

MTSS Leadership Indicators

Commitment to effective MTSS implementation	Q1	Q2	Q3	Q4
A clear rationale and vision for implementation has been established and communicated to all stakeholders				
Resources (e.g., funds, programs, MTSS professional development) are adequately allocated to support MTSS implementation				
The actions and decisions of the implementation team reflect the vision, MTSS core beliefs and maintain high expectations for all students and staff				
Management/Decision Making	Q1	Q2	Q3	Q4
There are district and/or building teams that includes members who have authority to make decisions for curriculum, instruction, assessment, professional development, and special education, can allocate resources (time, funds, personnel, etc.) and represents general and special education. Building teams include representation from district leadership				
Teams use an effective meeting process (meet regularly, have clear purpose for meeting, use agenda, document and communicate decisions from meetings)				
Teams use a formal process for using data and research to selecting programs/practices and/or plan or refine the MTSS procedures/implementation plan				
Monitoring/Problem Solving	Q1	Q2	Q3	Q4
A written plan and timeline for implementation is developed and shared district-wide and updated regularly				
Team actively monitors the implementation of the plan – establishes indicators of deep implementation, reviews indicator data regularly, identifies issues and problem solves				
Team reviews student data (all students and subgroups of students) evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective)				
Communication	Q1	Q2	Q3	Q4
Team develops and utilizes a plan for on-going communication to keep stakeholders informed and systematically gather feedback				
A clear process is developed and utilized for staff to communicate issues/problems or implementation barriers to leadership to be addressed/problem-solved				
A plan includes how a description of essential components of MTSS is shared with parents, how parents will be updated on the progress of their child who is receiving interventions, and how parents participate in decision making regarding the progress of students receiving intensive intervention is developed and implemented				
Team regularly shares student and implementation data highlighting successes and continued areas for planning and improvement				