Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
MLT establishes infrastructure, including policies, procedures, practices, and teaming structures to create real systems change.	1. The MLT is representative of diverse stakeholder groups (e.g., special education, general education, families, mental health, early childhood). The MLT includes a liaison to school teams (e.g., coach), and at least one member of executive leadership (e.g., superintendent, cabinet-level administration).	Team membership represents some relevant programs, populations, and community members. Executive leadership attends between 50% and 75% of meetings.	Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR executive leadership attends less than 50% of meetings.		
	2. The MLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The MLT meets at least quarterly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined.	The Team meets less than quarterly, OR uses an inconsistent meeting process.	The Team meets less than quarterly AND uses an inconsistent meeting process.		
	4. The MLT demonstrates a long term commitment (5-7 years) to MTSS implementation.	The MLT demonstrates some commitment to MTSS implementation.	The MLT has no commitment to MTSS implementation.		
	5. The MLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The MLT allocates time and resources for Building Leadership Teams (BLTs) to meet and engage in collaborative teamwork.	The Team allocates some, but insufficient time and resources for BLT meetings, or only provides limited ongoing support (e.g., coaching).	The Team does not allocate time or resources for BLT meetings.		
	7. The MLT develops and continuously monitors an MLT Action Plan to guide implementation.	The MLT develops an MLT Action Plan to guide implementation but does not continuously monitor.	The MLT has not developed an Action Plan.		

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	8. The MLT budget includes adequate funding for the work of the MLT and the Action Plan.	The MLT budget includes limited funding for the work of the MLT and the MLT Action Plan.	The Team has not dedicated funding towards the work of the MLT and the MLT Action Plan.	
	9. The MLT develops policy statements regarding MTSS, which are endorsed by District and/or BOCES level administrators and the local Board of Education (BOE).	An MTSS policy statement is developed but not endorsed or prioritized by administrators OR BOE.	An MTSS policy statement is not developed or prioritized.	
	10. The MLT Action Plan is presented publicly, and feedback is solicited from multiple audiences (e.g., BOE, executive leadership, schools' staff, families, and community members).	The Action Plan is presented in a public forum without opportunities to provide feedback.	The Action Plan is not shared, OR is shared with limited audiences.	
	11. The MLT develops and executes a Communication Plan regarding MTSS scale up that includes established feedback loops between BLTs and MLTs.	A Communication Plan is developed but not executed, OR effective feedback loops have not been established between BLTs and MLTs.	Communication planning is absent, OR a Communication Plan is implied but not formalized.	
	12. The MLT formally and consistently acknowledges schools/districts who demonstrate success.	An acknowledgement system exists, but it is informal or inconsistent.	Schools are not acknowledged regularly for success.	
	13. The MLT measures its implementation of MTSS at least twice a year using the MLT Self-Assessment (this document).	The Team measures implementation of MTSS at least annually.	The Team does not measure implementation of MTSS.	

Team-Driven Shared Leadership Percentage Score: (raw score of _____ / 26 = _____%

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Data-Based Problem Solving and Decision-Making - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT establishes a problem solving culture through the coordination of adult learning, policies, processes, practices, and data-based decision making.	14. The MLT integrates MTSS into the UIP Action Plan, which includes a clear sequence of steps, activities, timeline, personnel, resources, and implementation benchmarks.	MTSS is referenced in the UIP, but a clear sequence of steps is not articulated.	No link between MTSS and the UIP exists.		
	15. The MLT regularly monitors (at least quarterly) MTSS scale-up efforts as defined in the MLT Action Plan and the UIP.	MTSS scale-up is monitored less than quarterly.	MTSS scale-up efforts, as defined in formal plans, are not monitored.		
	16. The MLT uses a formal problem solving process (*problem identification, problem analysis, plan implementation,* and *plan evaluation*) to conduct continuous improvement cycles.	A formal problem solving process is established, but Team members do not use the process on a regular basis.	The Team does not use a consistent problem solving process.		
	17. The MLT establishes a system of universal, targeted, and intensive data collection in both academics and behavior.	The MLT identifies critical data sets in both academics and behavior, but not across all layers of support.	The MLT identifies data sets in either academic OR behavioral domains.		
	18. The MLT coordinates learning opportunities for every stakeholder to develop their understanding of the problem solving process that is applied across tiers and environments.	The Team coordinates learning opportunities for some relevant stakeholders, OR in only some application areas	The Team does not offer learning opportunities related to problem solving skills and knowledge.		
	19. The MLT ensures Building Leadership Teams (BLTs) consistently implement Short Cycle Action Planning through regular (at least quarterly) reviews and feedback.	The MLT supports BLT implementation of Short Cycle Action Plans but does not provide regular reviews and feedback.	The MLT does not offer support for BLT implementation of Short Cycle Action Plans.		
	20. The MLT has clearly-defined policies and procedures to identify students with disabilities using the RtI individualized problem solving process within an MTSS framework.	The Team has defined policies and procedures for the RtI individualized problem solving process, but they are not accessible to every stakeholder.	Policies and procedures for the use of the RtI individualized problem solving process have not been established.		
	21. The MLT has identified and adopted evidence-based universal screening and progress monitoring tools in all academic and behavioral domains.	The MLT has identified and adopted universal screening and progress monitoring tools in some domains.	Evidence-based universal screening and progress monitoring tools have not been identified or adopted.		

