment (DCA)
- 4.0 Next Steps

# Use of Module Learning

- Installation and use of the components of a district implementation infrastructure to support MTSS will be the focus the work of the District Implementation Team (DIT)

# Resources for Today

- DIT Installation Training Binder
  - District Capacity Assessment (DCA)
  - MDE MTSS Practice Profile
  - Installation Resources (e.g., checklists, terminology)
  - Implementation Stages Planning Tool
  - Session Materials (e.g., PPTs, resources)

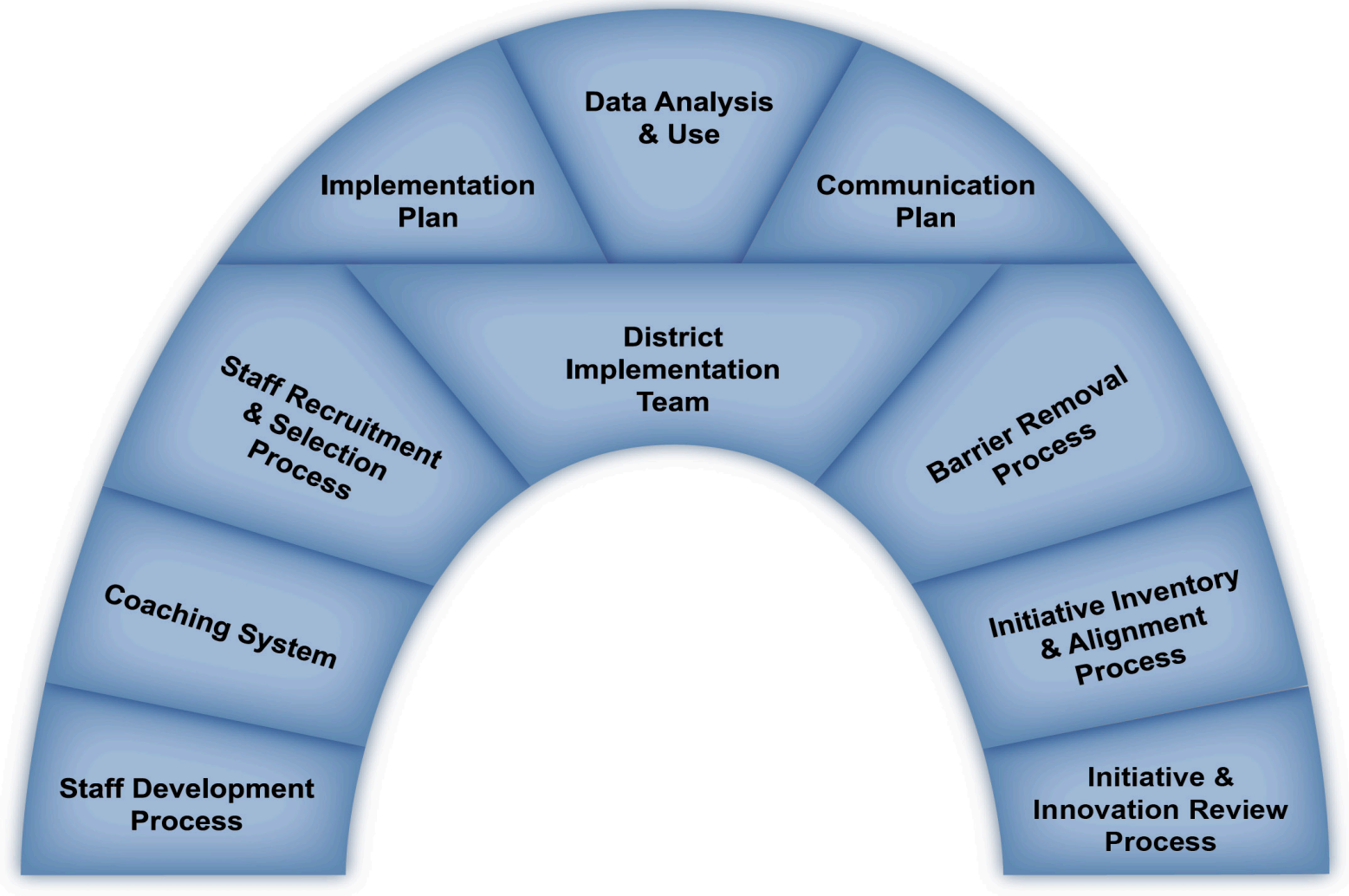
# 1.0 District Infrastructure to Support MTSS

