CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

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.

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The Building Leadership Team (BLT) is a cadre of committed people with decision-making authority that aligns data, systems, and practices.	1. The BLT is developed with representation from all stakeholders (e.g., special education, general education, preschool, families, students, mental health, community, etc.). Also, it includes a liaison with the district or BOCES MTSS Leadership Team (e.g., coach) and someone who can make decisions about funding (e.g., principal or director).	The Team membership represents some relevant programs, populations, and community members. Decision-making personnel attend(s) between 50% and 75% of meetings.	The Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR decision-making personnel attend(s) less than 50% of meetings.		
	2. The BLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst, active participant etc.), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Team roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Team roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The BLT meets at least monthly and uses a consistent meeting process (e.g., agendas).	The Team meets less than monthly OR with an inconsistent process.	The Team meets infrequently with an inconsistent process.		
	4. The BLT creates a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., school staff, district, families, and community).	The Team communicates to some stakeholders, but does not have a strategic plan for doing so.	The Team does not communicate with stakeholders.		
	5. The BLT 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 BLT coordinates the teaming structures within the school, analyzing for redundancy and distributing leadership among stakeholders (through strategic teaming).	The Team has analyzed existing teams AND equitable distribution of stakeholder contribution on various teams is unclear.	The Team has not analyzed existing teams to develop and/or diminish requisite collaborative experiences.		
	7. The BLT develops and continuously monitors a BLT Action Plan (that includes common language, common goals, and resource/funding allocation).	The Team develops a BLT Action Plan to guide implementation but does not continuously monitor implementation progress.	The Team has not developed an Action Plan to guide implementation.		
	8. The BLT measures its implementation of MTSS at least twice a year using the CO-MTSS BLT 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 _____ / 16) = _____%

(2/22/17)

Required (To Obtain Benefit) FORM # CGA-136 EDAC APPROVED Approved 5/5/2017 for 2017-2018

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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.

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a problem solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning activities; and a process to monitor and evaluate implementation and outcomes.	9. The BLT collects and regularly uses universal screening data to evaluate the quality, equity, and efficiency of Universal Supports. These data are used for goal setting across academic and behavioral domains.	The Team collects universal screening data for academics and behavior, but the data are not used regularly to evaluate Universal Supports, OR data are not used for specific goal setting.	The Team does not collect universal screening data for use in evaluation of Universal Supports for academics and behavior.		
	10. The BLT administers high quality, student-level progress monitoring tools to analyze student performance in academic and behavioral domains.	The Team administers high quality, student-level progress monitoring tools infrequently, OR tools are used to analyze student performance in relation to academic OR behavioral domains.	The Team does not administer student-level progress monitoring tools, OR the tools are not used to analyze student performance.		
	11. The BLT consistently uses a formal problem solving process that includes: *problem identification, problem analysis, plan implementation,* and *plan evaluation*. Fidelity and outcome data are used to determine decisions about supports and interventions.	The Team has established a formal problem solving process for decision-making AND the Team is developing proficiency in the consistent use of data for decision-making, OR the decisions about supports and interventions are made only using outcome *or* fidelity data.	The Team uses an informal problem solving process, OR the steps in the problem solving process are skipped, OR a process is not used for decisions about supports and interventions.		
	12. The BLT coordinates the training, coaching, and evaluation of problem solving for stakeholders (e.g., staff and families) throughout the school community.	The Team coordinates training and coaching of problem solving but evaluation is inconsistent OR training, coaching, and evaluating problem solving is restricted to select stakeholders.	The Team does not coordinate training, coaching, or evaluation of problem solving for the school's stakeholders.		
	13. The BLT develops and reviews short-term action plans (e.g., short cycle action planning) to determine progress and next steps for MTSS implementation.	The Team's short-term action plans are incomplete, missing elements such as the sequence of steps, activities, timeline, personnel, resources, and implementation benchmarks.	The Team has no short-term action planning formalized for decision-making about implementation.		

Data-Based Problem Solving and Decision-Making Percentage Score: (raw score of _____ / 10) = _____%

　　　(2/22/17)　　　Required (To Obtain Benefit) FORM # CGA-136 EDAC APPROVED　　　CDE COLORADO Department of Education

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

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT prioritizes systems for families to be active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning. The school community respects and includes every family.	14. The BLT supports collaborative communication practices so that families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal. Authentic inquiries are made of families, and staff members are responsive. Multiple methods ensure access and equity.	The Team supports the regular sharing of information on student learning topics from staff members, and families are encouraged to communicate with staff. Strategic communication plans (including varied method options) are not established by the Team.	The Team does not support expanded communication from the school beyond one-directional notifications from school-to-home. Information is infrequent and content is rarely related to student learning.		
	15. The BLT creates and sustains mechanisms (e.g., distribution of data reports and guidance on data displays) for families and staff to be partners in decisions that affect children and families. Together, stakeholders inform, influence, and create policies, practices, and programs.	The Team initiates some policies, documents, and procedures as a result of partnering. Inconsistent protocols that embed partnering are used in problem solving and decision-making processes.	The Team has not begun formal guidance and clarification for family voice to be present in individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.		
	16. The BLT provides resources and guidance for families to be empowered advocates for their own and other children (e.g., know how school systems operate, how and to whom to raise questions, and what their rights and responsibilities are).	The Team provides some guidance for family engagement in advocacy activities for their own children. Families have awareness of their rights and responsibilities.	The Team does not provide families guidance to advocate. Families are not aware of their rights and responsibilities.		
	17. The BLT facilitates the mutual collaboration and commitment of families and educational staff with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff, and to expand learning opportunities, community service, and civic participation.	The Team facilitates some connections to community resources to create or reinforce the school's visibility in the community, OR mutual commitment to support student learning is minimally-evident between stakeholders.	The Team does not facilitate collaboration between families and community partners. There is no evidence of mutual commitment between stakeholders to support student learning.		
	18. The BLT develops the capacity of every stakeholder by strategically and effectively training, coaching, and evaluating stakeholders' competency in relation to the what, why, and how of family, school, and community partnering.	The BLT develops the capacity of only *some* stakeholders by informally training them on the what, why, and how of family, school, and community partnering.	The BLT does not develop the capacity of stakeholders through training, OR evaluation of stakeholder competency is not conducted.		

