

Leadership: Taking stock

**Step 1: For each question, consider your current status. Rate the level of implementation of each question in your classroom or school and write the number in the current status column:**

**1= Not implemented yet**

**2=At the beginning stage of implementation**

**3-Implemented, but needs to be improved**

**4=Well implemented, but needs minor improvement**

**5=Fully implemented and working well**

**Step 2: If needed, note changes needed to move forward.**

Instructional Leadership	Current status	Changes Needed
Are there identified district-level and building-level MTSS leadership teams that include individuals with expertise specific to ELs?		
Has your building principal established their role as an instructional leader, and do they actively promote MTSS implementation? Are additional instructional leaders identified at the building level?		
Does your building principal promote a vision of success for all students, and affirm cultural and linguistic diversity?		
Do your building principal and other instructional leaders actively promote the visibility of EL supports within the broader MTSS framework? Can school staff describe the types of programs available to ELs?		
Do instructional leaders evaluate outcomes of for ELs and provide resources (e.g., PD, coaching) for program improvement, when needed?		
Do instructional leaders evaluate fidelity of implementation for EL supports and provide resources (e.g., PD, coaching) for program improvement, when needed?		

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Are programs for ELs well integrated into MTSS practices and included as a central focus of discussion in data-based decision making, or are they run as separate 'tracks'?		
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Professional Development (PD)	Current status	Changes Needed
Does your district/building PD plan include the use of multiple methods (e.g., PLCs, coaching, observation and reflection, analysis of student work, evaluation) over time?		
Do building leaders orient new staff to the vision of success for all students and specific MTSS practices for ELs?		
Are differentiated PD opportunities for MTSS implementation offered to address the needs of all staff (new vs. veteran staff, instructional leaders, specialists, etc.)?		
Is the selection of content for PD based on consideration of data (e.g., needs assessment, student outcome data)? Does PD explicitly address needs and practices specific to ELs?		
Is PD provided to leaders (e.g., district administrators, principals, district and building leadership teams) to enhance and sustain leadership practices?		

Creating Sustainable Systems and Practices	Current status	Changes Needed
Does written MTSS documentation prominently address assessment, instruction, and data-based decision making practices for ELs?		

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Do leaders adequately allocate resources (e.g., instructional coaching, PD, program materials) to support MTSS implementation for ELs?		
Does your master schedule include protected time for instructional programs for ELs?		
Does your school have scheduled data-based decision making team meetings? Do leaders prompt these teams to regularly review data specific to ELs, and avoid separate meetings to discuss ELs, bilingual and ESL programs?		
Does your principal allocate sufficient staff to programs for ELs and protect those staff from temporary reassignment?		
Is ongoing PD a priority in your school culture? Is there a schedule of PD activities?		
Are documented MTSS policies and procedures for ELs routinely evaluated?		

**Step 2: Identify 2-3 items from the table above to prioritize. Describe your next steps to address these items below.**