



# District Readiness Session

## Session 2: District Implementation Team Formation

Spring/Summer 2020

[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

# 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 supports district leadership in the recruitment and selection of a District Implementation Team to oversee the development of a district implementation infrastructure to support MTSS.

# Intended Outcomes

- Explain the role of the DIT and how it fits within the larger district structures
- Use a high-quality selection process to select the District Implementation Team and District Coordinator

# Agenda

1.0 Interactive Review

2.0 District Implementation Team Formation

3.0 Next Steps and Scheduling

# 1.0 Interactive Review

# High-Quality Process

- Ensures a clear understanding of the role for both the district and interested candidates
- Attracts individuals with the qualifications and skills necessary for the role
- Ensures a consistent process for selecting staff
- Includes a process for supporting individuals in their new role

# Recruitment and Selection Process

- Job or Team Description
- Recruitment and Selection Guidelines
- Professional Learning Plan



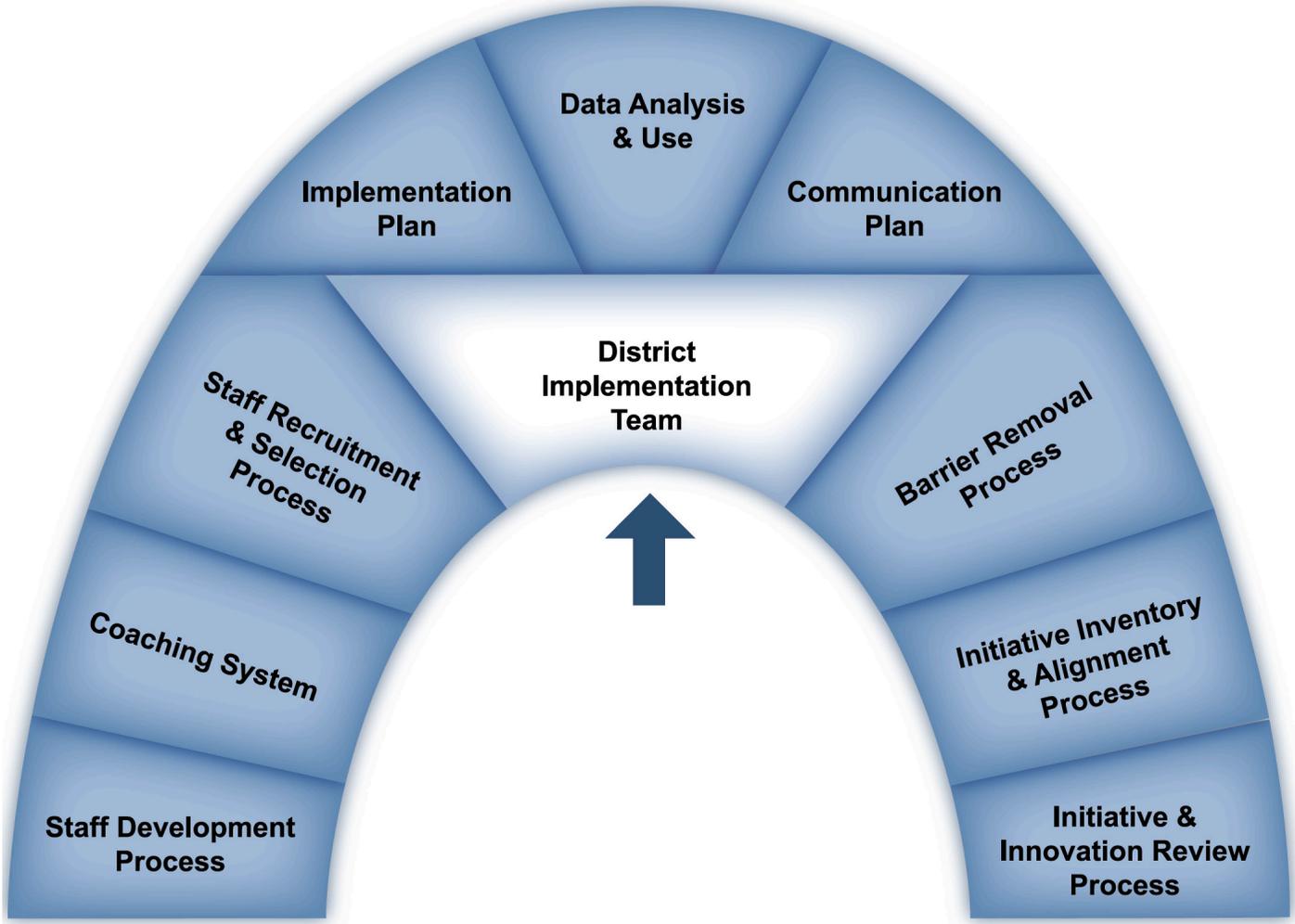
# Activity 1.1

- Reflect on your previous experiences with recruiting and selecting staff
  - How did it go?
  - What went well?
  - What could have gone better?
- Consider these reflections when developing the recruitment and selection process for the District Implementation Team and District Coordinator

# Selecting Roles to Support MTSS

- A high-quality recruitment and selection process should be considered any time staff are selected to fulfill a position
- MiMTSS TAC has developed job descriptions, recruitment and selection guidelines, and individualized professional learning plans for roles and teams specific to MTSS
- These resources can be used as a starting point and refined to meet the needs of your district

# District Implementation Infrastructure



# Selecting Roles to Support MTSS (cont.)

- Today:
  - District Coordinator
