MTSS Early Learning Program Instructional Leadership Team (ILT) Task Inventory

Regional, Local, District, or Classroom Team Name_____   DATE: _____

Team Members: _____

Directions: 1) Read each of the ILT tasks presented on the left. 2) Determine how frequently the team performs that function and mark an X in the box that corresponds to that frequency level. 3) Describe the evidence you used to make that decision; you can use the back of the page, or attach documentation. 4) Describe the next steps for the team to engage in that function, and the resources necessary to complete that next step. 5) Tally points after you have indicated your team's score on all the tasks to get a total score.

MTSS EARLY LEARNING PROGRAM INSTRUCTIONAL LEADERSHIP TEAM (ILT) TASK ITEMS	Regularly (3)	Occasionally (2)	Rarely (1)	Never completed (0)	Provide evidence of ILT's task completion and performance	Next step & necessary resources to accomplish next step:
1. STATE OUTCOMES: Determine essential student learning targets that should be achieved by the school year's end. Outcomes need to be observable and measurable, linked to state early learning standards, and linked to upper- (e.g., local school board) and lower- (e.g., classroom) system levels. SMART goals (Specific, Measurable, Attainable, Results-based, and Time-bound) are one goal format; visit go.solution-tree.com/PLCbooks for examples.						
2. CONVEY EXPECTATIONS: Clarify staff performance expectations, including decision-making practices; i.e., which decisions will be made by the school/program leader, the ILT, classroom teams and individual staff members, as well as how decisions will be made (e.g., voting or consensus arrangements). Communicate expectations explicitly, embed them into your organizational culture, and ensure that adhering to them will be honored and reinforced.						
3. ARRANGE PLANNING TIME: Create a year-long calendar that includes meeting time for staff aligned with your program's teaming processes, including the teams described above, disciplinary teams (e.g., all speech/language pathologists) and classroom teams (e.g., the Panda classroom team in vignette). Tasks may include curricular planning, planning for individual children, PLCs to learn new skills, etc. Hold people accountable for meeting, adhering to agenda to complete the purpose, and sharing meeting results with others in a timely fashion.						

4. CHOOSE ASSESSMENTS: Examine current tools and assessment processes to ensure right amount of data from reliable and valid sources is collected and used for decision-making. Design common assessment processes to gather data for decision-making at the program, class, and individual student levels. A program/school-wide timeframe for regular data collection and decision making across an entire school year also needs to be developed; an example timeframe is available in Table 2.4 of our book.						
5. DEPLOY CORE CURRICULUM: Reaffirm it or change it: ensure fidelity and dosage; align objectives / outcomes of multi-week, conceptually designed units. Examine core curriculum, as well as supplemental curricula, and student performance data to ensure match to students' needs. Reaffirm choices or engage in process to adopt curricula to better match your learners' needs. Ensure curricula are implemented with fidelity and proper dosage; develop and align Instructional Units that are standards based and linked to other systems level curricula (vertical and horizontal).						
6. IMPLEMENT INSTRUCTIONAL STRATEGIES: Ensure core instructional methods, and those provided in other tiers, are matched to learners' needs and curricular objectives. Conduct treatment integrity checks and check delivery of proper dosage. Ensure availability of a model with more-and less-intensive tiers and scaffolds; training for technology.						
7. CREATE ENVIRONMENTS: Ensure physical (e.g., space, equipment, and materials), social (e.g., interactions with peers, siblings, family members), and temporal (e.g., sequence and length of routines and activities) environments are intentionally designed to ensure success for all students, staff, and parents; inclusive/ blended practices are celebrated.						
8. ESTABLISH COMMUNICATION PROTOCOLS: Clarify how you will communicate: how often you will initiate communication, how long before you reply; use of email, public address system, classroom versus program newsletters, print or electronic formats, use of website; and what types of information will be communicated by various means. For meetings, decide how agendas will be set, when to conduct meetings in person or electronically and where to save minutes.						
9. EMPLOY STRENGTHS-BASED PROBLEM-SOLVING: Set the expectation that staff and parents will focus on each child's and family's personal, familial, community and cultural assets while engaging in strengths-based problem-solving at all systems' levels. Employ a collaborative, team-based and data-based, process (see book Chapter 4).						

	3	2	1	0		
10. CONDUCT PROFESSIONAL DEVELOPMENT: Ensure that all PD activities are planned and conducted with evidence-based staff development protocols, and provide high quality initial training and ongoing embedded training, such as coaching, for practitioners, indirect support staff, and leaders at all system levels.						
11. LAUNCH PROFESSIONAL LEARNING COMMUNITITES (PLCs): Structure and operate collaborative teams whose members to work interdependently to achieve common goals for which members are mutually accountable (Dufour et al., 2010, p. 11).						
12. CRAFT PARTNERSHIPS: Collaborate with university faculty, agency staff, and consultants from other fields (e.g. business, health services) who have skills and knowledge that can support visionary thinking and creative, innovative ways to reshape the MTSS initiative to meet the needs of young children and their families.						
Number of "X"s in each column						
Point totals for each column	3	2	1	0		
TOTAL points per column; total for entire checklist =						

NOTES, ATTACHED EVIDENCE, ATTACHED LIST OF NEXT STEPS AND RESOURCES: _____

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