

Leadership Team Planning Matrix									
MTSS Leadership Team Names									
									Administrator
									Data Specialist
									Facilitator
									Staff Liaison
									Instructional Leader
									Content Area Specialist
									Assessment Specialist
									State/Federal Program Specialist
									Building-Based Collaborative Team Member(s)
									Parent Liaison
									Thinker
									Doer
									Feeler
									Shaker

Leadership Team Planning Matrix

Roles for Members of Leadership Team

These roles are the same whether considering membership for a district or a building team.

Administrator - Having the support of administration is key. Without the direct and overt support of the principal, the MTSS process cannot function as it needs to.

Data Person – One who is knowledgeable and skilled at (1) creating data reports in meaning ways and (2) able to interpret and assist other team members in the interpretation of data.

Facilitator – One who is skilled at facilitation is a huge help to the team. There will be many discussions that will be difficult to leave and come to a decision around and other discussions that will have a lot of emotion tied to them. The team needs to have someone that can help keep the team on track and ensure that everyone's voice is heard.

Staff Liaison – It is not practical to have all staff on the team. One member should represent and frequently communicate with staff about the efforts.

Instructional Leader – The decisions made by the team need to be based upon current research and effective instructional practices. An instructional leader that keeps abreast of current research and effective instruction will be invaluable on the team.

Content Area Specialist – The team should have a person who is very knowledgeable in the content area being discussed to ensure the correct decisions about curriculum are being made.

Assessment Specialist– The team will be spending a lot of time evaluating, selecting and training staff on assessments. Therefore, one member understands assessments in order to help the team with these decisions.

State & Federal Programs – This includes special education, Title I, ESOL, migrant, etc. In creating a MTSS, all students will benefit. In a single system, these programs will be impacted and need to be part of the considerations about how supports are designed for students within the building.

Building-Based Collaborative Team Representative – This may include a member of the School Improvement Team, Title I School-wide Team, Student Improvement or General Education Intervention Team, building site council, etc.

Parent Liaison – The team should ensure that parents are actively involved in the discussions so they can understand what types of supports students will be receiving and how staff roles may change.

In the grid on the back side of this page, begin to list names & roles of people to include on your leadership team. It is important to carefully select them not only based on their representation but also on their skills and characteristics. Even though consideration is given to the various roles, the leadership team needs to be large enough to meet responsibilities while remaining small enough to operate efficiently.

Reflecting on Leadership Team Membership

1. Who has authority to make decisions about the curriculum and assessment used in the building?
 2. Who has authority to make decisions about use of staff?
 3. Who do people look to for ideas and support?
 4. Who works well in supporting, mentoring, and helping others learn?
 5. Who has strong knowledge of the content area(s) that will be addressed?
 6. Who has strong knowledge of assessment?
 7. Who knows what is happening in the building and has a good feel for the staff?
 8. Who can make sense of assessment data?
 9. Who are the Thinkers/Doers/Shakers/Feelers? Is the team representative of all temperaments? If not, who else needs to be included?
 10. Who is the voice of families?
 11. Who is the voice of the special education staff?
 12. Who is the voice of each grade/content area specialist?
 13. Who is the voice of culturally and linguistically diverse students?
 14. Who is the voice of students, particularly at the secondary level?
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