# Impact on Student Outcomes

“Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes”

(Fixsen, Blasé, Metz & VanDyke, 2013)

# District Implementation Infrastructure

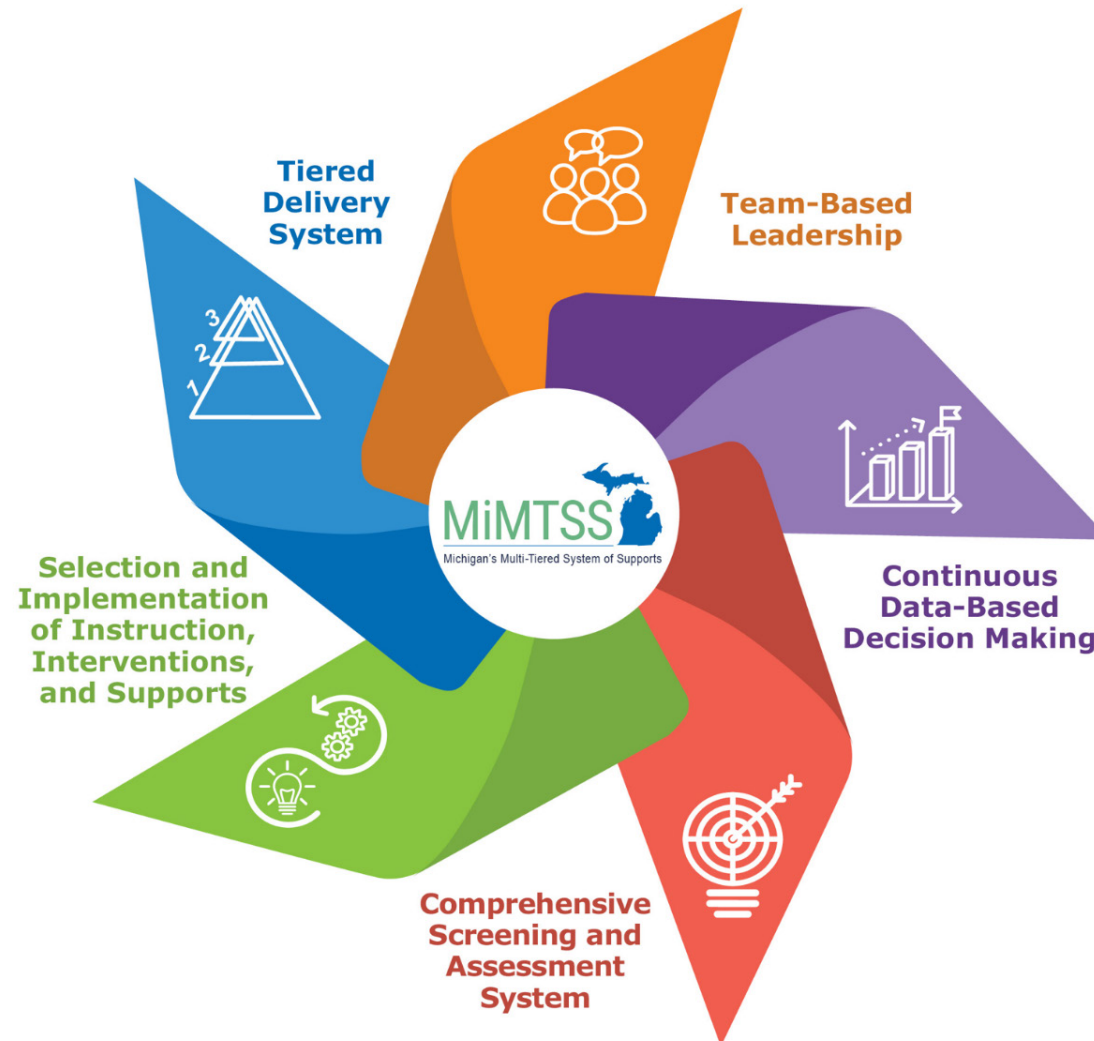


# Multi-tiered System of Supports (MTSS)

- A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.
- MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes.
- The five essential components of MTSS are inter-related and complementary.
- The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.”