Data-Based Problem Solving and Decision-Making Percentage Score: (raw score of _____ / 16) = _____ %

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Family, School, and Community Partnering - The collaboration of families, schools and communities as active partners in improving learner, classroom, school, district, and state outcomes.

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT ensures the equitable engagement of every member of the learning community. Families and community partners are active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning.	22. Using multiple methods, the MLT reports information about MTSS implementation to District Board and Community Stakeholders at least quarterly. Student learning outcomes, fidelity of implementation, and partnering data are included in all reporting mechanisms.	The Team uses a single method to report to the District Board and Community Stakeholders at least two times a year, OR information is incomplete.	The Team does not provide reports to the District Board or Community Stakeholders about MTSS implementation.		
	23. The MLT consistently organizes and distributes data that is accessible to every family. The Team provides (a) usable and easy-to-read reports on academic and behavioral data, and (b) guidance to understand data displays.	The Team distributes data displays inconsistently, OR data displays are not accessible to every family, OR data is only academic or behavioral.	The Team does not distribute data to families, OR data shared is not meaningful (e.g., lacks relevance, lacks clarity).		
	24. The MLT collaborates with every stakeholder group to ensure clear policies, documents, and procedures have been adopted to support Family, School, and Community Partnering (FSCP).	The Team has limited participation in the development and adoption of FSCP policies, documents, and procedures.	The Team is not involved in the creation or adoption of FSCP policies, documents, and procedures.		
	25. MLT guidance prioritizes shared responsibility in data-based problem solving and decision making at all levels. Family voice and stakeholder leadership are embedded throughout the system.	MLT guidance insufficiently addresses shared responsibility OR promotes family voice only within individual student problem solving processes.	MLT guidance does not address shared responsibility within problem solving and decision making.		
	26. The MLT facilitates opportunities for families and educational staff to mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	The Team facilitates opportunities for families and educational staff to collaborate with community partners, OR connections between school-based stakeholders and community resources are not clearly-aligned to strategic outcomes.	The Team does not facilitate opportunities for collaboration between families, educational staff, and community partners.		

Family, School, and Community Partnering Percentage Score: (raw score of _____ / 10) = _____%

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Layered Continuum of Supports - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT establishes hierarchical tiers of instruction and support, resulting in a collective capacity to match supports to need.	27. The MLT builds understanding and skills around tiered logic with every stakeholder.	The MLT builds understanding and skills around tiered logic with some but not all stakeholders.	The MLT has not established strategies for building understanding and skills around tiered logic.		
	28. The MLT uses a data based problem solving and decision making process when providing supports at the system and personnel level.	The MLT uses an informal decision making process to change supports at the system and personnel level, OR uses a formal process for only some decisions at the system and personnel level.	The MLT does not use a decision making process when providing supports at the system or personnel level.		
	29. The MLT provides guidance for school implementation of practices across a layered continuum. A prevention focus is prioritized.	The MLT provides limited guidance for school implementation of a layered continuum of supports, OR a prevention focus is not explicit.	No guidance is provided for school implementation of practices across a layered continuum.		
	30. The MLT coordinates training, education, and technical assistance on high quality, prevention-based, layered supports that will improve academic and behavioral outcomes for every student.	The MLT coordinates training OR technical assistance (but not both) on layered supports. Training, education, and technical assistance are only provided on academic OR behavioral domains.	The MLT does not coordinate learning opportunities related to layered supports for student success.		
	31. The MLT analyzes the knowledge and skills of stakeholders when selecting content for adult learning experiences. MTSS champions (i.e., early adopters and knowledgeable advocates) are identified for initial implementation.	The Team analyzes the knowledge and skills of some stakeholder groups when coordinating adult learning experiences, OR MTSS champions are not identified.	Data on stakeholder knowledge and skills are not analyzed when selecting content for adult learning experiences.		

Layered Continuum of Supports Percentage Score: (raw score of _____ / 10 = _____%

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Evidence-Based Practices – Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT engages in intentional selection and adoption of evidence-based practices with measurement of the effectiveness of capacity-building efforts.	32. The MLT embeds high quality short- and long-term adult learning plans within the MLT Action Plan and the UIP.	The MLT adult learning plans are missing elements, OR is not integrated within the MLT Action Plan and UIP.	The MLT does not strategically plan for adult learning.		
	33. The MLT consistently evaluates effectiveness of adult learning offerings according to defined principles: Organization support and change, use of new knowledge and skills, and student learning outcomes.	The Team inconsistently evaluates effectiveness of adult learning offerings, OR evaluation of adult learning is incomplete (e.g., evaluation only considers participant reactions to training).	The Team does not evaluate the effectiveness of adult learning offerings.		
	34. The MLT provides guidance for the selection of academic *and* behavioral evidence-based practices for instruction, intervention, and assessment.	The Team provides guidance for the selection of some academic *or* behavioral evidence-based practices, instruction, intervention, or assessment	The Team does not provide guidance for the selection of evidence-based practices, instruction, intervention, or assessment		
	35. The MLT coordinates training, education, and technical assistance in evidence-based practices for instruction, intervention, and assessment to improve outcomes.	The Team coordinates adult learning in instruction, *or* intervention, *or* assessment practices.	The Team does not coordinate adult learning regarding evidence-based practices for instruction, intervention, or assessment.		

Evidence-Based Practices Percentage Score: (raw score of _____ / 8) = _____%

Overall Score (the percentage for each Component____+____+_____+____+____/ 5) = _____%

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