  - District Implementation Team
- Future:
  - School Leadership Team Coaches
  - School Leadership Teams
  - District Data Coordinators

## 2.0 District Implementation Team Formation

# 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.

# Committee Audit

- Completion of the District Structure and Committee Audit was an assignment to be completed following the first District Readiness Session
- Results can be used to
  - Identify opportunities to leverage existing team structures
  - Create efficiencies by consolidating the number of teams or committees
  - Clarify the purpose of each team or committee
  - Determine how new teams will fit within existing structures
  - Inform selection decisions when leveraging existing staff

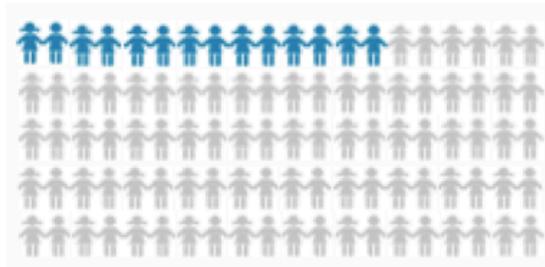


# Activity 2.1

- Your Implementation Specialists will facilitate a review of the District Organizational Structure and Committee Audit
  - What are the existing structures and teams in your district?
  - Who are the individuals that are a part of each?
  - How might these groups work together to support implementation of MTSS?
  - How will the District Implementation Team work with these existing structures?

# Implementation Team: Making it Happen

No  
Implementation Team

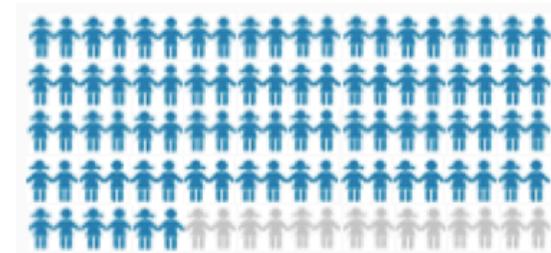


From “Letting it Happen”

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

(Fixsen, Blasé, Timbers, & Wolf, 2001; Green & Seifert, 2005)

# DIT Description

- 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
- Functional size
- Membership includes Executive Leader and District Coordinator

# DIT Member Qualifications and Skills

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

# DIT Member Responsibilities

- View innovations and initiatives with a district-wide lens (K-12)
- Regular attendance at DIT professional learning and meetings
- Assist in shaping district processes and procedures that will be used by schools
- Participate in regular analysis of district data
- Collaborate and communicate information to and from district groups and teams

