



MTSS SELF-ASSESSMENT

Adapted from the MTSS self-assessment in [In Support of Students](#) by Katie Novak and Kristan Rodriguez.

It is important to complete an inclusive practice self-assessment to understand the scope of the work ahead and define action steps and high-priority areas. Use the rating scale for each component and record narrative reflections throughout the process.

STEP 1

REVIEW THE SELF-ASSESSMENT PROCESS

This self-assessment is designed to help district teams evaluate the systems and structures already in place and identify those that are not yet developed, fostering an effective, inclusive, and equitable Multi-Tiered System of Supports (MTSS).

This tool is intended for a district-level perspective and should be used by a team that includes a diverse range of stakeholders. By using the tool collaboratively, your team can develop a shared understanding of district strengths and areas for growth.

STEP 2

REFLECT ON KEY DRIVERS

Work in small teams to complete the following self-assessment using the rating scale below. Note: This is a district-level self-assessment. If you rate a driver as “fully in place,” it should reflect implementation across all schools and grade levels.

0	Unknown: We aren't sure if this is in place.
1	Not in place: We do not have any part of this element in place yet in the district.
2	Partially in place: We are working toward having this element in place but are just at the beginning stages or only have it in place in some of our school sites.
3	Mostly in place: We have many parts of this element in place at the majority of our school sites.
4	Fully in place: All components of this element are in place in terms of planning and implementation at all school sites.

INSTRUCTIONAL VISION

This section may be small, but it is the heart of the work. It articulates your collective understanding of what instruction should look like in practice.

Readiness Element	Look-For Statements	Driver	Rating
Shared Vision	The learning community has a shared understanding of high-quality, effective instructional practices that promote deeper learning and student-led instruction.	Leadership	
Success for All	The instructional vision is grounded in high expectations and ambitious outcomes for all learners, including multilingual learners and students with disabilities.	Leadership	
Student Experience	The instructional vision centers the student experience and prioritizes engagement, belonging, and student agency.	Leadership	

NOTES

INSTRUCTIONAL ACCESS

This section focuses on how instructional practices embody your shared vision and whether all students can access high-quality Tier 1 instruction with appropriate support.

Readiness Element	Look-For Statements	Driver	Rating
Access to Tier 1 Instruction	All students receive grade-level instruction and have consistent access to effective instructional practices alongside their peers in general education settings.	Implementation	
MLL Support	Multilingual learners receive embedded, culturally responsive language development supports within Tier 1 instruction, including regular opportunities to use academic language.	Implementation	
SWD Support	Instructional practices for students with disabilities are research-based, implemented with integrity, and provide full access to Tier 1 content and learning experiences.	Implementation	
Enrichment for Students Exceeding Benchmarks	Students who consistently exceed grade-level benchmarks are provided with structured opportunities for enrichment, extension, or acceleration. Enrichment experiences are aligned with student strengths, interests, and the instructional vision.	Implementation	

NOTES

INSTRUCTIONAL DESIGN

This section examines your learning environment and the implementation of the instructional vision. It helps determine how far you are from your vision.

Readiness Element	Look-For Statements	Driver	Rating
Curricular materials	High-Quality Instructional Materials: Materials have empirical evidence of efficacy (high-quality instructional materials/HQIM), engaging content, and are inclusive in design	Implementation	
	Coherence: Materials used across all three tiers exhibit a coherent sequence of target skills and knowledge that advances deeper learning (i.e., vertically and horizontally aligned)	Implementation	
Pedagogy	Effective Instructional Practices: The learning community implements effective instructional practices (rooted in deeper learning, universally designed, culturally sustaining, linguistically supportive, and trauma-informed).	Competency	
	Implementation: The organization has identified measures and resources (e.g., observation tools or an instructional guide) to ensure organization-wide fidelity (i.e., the UDL Look-Fors).	Leadership	
Assessment	Data-Informed Practice: Standards-based and universally designed assessments monitor student progress and inform support.	Implementation	
	Data-Based Decisions: Student outcomes are regularly collected and analyzed throughout units of instruction to monitor progress, identify trends and gaps, and make timely, responsive instructional adjustments that improve outcomes for all learners.	Implementation	

NOTES

LEARNING ENVIRONMENT

This section examines your learning environment and the implementation of the instructional vision. It helps determine how far you are from your vision.

Readiness Element	Look-For Statements	Driver	Rating
Safety	The learning environment is physically and psychologically safe, supportive, and accessible. Restorative practices are embedded to foster trust, repair harm, and build a positive classroom and school culture.	Implementation	
Belonging	Students feel valued and included in an affirming environment that reflects their identities and strengths.	Implementation	
Feedback	Feedback cycles from students, families, community partners, and staff build a positive and inclusive school culture.	Implementation	

NOTES

TIERED SUPPORTS

This section focuses on building and implementing robust tiered systems aligned with MTSS principles. Partnerships with families and community organizations are foundational to identifying needs, delivering supports, and ensuring transparency

