Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does **not** actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	**and** The principal actively supports the leadership team and staff to build capacity for implementation	**and** The Principal actively supports data-based problem-solving use at the school	3
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel [1]) and is responsible for facilitating MTSS implementation [2]	**No** leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	**and** The leadership team has explicit expectations for facilitating MTSS implementation,	**and** The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	3
3. The leadership team actively engages staff in ongoing professional development and coaching [3] necessary to support MTSS implementation	The leadership team does **not** have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	**and** A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	**and** Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	3
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	**No** strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	**and** As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation [4]	**and** A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	3
5. The leadership team is actively facilitating implementation of MTSS [5] as part of their school improvement planning process	The leadership team is **not** actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements [6] of MTSS	**and** The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	**and** The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	3

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2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)					
6. The critical elements [6] of MTSS are defined and understood by school staff	**No** information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	_and_ The critical elements of MTSS are defined and are communicated to school staff	_and_ The curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff	2
7. The leadership team facilitates professional development and coaching [7] for all staff members on assessments and data sources used to inform decisions	Initial professional development is **not** provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices	_and_ The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results	_and_ The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement	2

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8. The leadership team facilitates professional development and coaching [7] for staff members on data-based problem-solving relative to their job roles/responsibilities	Professional development does **not** focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: • Rationale for use of data-based problem-solving • Problem-solving steps to address school-wide, classroom, small-group, and individual student needs • Roles and responsibilities for team members engaging in data-based problem-solving	*and* Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: • Differentiation of professional development based on staff roles/responsibilities • Coaching • Modeling, practice, and collaborative feedback on problem-solving steps • Support for collaboration and teaming skills	*and* Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	2
9. The leadership team facilitates professional development and coaching [7] for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	**No** explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: • Rationale for and modeling of instructional and intervention design and delivery (e.g., Common Core State Standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) • Connections are made regarding how the practices are aligned with and integrated into MTSS • How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students [8]	*and* Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: • Differentiation of professional development and coaching based on staff roles/responsibilities • Coaching • Modeling of, practice of, and collaborative feedback on, evidence-based practices	*and* The leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	2

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10. Coaching ⸃ is used to support MTSS implementation	*No* coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	*and* Coaching activities are expanded to include: • Opportunities to practice • Collaborative and performance feedback	*and* Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities	3
11. Schedules provide adequate time for trainings and coaching support	Schedules do *not* include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	*and* Schedules include time for ongoing coaching support	*and* Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs	3
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions	Schedules do *not* include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	*and* Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	*and* Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving	3
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed *without* student data and does *not* include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	*and* The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	*and* The master schedule allows for flexible student groupings	3

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14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making	The master schedule does _not_ provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	_and_ The master schedule provides sufficient time for the process to occur with fidelity	_and_ The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: • Leadership team meetings • Grade-level meetings • Cross grade-level meetings • Cross-departmental meetings • Professional Learning Community meetings	3
15. Processes, procedures, and decision-rules [9] are established for data-based problem-solving	_No_ systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	_and_ The steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff [10]	_and_ Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability	3
16. Resources [11] available to support MTSS implementation are identified and allocated	_No_ process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	_and_ Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	_and_ Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	3

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3. Communication and Collaboration Domain (Items 17-20)					
17. Staff [12] have consensus and engage in MTSS Implementation [13]	Staff are **not** provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	**and** Staff has opportunities to gain understanding of its relevance to their roles and responsibilities	**and** Staff has opportunities to provide input on how to implement MTSS	3
18. Staff are provided data on MTSS implementation fidelity and student outcomes [14]	Staff are **not** provided any data regarding MTSS implementation fidelity **nor** student outcomes	Staff are rarely (**1x/year**) provided data regarding MTSS implementation fidelity **and** student outcomes	Staff are regularly (**2x/year**) provided data regarding MTSS implementation fidelity **and** student outcomes	Staff are frequently (**3x+/year**) provided data regarding MTSS implementation fidelity **and** student outcomes	1
19. The infrastructure exists to support the school's goals for family and community engagement [15] in MTSS	Family and community engagement is: **not** defined and monitored with data; **not** linked to school goals in SIP/MTSS plan; **and** procedures for facilitating 2-way communication do **not** exist	Family and community engagement are **1 of the following 3**: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication	Family and community engagement are **2 of the following 3**: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exists	Family and community engagement are **all of the following**: • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exist	2
20. Educators actively engage families in MTSS	Staff do **none** of the following: • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families [16] • increase the skills of families to support their children's education	Staff do **1 of the following 4**: • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	Staff do **2 or 3 of the following 4**: • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	Staff do **all of the following**: • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education	2