# District Continuous Improvement Teams

- DITs may serve as the District Continuous Improvement Team
  - Team membership may need to be expanded to ensure specific perspectives are represented
  - It may not be practical to have all perspectives present at every meeting
- Overlap of membership between the District Continuous Improvement Team and DIT should occur when MTSS is the focus of continuous improvement

# Role of District Coordinator

- Facilitate DIT meetings
- Meet with Executive Leader before and after DIT meetings
- Draft district processes and procedures to present to the team for feedback
- Monitor and prompt the use of district processes and procedures (e.g., implementation plan, communication plan)
- Facilitate analysis of district data
- Facilitate monthly coaches' meetings and support school level coaches

# Role of Executive Leader

- Regular attendance at DIT meetings
- Meet with Coordinator before and after DIT meetings
- Ensure political support and visibility for the district's efforts to develop structures to support high-quality use of effective innovations
- Allocate resources needed to support high quality implementation
- Support removal of implementation barriers

# Recommendations

- Consider the benefits of a high-quality selection process and the continuum of options
- At minimum:
  - Use team and job descriptions to support recruitment of individuals with the skills and time necessary to fulfill the role
  - Develop written guidelines outlining the recruitment and selection
  - Develop process that results in a clear understanding of strengths and areas for improvement
  - Use selection process to inform professional learning plans, ensure success, and support retention

# Selection Timelines and Decisions

- Today:
  - Decide level of involvement from ISD on team and any next steps
  - Develop written guidelines for the recruitment and selection of DIT and Coordinator (if leverage existing staff, identify who would potential fulfill the roles)
  - Establish timelines for engaging in the selection process
- Final selection of DIT and Coordinator by end of July



## Activity 2.2

- Your Implementation Specialist will facilitate the review, revision, and approval of the District Implementation Team Recruitment and Selection document
- Once the process has been finalized, determine next steps and timelines for using the process to select the DIT and District Coordinator
- Final selection decisions need to be made by the beginning of August

## 3.0 Next Steps and Scheduling

# Coordinator Guidelines

- Your Implementation Specialist and Executive Leadership will need to meet finalize Coordinator guidelines prior to engaging in selection (by end of July)
  - District guidelines related to decision making authority
  - Time allocation to perform responsibilities
  - Communication Protocols
  - Supervision and accountability structures
- These decisions will be updated in the District Coaching System and shared with the Coordinator during the selection process

# Coordinator Individualized Learning Plan

- Individualized Learning plans will need to be developed for the District Coordinator
- Time will need to be allocated to share and / or develop an individualized professional learning plan based on the results of the selection process

# Scheduling Trainings

- The following trainings have been scheduled for the upcoming school year:
  - DIT Coaching Support Sessions
  - DIT Trainings
  - School Coaching Sessions and Trainings
- Once roles are confirmed, dates will need to be shared with Coordinator, Executive Leaders and DIT members

# Class-wide PBIS Training

- Full day, district-wide training that all classroom staff will need to attend
- The ideal option is leveraging a district-wide PD day in April or May of the upcoming school year.
- If that is not an option, an acceptable variation would be to plan for scheduling this day as part of the PD calendar for the following year.

# Scheduled Meetings and Check-Ins

- The following meetings and check-ins will need to be scheduled for the upcoming school year:
  - Monthly DIT meetings
  - Check-ins with Superintendent
  - Check-ins with Coordinator
  - Check-ins before and after DIT meetings between the Coordinator and Executive Leader (e.g., in-person, email, call)



# Assignment

- Work with your Implementation Specialist to ensure dates are scheduled and communicated to identified individuals:
  - Meeting with Executive Leader to finalize Coordinator guidelines and document in the district Coaching System
  - Timelines for engaging in selection process with Coordinator and DIT
  - Trainings (e.g., DIT CSS, DIT, School Trainings, School-wide PBIS)
  - Meetings and Check-ins (e.g., DIT Coordinator, Superintendent)

# 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.