Readiness Element	Look-For Statements	Driver	Rating
Tiered system of support	Comprehensive Support Across Domains: A systemic approach is in place to provide academic, social/emotional, and behavioral supports at Tier 1, Tier 2, and Tier 3 levels.	Implementation	
	Defined Tiered Support Structures: Entry and exit criteria are clearly defined and consistently applied across all tiers. Supports are supplemental, not a replacement for core instruction and regularly reviewed for effectiveness.	Implementation	
	Engagement in Student Support: Families/Caregivers and students are actively engaged in student support processes/decisions and are regularly informed about progress. Families/caregivers receive the information they need to advocate for their children.	Leadership	
Data-Driven	Universal Screening All students are screened across academic, behavioral, and social-emotional domains at least three times per year. Screening tools are reliable, valid, and predictive of future outcomes.	Implementation	
	Data System: Schools use consistent processes to collect and analyze universal screening, diagnostic, and progress monitoring data. These systems inform timely, responsive decisions about student needs.	Implementation	
	Progress Monitoring: Progress is monitored frequently and shared in actionable formats with educators, students, and families to guide decisions about supports and next steps.	Implementation	
	Collaborative Problem-Solving: Teams use structured protocols to interpret data, identify student needs, monitor progress, and adjust interventions.	Implementation	
	Family & Student Engagement: Students and families are actively involved in support decisions and regularly informed about progress. Communication is clear, consistent, and culturally responsive.	Leadership	

TIERED SUPPORTS (CONTINUED)

Readiness Element	Look-For Statements	Driver	Rating
Access to resources	Tiered Staffing: Staff roles, responsibilities, and models are designed to ensure the effective implementation of MTSS. Staffing structures allow for direct support, collaboration, and progress monitoring.	Leadership	
	Tiered Scheduling: Time is strategically allocated in school schedules for intervention delivery, student support, team collaboration, and ongoing data review without disrupting core instruction.	Leadership	
	Community Partnerships: External partners provide wraparound services and connect students and families to additional resources, including health, wellness, and enrichment supports.	Leadership	

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SYSTEMS & STRUCTURES

Readiness Element	Look-For Statements	Driver	Rating
Staff Development and Competency	Professional Learning Plan: The organization has a sustainable professional learning plan that offers coherent, high-quality, universally designed professional development informed by and results in movement toward the instructional vision.	Competency	
	High-Quality Professional Learning: Educators engage in data-based and relevant ongoing, job-embedded professional learning opportunities, including frequent observations and feedback that advance the skillful use of high-quality curricular materials and associated educational technology. Professional learning results in effective instructional practices that advance deeper learning and include tiered coaching models.	Competency	
	Collaborative Planning: There is time in the schedule for educators with designated opportunities to collaborate, analyze data and student work, assess the effectiveness of instruction, plan, and engage in learning experiences that deepen their understanding and implementation of effective instructional practices and provide access to grade-appropriate content for all students.	Competency	
	Observation and Feedback: All schools and/or teams have routines and systems for frequent observation and feedback that focus on clearly defined and communicated expectations for effective instructional practices to advance deeper learning.	Competency	
	Evaluation: There are strategic, unbiased, and transparent systems for evaluation, using student feedback, observation data, and review of artifacts to make informed decisions about opportunities for educator support and leadership development.	Competency	
Fiscal Support	Fiscal Support: The budget provides appropriate levels of funding for high-quality instructional and intervention materials and assessments, key positions, professional development, etc.	Leadership	

SYSTEMS & STRUCTURES (CONTINUED)

Readiness Element	Look-For Statements	Driver	Rating
Continuous improvement cycles	Continuous Improvement: The organization engages in ongoing and inclusive long-term (multi-year and annual) and short-term (quarterly and monthly) goal-setting and monitoring towards realizing the instructional vision and ensuring each student is making progress, which results in adjustments to the school's structures, programs, and resources (e.g., time, staff, schedules) throughout the year.	Leadership	
	Multi-Year Planning: A multi-year district strategy process is established and results in a multi-year plan rooted in implementation science. The district plan informs annual district action plans, school improvement plans, and educator goals. Annual action plans include using benchmarks to assess progress toward the improvement goals.	Leadership	
	Midcourse Corrections & Continuous Improvement: Based on the data collected through fidelity measures and feedback loops, decisions are made about how to enhance the effectiveness of the work.	Implementation	
Human Resources	Distributive Leadership: The organization has instructional leadership teams or equivalent structures to collaboratively develop and reflect on the effectiveness of professional development, planning, and implementation efforts. The MTSS team includes representation from general ed, special ed, multilingual learner staff, administrators, and support services.	Leadership	
	Hiring: Hiring processes and procedures are bias-free and ensure that all candidates have the relevant expertise to meet students' needs and have a mindset and belief that all students can learn at high levels. The organization systematically reviews staff hiring processes and policies to ensure that they are non-discriminatory, inclusive, and focused on meeting the needs of all learners.	Competency	
Integrated Technology Systems	Integrated Technology: The district uses integrated technology platforms to manage intervention delivery, student progress, and data documentation. Systems ensure timely communication among educators and reduce duplication.	Implementation	

SYSTEMS & STRUCTURES (CONTINUED)

NOTES

CALIBRATE

Assign a facilitator and a recorder for this step.

1

Rating sharing

One at a time, teams share their score for each of the rubric categories, without explanation, as the recorder completes the group's score sheet. The recorder will highlight any row where there are differences in ratings. Those items will be discussed in the next step.

2

Discussion

1. The facilitator invites the group to consider where the scores differed and why people scored differently for each area.
2. Group members explain and justify ratings. For example, a group may say, "We thought that rating was a 1 because..."
3. Discuss any area where there is a discrepancy in the rating, resolving issues until a consensus is reached. The overall ratings are district-based, but discrepancies are sometimes because a driver is in place at one school and may not be in place at another. If this occurs, change the overall rating to "partially implemented," as it may be present at some sites in the district but not all sites yet.

3

Debrief

Summarize the areas that are fully in place, mostly in place, partially, and not in place yet to ensure agreement. This step will help build a collective understanding of what will be necessary to focus on in developing an MTSS action plan.



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