

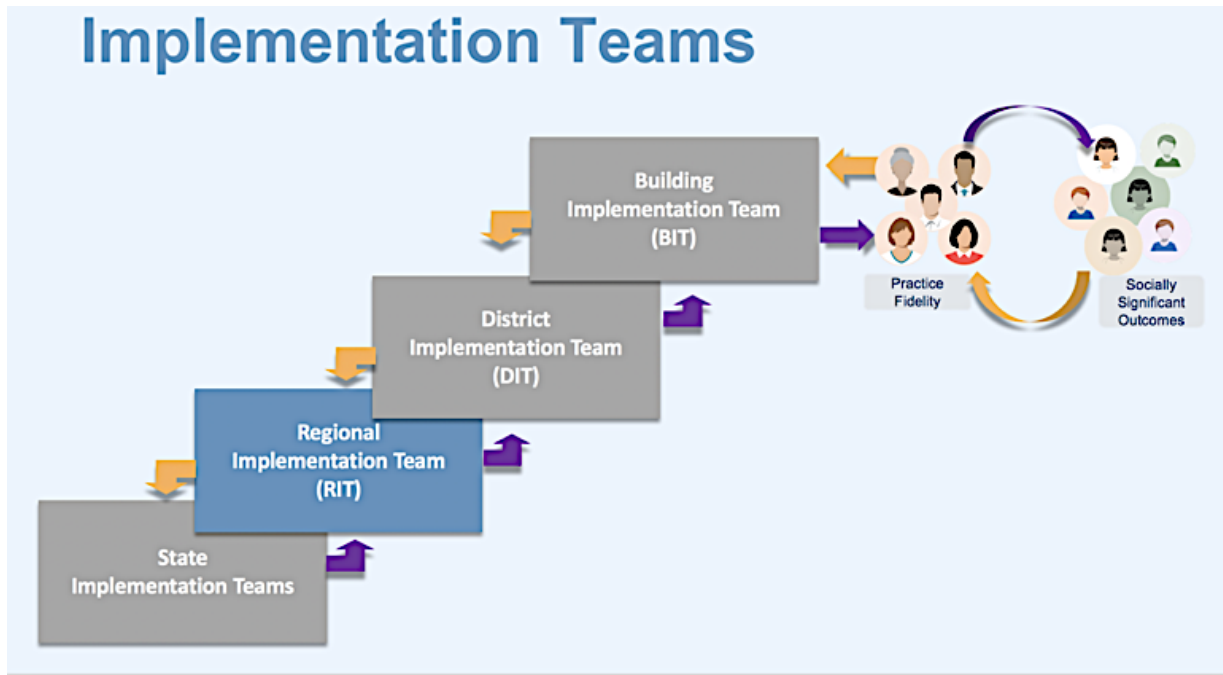
Handout: Implementation Teams

Regional Implementation Team (RIT)



ROLE

The Regional Implementation Team (RIT) is comprised of 5-10 members who develop linked district and building implementation teams. RIT members are selected from staff in the Regional Education Agency and may include other partners such as state agency technical assistance partners. Structurally, a RIT is an intermediate step between districts and the State Education Agency and is linked to the State Implementation team.



FUNCTION

The RIT is empowered with the knowledge, skills, and abilities to establish and strengthen district and building implementation teams as recipients of training and coaching from State Transformation Specialists and the State Implementation Team. Notably, RITs:

- Develop district/school expertise to refine or create internal protocols (e.g., communication, hiring process, staff supports, data use) using the Active Implementation Frameworks;
- Review current strengths, needs, and initiatives at the district/school level;
- Communicate learning, progress, and rationales for why implementation science is needed to support districts and their school staff, and the community;
- Guide district's selection of effective innovations and their application as usable innovations;

Regional Implementation Teams develop their knowledge and fluency with implementation best practices in order to build capacity to support District and Building's use of Evidence Based Practices.

- Uses a stage-based approach to guide districts as they develop infrastructure (training, coaching, data use) needed to support teachers' use of effective innovations with fidelity;
- Facilitate bi-directional flow of communication to establish and strengthen hospitable environments in schools and districts, supported by the regional and state implementation teams (e.g., policy, funding, resources);
- Support development of internal implementation supports (e.g. coaching) for regional agency staff to use new ways of work;
- Create and follow an implementation science informed improvement plan;
- Actively engage in ongoing monitoring of data using improvement cycles; and
- Study stage-based activities in the transformation zone districts to operationalize processes for scale-up in additional districts (e.g. common training for coaches).