(MDE MTSS Practice Profile, 2020)

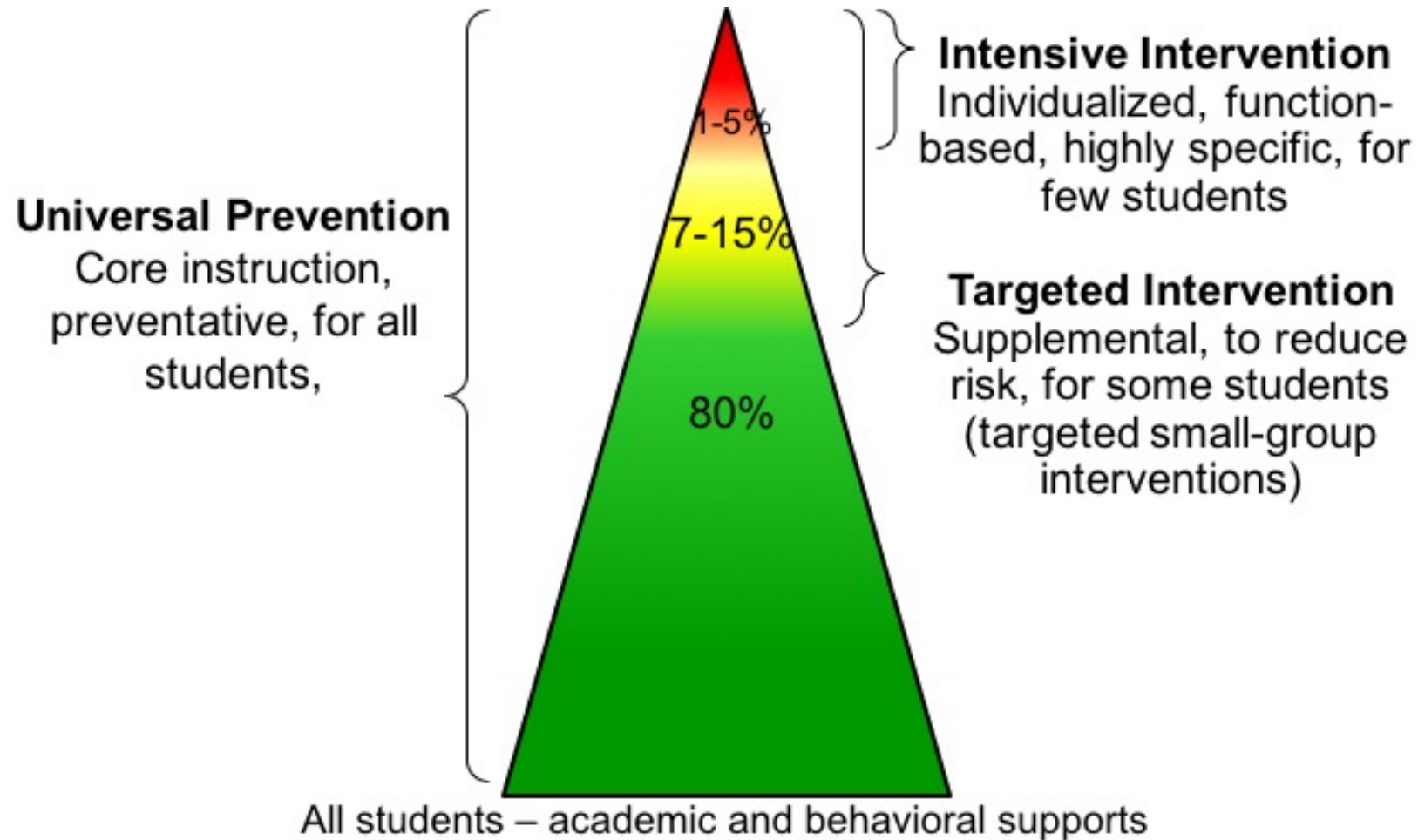
# MDE MTSS Practice Profile



(MDE, 2020)



# Tiered Delivery System



# School-Level MTSS

- Teaming structures to support implementation efforts (e.g., school, grade, department, individual)
- Explicit, systematic instruction
- Evidence-based practices (e.g., PBIS, Scientifically-based reading instruction)
- Use of reliable and valid assessments (e.g., screening, progress monitoring)
- Data-based decision making across the school, grade, individual student levels

