

## **District Implementation Team Recruitment and Selection**

The purpose of this document is (1) to outline preferred skills, roles, and responsibilities for individuals mutually agreeing to participate on a District Implementation Team (DIT); (2) assist district leaders in determining who to recruit and mutually select to participate on the DIT.

### **Team Description**

The District Implementation Team (DIT) oversees the development and use of a district implementation infrastructure to support schools in their use of effective innovations (EIs)

- Shapes district processes and procedures for the 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 perspectives from both internal and external stakeholder groups

The district implementation team is of functional size and membership includes:

- Executive Leader with decision-making authority
- District Coordinator to organize and facilitate the team
- General Team Members with diversity across professional roles and identity markers (i.e., race, gender) and representative perspectives from both internal and external stakeholder groups
  - Internal (e.g., general/special ed, instructional, non-instructional, administrative)
  - External (e.g., families, community members)

Diverse and representative team membership does not necessarily mean having a different individual for each perspective. In addition, it may not be practical to have all perspectives represented at every meeting. A “core” group of team members (e.g., 5-7 members) may be present at all meetings and others may be invited based on the agenda and topics being discussed.

### **Role Descriptions**

#### **General Team Member**

##### *Qualifications and Skills*

Individuals who demonstrate the following qualifications and skills are likely to be successful as members of a District Implementation Team:

- Ability to meet timelines and manage multiple projects, tasks, and activities
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Effective communication skills
- Fluent and effective use of technology
- Successful experience implementing MTSS
- Successful experience with data analysis and use

### *Responsibilities*

District Team Members are responsible for:

- Viewing an effective innovation from a K-12 lens even though individuals may work within a school or at a specific level (elementary or secondary)
- Regular attendance at District Implementation Team professional learning sessions and monthly meetings
- Providing perspective to help shape district processes / procedures that will be used across all schools to support high-quality use, scale-up, and sustainability of effective innovations (e.g., review process, communication plan, barrier removal process)
- Develop implementation plans based on data and needs generated during team meetings to guide the work of the team
- Regular analysis of district data to identify successes, precise problem statements, contributing factors, and a plan to address needs
- Collaborating with team members and other staff whose work supports the district's use of effective innovations
- Accurately and effectively communicating information to and from groups / teams (e.g., accomplishments, barriers, need to knows)

### *Estimated Time Allocation*

The time commitment for District Implementation Team members will be greater during installation. As the district moves beyond installation, the DIT will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 6-12 hours per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS DIT Professional Learning Sessions
- Monthly DIT Meetings
- Completion of assigned action items

## **District Coordinator**

### *Qualifications and Skills*

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a District Coordinator:

- Experience in successful use of MTSS at the district level
- Understanding effective and ineffective methods for supporting implementation
- Successful experience with data analysis and use
- Ability to demonstrate effective coaching practices (e.g., modeling, feedback)
- Ability to facilitate people through the change process and address adaptive challenges
- Ability to demonstrate facilitation skills in large and small group meetings
- Effective organizational and communication skills
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Ability to manage multiple projects
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Fluent and effective use of technology
- Respected by colleagues

### *Responsibilities*

District Coordinators are responsible for:

- Developing fluency in district structures, processes / procedures necessary to support schools in their use, scale-up, and sustainability of effective innovations
- Developing an initial draft of district processes and procedures
- Receiving on-going coaching from the MiMTSS Implementation Specialist to deepen knowledge, skills, and abilities necessary for the role
- Fully participating in District Implementation Team Coaching Support Sessions
- Organization and successful facilitation of District Implementation Team meetings
- Regular communication with the Executive Leader before and after DIT meetings
- Monitors and updates the District Implementation Plan
- Monitors and prompts the use of district processes and procedures
- Organization and successful facilitation of monthly coaches' meetings
- Monitors and prompts review of school level implementation and identifies district supports provided to schools
- Facilitate regular analysis of district data to identify successes, precise problem statements, contributing factors, and a plan to address needs
- Ensuring positive relationships with the Executive Leader(s), District Implementation Team members, and other staff whose work supports the district's use of effective innovations

### ***Estimated Time Allocation***

The time commitment for a District Coordinator is greater during installation. Minimum time allocation during installation is approximately 5-6 days per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS DIT and Coaching Professional Learning Sessions
- Attendance at MiMTSS SLT and Coaching Professional Learning Sessions
- Meetings with MiMTSS Implementation Specialist
- Meetings with Executive Leadership
- Facilitation of Monthly DIT Meetings
- Facilitation of Monthly Coaches Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

### **Executive Leader**

#### ***Qualifications and Skills***

The executive leader identified to participate on the District Implementation Team is an individual who can make significant decisions involving organizational priorities and allocation of resources to support organizational priorities (e.g., staffing, funding, budget).

#### ***Responsibilities***

Executive leaders on the DIT are responsible for:

- Regular attendance at DIT meetings
- Meeting with the Coordinator before and after DIT meetings to determine and / or review meeting agenda topics / items
- Removing barriers impeding the DITs efforts (e.g., using the Barrier Removal Process that has been developed for the district)
- Political support for implementation best practices and the need to ensure schools are organized to successfully use, scale-up, and sustain the effective innovations
- Ensuring visibility for the district's efforts to develop structures to support high-quality use of effective innovations
- Allocating resources needed to support professional learning and coaching for School Leadership Teams and school staff
- Allocating resources to support school administrators in the selection of School Leadership Teams (SLTs) to successfully use, scale-up, and sustain the effective innovations encompassed in an MTSS framework

### ***Estimated Time Allocation***

The minimum time allocation for Executive Leaders on the DIT is approximately 6-12 hours per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS DIT and Coaching Professional Learning Sessions
- Meetings with the District Coordinator
- Monthly DIT Meetings
- Completion of assigned action items

## Recruitment Guidelines

Internal staff are most frequently recruited to be members of the District Implementation Team, since this is often in addition to an existing role. When recruiting from existing staff, only individuals with the qualifications, skills and time to complete responsibilities should be considered.

Prior to recruiting from existing staff, complete a committee audit to better understand membership of existing teams and to distribute roles and responsibilities across multiple individuals whenever possible.

If external staff will be recruited, guidelines outlining specific steps which include the development of a formal job posting and a defined application process need to be developed. If additional steps are needed to recruit staff for this role, those should be included in the guidelines.

## Selection Guidelines

When selecting District Implementation Team members, it is recommended to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice. The number and type of questions may be different for general team members than for the District Coordinator.

When a formal selection process is used, a selection protocol including a standard set of questions should be developed and included within the selection guidelines. Selection questions which can be used for the District Coordinator, as well as General Team Members, are included in Appendix A of the District Coaching System.

A less preferred option for selecting team membership is to have a formal conversation with the potential members to discuss the role, answer any questions, and secure a mutual commit to fulfill the role.

## Post-Selection

Following selection, team members will need additional support to ensure they have the skills necessary to fulfill the role. MiMTSS TA Center will provide professional learning following an established scope and sequence.

If a formal selection process is used, team member responses from the selection protocol can be used to identify additional learning for the team. In addition, coaching will be provided to the DIT by the MiMTSS Implementation Specialist and the District Coordinator to support them in their role.

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