

SAM Scoring Sheet

THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES
Rate each item on a scale from 0-3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing)

1. Leadership Domain (Items 1-5)	Rating 0-3
1. The principal is actively involved	0 1 2 3
2. A leadership team is established	0 1 2 3
3. The leadership team actively engages in ongoing professional development	0 1 2 3
4. A strategic plan for MTSS implementation is developed	0 1 2 3
5. The leadership team is actively facilitating implementation	0 1 2 3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0-3
6. The critical elements of MTSS are defined and understood	0 1 2 3
7. Professional development and coaching provided to staff	0 1 2 3
8. The leadership team facilitates PD on data-based problem solving	0 1 2 3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	0 1 2 3
10. Coaching is used to support MTSS implementation	0 1 2 3
11. Schedules provide adequate time for training and coaching	0 1 2 3
12. Schedules provide adequate time to administer assessments	0 1 2 3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0 1 2 3
14. Schedules provide adequate time for data-based problem solving	0 1 2 3
15. Processes, procedures, and decision rules are established for DBPS	0 1 2 3
16. Resources to support MTSS implementation are identified and allocated	0 1 2 3
3. Communication and Collaboration Domain (Items 17-20)	Rating 0-3
17. Staff have consensus and engage in MTSS Implementation	0 1 2 3
18. Staff are provided data on MTSS fidelity and student outcomes	0 1 2 3
19. The infrastructure exists to support family and community engagement	0 1 2 3
20. Educators actively engage families in MTSS	0 1 2 3
4. Data-Based Problem Solving Domain (Items 21-27)	Rating 0-3
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers	0 1 2 3
22. Across tiers, data used to identify "gap" between expected and current outcomes	0 1 2 3
23. Data are used to identify reasons why students are not meeting expectations	0 1 2 3
24. Plans based on verified reasons why students are not meeting expectations	0 1 2 3
25. Student progress specific to academic or behavior goals are monitored	0 1 2 3
26. Data are used to address performance across diverse group	0 1 2 3
27. Resources for implementation of MTSS are addressed through data-based problem solving	0 1 2 3
5. Three-Tiered Instructional/Intervention Model Domain (Items 28-33)	Rating 0-3
28. Tier 1 academic practices clearly identify learning standards	0 1 2 3
29. Tier 1 behavior practices identify school-wide expectations	0 1 2 3
30. Tier 2 academic practices include common student needs, are linked to Tier 1	0 1 2 3
31. Tier 2 behavior practices include common student needs, are linked to Tier 1	0 1 2 3
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0 1 2 3
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	0 1 2 3
6. Data-Evaluations Domain (Items 34-39)	Rating 0-3
34. Staff understand and have access to data sources	0 1 2 3
35. Policies and procedures for decision making are established	0 1 2 3
36. Effective data tools are used appropriately and independently by staff	0 1 2 3
37. Data sources are used to evaluate the fidelity and impact	0 1 2 3
38. Available resources are allocated effectively	0 1 2 3
39. Data sources are monitored for consistency and accuracy	0 1 2 3