# District Infrastructure to Support MTSS

- DIT Installation Professional Learning Series developed by the MiMTSS TA Center is designed to help districts achieve the highest level of use for each of the components of a district infrastructure
- Development of a district implementation infrastructure ensures effective and sustained implementation of an MTSS framework



# Activity 1.1

- Consider your responses to the following questions
  - How will the installation of a district implementation infrastructure benefit your district, schools, and students?
  - How does it fit with the priorities of your district?
- Take a few minutes to share your thoughts with the group

## 2.0 Role of a District Implementation Team

# Implementation Teams

**No  
Implementation Team**

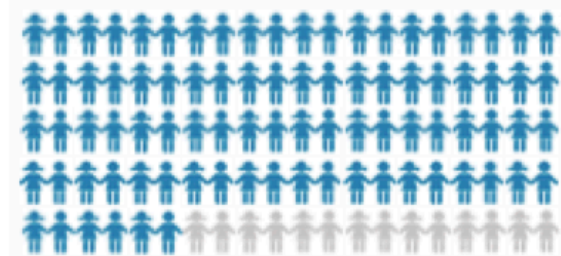


**From “Letting it Happen”**

14% of sites were at full implementation in 17 years

Only 10% of reforms were used with fidelity after 5 years of funding (Aladjern & Borman, 2006)

**Expert  
Implementation Team**



**To “Making it Happen”**

80% of sites were at full implementation in 3 years



# District Implementation Team (DIT)

- Oversees the development and use of a district implementation infrastructure to support schools in their use of effective innovations
  - Shapes district processes and procedures for selection and use of EIs
  - Engages in district data analysis to support implementation
  - Ensures communication amongst groups / teams across the district
  - Ensures meaningful participation from multiple and diverse stakeholders
- Includes a District Coordinator and Executive Leader

# Existing District Organizational Structures

- A school district is comprised of the following structures each with its own function:
  1. Board of Education
  2. Executive Leadership (includes Superintendent)
  3. Administrative Team
- Each of these structures is necessary to support the development of a district implementation infrastructure and implementation of MTSS.



# District Continuous Improvement Team

- Engages in the district continuous improvement process
- Team members have knowledge in and understand:
  - District vision, mission, and beliefs and how they impact continuous improvement
  - Continuous improvement mindset, process, and platform, including technical, financial, and legal requirements
  - Types of data and how data is used for decision-making
- Supports and represents key stakeholder voices and perspectives

(MICIP Process Guide, p.8, 2021)

# DIT Membership

- DIT members should be included on the District Continuous Improvement Team when MTSS is the focus of continuous improvement
- DITs may serve as the District Continuous Improvement Team as long as
  - Critical perspectives are represented on the team
  - Time is allocated to support implementation of MTSS AND continuous improvement



# Activity 2.1

- Your Coordinator will facilitate a team discussion to address the following for your district
  - Purpose and focus of your District Continuous Improvement Team (DCIT)
  - Purpose and focus of your District Implementation Team (DIT)
  - How might the defined roles of the DCIT and DIT impact team membership of each team? How will these two teams work together?
- Following today's session, develop a written document and / or visual that illustrates how district implementation supports and continuous improvement will be accomplished and by which team(s)

## 3.0 District Capacity Assessment

# District Capacity Assessment (DCA)

- Bi-annual self-assessment of a district's implementation infrastructure (Jan./Feb. and Aug./Sept.)
- Typically completed by a District Implementation Team
- Responses are framed around an “Effective Innovation”
- Responses to the DCA can be framed around the defined components of an MTSS framework (e.g., behavior, reading)
- Data is used for on-going action planning and improvement



# Activity 3.1

- Access your copy of the District Capacity Assessment (DCA)
- MiMTSS TA Center staff will administer the DCA for your team
- As a team, identify what effective innovation you will frame your DCA responses around
- Your data will be entered into the MiMTSS Data System, giving you access to a visual display of data
- Prior to your next DCA administration, you will need to identify an individual who will complete the DCA short course and facilitate the administration with the DIT

# 4.0 Next Steps



# Assignments

- Confirm DIT membership and communicate membership to trainer
- Develop a written document and / or visual that illustrates how teams will address the functions of district implementation supports and continuous improvement
- Plan for sharing the document / visual with stakeholders to better understand how both functions are addressed within the district
- Identify an individual who will complete to DCA short course and facilitate the next administration of the DCA with the DIT



# SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.