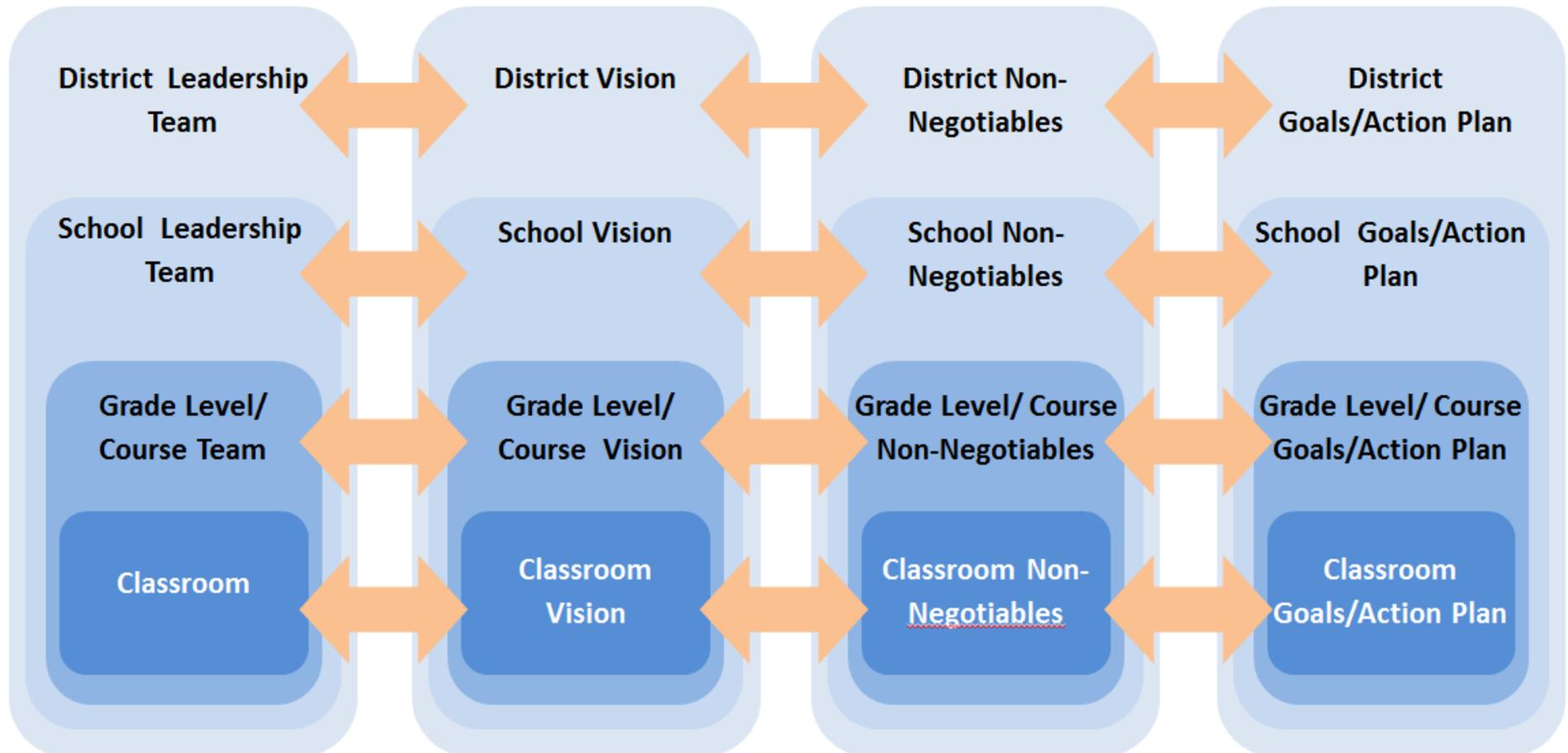




EQUITABLE MLSS Leadership Structures, Processes, and Products



Who provides leadership for the implementation of an Equitable Multi-Level System of Support?

Shared, collaborative leadership is a hallmark of successful Equitable MLSS implementation. It begins with the establishment of a **District Leadership Team**, consisting of Central Office leaders, Principals, coaches and other teacher leaders from student services, Special Education, regular education and parents. This team creates and communicates **the District's Vision and Non-Negotiable Practices**, and establishes the **District Continuous Improvement Process**, all of which are driven by **data**.

With the superintendent and other Central Office Leaders, the District Leadership Team assesses the district's readiness for the implementation of an integrated Equitable Multi-Level System of Support and leads the district through the change process, from purpose building, to creating infrastructure, to initial and full implementation in response to the district's readiness level. The District Leadership Team also identifies the district's priority focus areas, limiting those focus areas to a workable number (5-6) and integrates and connects those focus areas into a cohesive whole, rather than separate "initiatives."

School Leadership Teams are also composed of administrators, coaches and teacher leaders from student services, special education, regular education and parents. These teams create and communicate each **School's Vision, Non-Negotiables and Continuous Improvement Process**, which are aligned with the district's vision, non-negotiables, and continuous improvement process, and which are driven by **data**.

At the grade level, department, or course level within a school, **teams of teachers and coaches** share leadership for their **grade, department or course Vision, Non-negotiables, and Continuous Improvement Process**, which are aligned with those of the school and district. Finally, the Vision, Non-negotiables, and continuous improvement process of individual teachers are aligned with those of their teams, schools, and districts.

What are the roles and activities of administrators in the implementation of an Equitable Multi-Level System of Support?

Administrators, including the superintendent, central office leaders, and building principals play a key role in the implementation of an E-MLSS. Shared, collaborative leadership is ideal; consequently, administrators must understand the E-MLSS framework and actively support its implementation. Administrators take the lead in creating a vision, getting buy-in, identifying and articulating non-negotiables within the framework, and creating data-driven continuous improvement plans. Without administrative leadership and commitment, it is impossible to reach full implementation of an E-MLSS framework.

What are the key elements of leadership for the implementation of an E-MLSS framework?

Leaders and leadership teams charged with the implementation of an E-MLSS must understand systems change and the change process, create, articulate and communicate the vision for improved student learning, identify and articulate non-negotiables in the E-MLSS framework. They must also set goals and engage in a continuous improvement process driven by data, and establish a positive, collaborative culture for the improvement of student learning.