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4. Data Based Problem Solving Domain (Items 21-27)					
21. Integrated data-based problem solving [17] for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers [18]	Data on academic, behavior, and social-emotional outcomes may be collected, **but** data-based problem-solving does **not occur** ácross: • academic, behavior and social-emotional content areas • any grade levels • any tier	Data-based problem solving occurs across **1 of the following 4**: • at least 2 content areas (e.g., reading, behavior, social-emotional) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior and social-emotional outcomes	Data-based problem solving occurs across **2 of the following 3**: • at least 3 content areas • at least 75% of grade levels • at least two tiers	Data-based problem solving occurs across **all of the following**: • across all content areas • all grade levels • all tiers	1
22. *Across all tiers*, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals	The gap between expected and current student outcomes is **not** identified	The gap between expected and current outcomes is identified,	*and* The gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	*and* The gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention	2
23. Academic, behavior and social-emotional data are used to identify and verify reasons why [19] students are not meeting expectations	Reasons why students are **not** meeting expectations are **not** identified	Reasons why students are not meeting expectations are identified	*and* Data are used to verify the reasons why students are not meeting expectations	*and* The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	3
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Instructional/ intervention plans are **not** developed	Instructional/intervention plans are developed	*and* Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented [20]	*and* Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	3

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5. Three Tiered Instructional /Intervention Model Domain (Items 28-33) (items in this section alternate between addressing academic, behavior and social-emotional practices.)					
28. Tier 1 (core) academic practices exist that clearly identify learning standards [22], school-wide expectations [23] for instruction that engages students, and school-wide assessments [24]	Tier 1 elements are **not** developed and/or clearly defined	Tier 1 elements incorporate *1 of the following 4:* • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	Tier 1 elements incorporate *2 or 3 of the following 4:* • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	Tier 1 elements incorporate *all of the following:* • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources	2
29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices [25], and school-wide behavior and social-emotional data [26]	Tier 1 strategies are **not** developed and/or clearly defined	Tier 1 strategies incorporate *1 of the following 4:* • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data sources	Tier 1 strategies incorporate *2 or 3 of the following 4:* • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data	Tier 1 strategies incorporate *all of the following:* • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data	2
30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction [27], and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	Tier 2 strategies are **not** developed and/or clearly defined	Tier 2 strategies incorporate *1 of the following 4:* • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate *2 or 3 of the following 4:* • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate *all of the following:* • common student needs, • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught	2

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31. Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction[23], and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are **not** developed and/or clearly defined	Tier 2 strategies incorporate **1 of the following 4:** • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **2 or 3 of the following 4:** • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **all of the following:** • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught	2
32. Tier 3 (intensive) academic practices[29] exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are **not** developed and/or clearly defined	Tier 3 strategies incorporate **1 of the following 4:** • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **2 or 3 of the following 4:** • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **all of the following:** • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught	2
33. Tier 3 (intensive) behavior and social-emotional practices[30] include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are **not** developed and/or clearly defined	Tier 3 strategies incorporate **1 of the following 4:** • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **2 or 3 of the following 4:** • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **all of the following:** • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/ instruction • assessments/data sources that link directly to the skills taught	2

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6. Data-Evaluation Domain (Items 34-39)					
34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: • identify students at-risk academically, socially, and/or emotionally • determine why student is at-risk • monitor student academic and social-emotional growth/ progress • inform academic and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	Staff do **not** understand and have access to academic, behavior and social-emotional data sources or that address the purposes of assessment	Staff learn the purposes of *assessment* within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate	***and*** Staff engage in assessment with fidelity to: • answer predetermined guiding/critical questions regarding student functioning/outcomes • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	***and*** The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness	2
35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data [31]	**No** policies and procedures are in place	The leadership team has policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed	***and*** Staff consistently administer assessments, access data sources and make data-based decisions using the policies and procedures for decision-making with fidelity	***and*** Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies	2

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36. Effective data tools [51] are used appropriately and independently by staff	Staff do **not** have access to tools that efficiently provide data needed to answer problem solving questions for academic, behavior and social-emotional issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	**and** Staff use the data tools and are provided assistance as needed	**and** Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members	3
37. Data sources [51] are used to evaluate the implementation and impact of MTSS	**No** data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS [6]	**and** The leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	**and** The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes	3
38. Available resources are allocated effectively	Resources are **not** allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	**and** the relationship between the resources allocated and the outcomes of students is evaluated	**and** Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.	3
39. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are **not** monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	**and** The leadership team uses a protocol (e.g. email notifications for failure to take attendance, etc.) to monitor data consistency and accuracy	**and** The leadership team periodically conducts analyses to determine consistency and accuracy of data	3