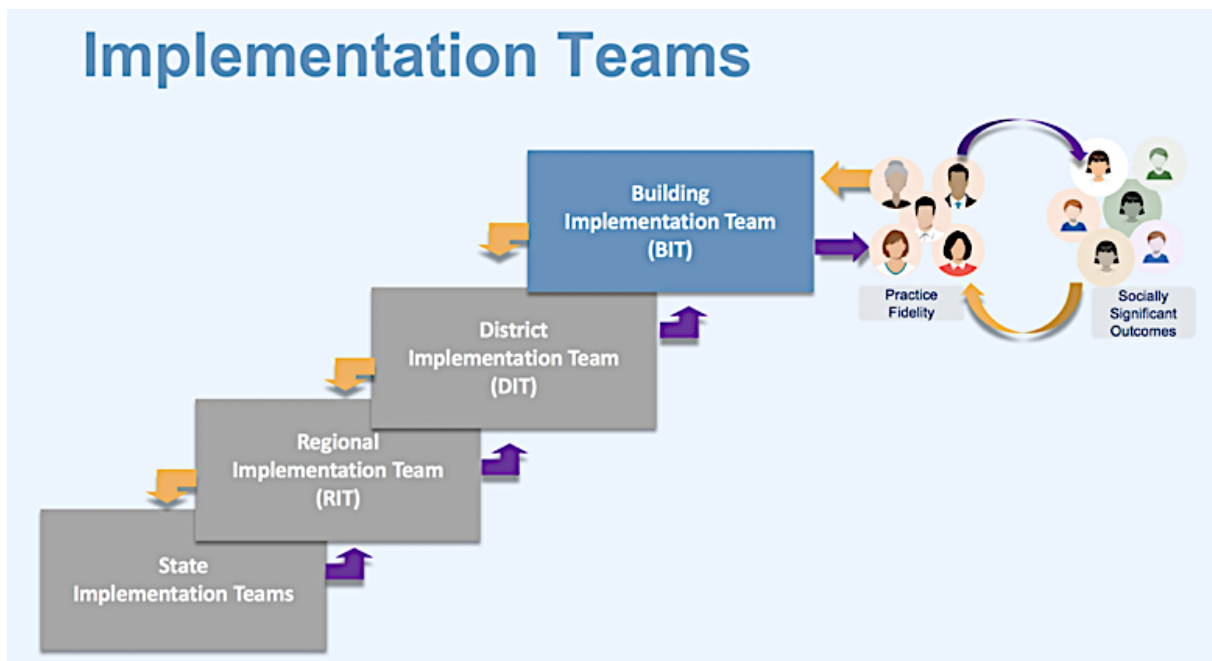


Building Implementation Team (BIT)



ROLE

A Building Implementation Team (BIT) is comprised of three to eight members. A BIT includes the principal and/or assistant principal, a District and Regional Implementation Team (DIT; RIT) member (if applicable), lead teacher(s), coach, staff in specialty areas (special education, Title I), and family, union, and community representatives as appropriate. Structurally, the BIT is the closest implementation team to where practices are used in classrooms and, as a result, has the most direct contact with educators using effective innovations. The District Implementation Team (DIT) is accountable for supporting the development and on-going leadership of the BIT.



FUNCTION

The BIT plays a critical role in supporting teachers' competency to use effective innovations with fidelity. Coupled with this goal, the work of the BIT includes ensuring that educators are supported and receive on-going, data informed, training and coaching based on fidelity assessment. To achieve this goal, the BIT is tasked with helping to manage competing demands, duplication of efforts, and initiative overload. The BIT supports and uses a consistent data system that includes capacity, implementation (training and coaching), and fidelity data to resolve problems, enact action plans, and monitor feasibility, usability, and impact using improvement cycles.

Linking student outcome data to implementation efforts and subsequent teacher fidelity is of utmost importance and is a critical function of the Building Implementation Team.

With support of the RIT and DIT, the BIT:

- Is accountable for assuring adequate implementation supports for high quality teacher instruction;
- Establishes and strengthens enabling contexts (e.g., policy, funding, resources) in schools by facilitating bi-directional communication with the district and their executive leadership, board, and other relevant entities (e.g., regional education agencies);
- Reviews current strengths, needs, and initiatives at the district/school level;
- Uses stage-based activities and data to inform allocation of support for developing and maintaining a high level of staff competency and organization functioning;
- Creates a culture and collective commitment to navigate changes and challenges that accompany new ways or work;
- Actively uses data for problem solving and action planning that is informed by ongoing monitoring efforts focused on continuous improvement; and
- Ensures meaningful family and critical perspectives communication and partnerships.

The Active Implementation Hub, AI Modules and AI Lessons are developed by the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute. Copyright 2015.

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