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			
	0	1	2	3
1. The principal is actively involved				X
2. A leadership team is established				X
3. The leadership team actively engages in ongoing professional development			X	
4. A strategic plan for MTSS implementation is developed				X
5. The leadership team is actively facilitating implementation				X

2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0-3			
	0	1	2	3
6. The critical elements of MTSS are defined and understood			X	
7. Professional development and coaching provided to staff		X		
8. The leadership team facilitates PD on data-based problem-solving		X		
9. The leadership team facilitates PD on multi-tiered instruction and intervention		X		
10. Coaching is used to support MTSS implementation			X	
11. Schedules provide adequate time for training and coaching			X	
12. Schedules provide adequate time to administer assessments			X	
13. Schedules provide adequate time for multiple tiers of instruction/interventions			X	
14. Schedules provide adequate time for data-based problem-solving			X	
15. Processes, procedures, and decision-rules are established for DBPS			X	
16. Resources to support MTSS implementation are identified and allocated			X	

3. Communication and Collaboration Domain (Items 17-20)	Rating 0-3			
	0	1	2	3
17. Staff have consensus and engage in MTSS Implementation			X	
18. Staff are provided data on MTSS fidelity and student outcomes			X	
19. The infrastructure exists to support family and community engagement				X
20. Educators actively engage families in MTSS				X

4. Data-Based Problem-Solving Domain (Items 21-27)	Rating 0-3			
	0	1	2	3
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers				X
22. Across tiers, data used to identify "gap" between expected and current outcomes				X
23. Data are used to identify reasons why students are not meeting expectations				X
24. Plans based on verified reasons why students are not meeting expectations				X
25. Student progress specific to academic or behavior goals are monitored				X
26. Data are used to address performance across diverse group				X
27. Resources for implementation of MTSS are addressed through data-based problem-solving				X

5. Three Tiered Instructional /Intervention Model Domain (Items 28-33)	Rating 0-3			
	0	1	2	3
28. Tier 1 academic practices clearly identify learning standards			X	
29. Tier 1 behavior practices identify school-wide expectations			X	
30. Tier 2 academic practices include common student needs, are linked to Tier 1			X	
31. Tier 2 behavior practices include common student needs, are linked to Tier 1			X	
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2			X	
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2			X	

6. Data-Evaluations Domain (Items 34-39)	Rating 0-3			
	0	1	2	3
34. Staff understand and have access to data sources			X	
35. Policies and procedures for decision-making are established			X	
36. Effective data tools are used appropriately and independently by staff			X	
37. Data sources are used to evaluate the fidelity and impact			X	
38. Available resources are allocated effectively			X	
39. Data sources are monitored for consistency and accuracy			X	