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

(2/22/17)

Required (To Obtain Benefit) FORM # CGA-136 EDAC APPROVED Approved 3/3/2017 for 2017-2018

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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).

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a system of prevention-focused, hierarchical tiers of support matched to student need.	19. The BLT coordinates and evaluates training and coaching for every stakeholder group to build and evaluate knowledge, skills, and disposition related to tiered logic.	The Team coordinates training related to tiered logic for some stakeholder groups, OR evaluation of the training and coaching is not conducted	The Team has not established strategies for building understanding and skills around tiered logic.		
	20. The BLT manages and monitors the provision of high-quality, prevention-based, Universal (Tier 1) supports that are accessible to every student and meet the needs of most students.	The Team manages and monitors high-quality, prevention-based Universal supports in only certain academic or behavioral domains.	The Team does not manage nor monitor prevention-based. Universal supports in academic or behavior.		
	21. The BLT directs the implementation of intentional, effective, and efficient Targeted (Tier 2) supports that are available in both academic and behavioral domains. Strategies are immediately accessible to students in need and are provided in addition to Tier I. Progress monitoring is used to inform decision-making.	The Team directs the implementation of effective Targeted supports that are only available in academic or behavioral domains, OR are used as a replacement of Universal supports, OR are inconsistently monitored.	The Team does not consistently direct the implementation of Targeted student-level supports or the supports are not monitored.		
	22. The BLT intentionally ensures the delivery of Intensive (Tier 3) student-level supports and interventions in both academic and behavioral domains that are immediately accessible as a supplemental added layer beyond Universal and Targeted supports. Progress monitoring is used to inform decision-making.	The Team ensures effective Intensive student-level supports are available and monitored in the academic or behavioral domain, OR Intensive supports replace Universal or Targeted supports, OR they are inconsistently monitored.	The Team does not consistently ensure that Intensive student-level supports and interventions are in place or monitored for effectiveness.		
	23. The BLT defines layers of support (tiers) that are fluid and flexible throughout the Continuum, with clear decision rules for exit and entry criteria established.	The Team defines layers of support that are not fluid and flexible. Exit and entry criteria are established but not implemented consistently.	The Team has not defined layers of support. Exit and entry criteria are not established.		

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

Required (To Obtain Benefit) FORM # CGA-136 EDAC APPROVED Approved 3/5/2017 for 2017-2018

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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.
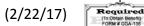
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT engages in intentional problem solving processes for selection and adoption of evidence-based practices.	24. The BLT prioritizes and organizes the intentional, prevention-based selection of practices across the Layered Continuum. All variables of contextual fit are considered (e.g., need, fit, resources, evidence, readiness, capacity).	The Team's guidance on the selection of practices is inconsistent, OR practices are matched to student need in isolated situations, OR not all variables of contextual fit are considered.	The Team does not provide direction related to selection of practices, or practices are not matched to need across the Continuum, OR are misaligned to contextual fit.		
	25. The BLT adopts academic and behavioral practices that have a robust research base to support their quality and effectiveness.	The Team adopts some academic and behavioral practices that have supporting evidence, OR research is used as a basis for only academic *or* behavioral practices.	The Team does not consider evidence regarding quality or effectiveness when adopting practices.		
	26. The BLT trains and coaches every stakeholder on the adoption and implementation of each evidence-based practice (for instruction, intervention, and assessment), including its core features, how delivery occurs, supporting research, and fidelity and impact measures.	The Team trains but does not ensure the follow-up or coaching of adopted evidence-based practices, OR only some stakeholders are trained and coached.	The Team does not train or coach stakeholders on the adoption and implementation of evidence-based practices.		
	27. The BLT uses measurable results of instruction, intervention, and assessment practices to demonstrate direct relationships to improved student outcomes in the identified area(s) of need.	The Team uses some measurable results of instruction, intervention, or assessment practices to demonstrate relationships to improved student outcomes.	The Team does not use measurable results to demonstrate relationships to improved student outcomes.		
	28. The BLT guides the effective implementation of fidelity and outcome assessment practices (e.g., consistent protocol for delivery).	The Team guides the implementation of fidelity *or* outcome assessment practices, OR the guidance provided by the Team is inconsistently applied by stakeholders.	The Team does not provide guidance related to the implementation of fidelity and outcome assessment practices.		

Evidence-Based Practices Percentage Score: (raw score of _____ / 10) = _____ %

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

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