Self-Assessment of MTSS Implementation (SAM)

Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention **to maximize the success of all students**. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem-solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and social-emotional supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure academic, behavioral, and social-emotional success of all students.

Directions for Completing the Instrument and Using the Data

The school leadership team that has responsibility for allocating resources to improve student learning should complete this instrument. Completion involves a three-step process:

1. Each team member should review the SAM instrument and Endnotes independently and think how s/he, personally, would respond to each item.

2. After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Endnotes provide additional clarifying information or definitions that the team should utilize, especially as team members are first becoming familiar with the SAM instrument. Endnotes provide critical information for ensuring the SAM instrument is completed accurately and results in valid scores. Record consensus scores on the SAM Scoring Sheet. The Scoring Sheet has abbreviated language and should only be used to record responses and to provide a visual representation of items with higher and lower scores.

3. Use the SAM instrument and the Scoring Sheet data to inform your action plan (an optional planning template is provided) to improve MTSS implementation.

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*) using the definition provided for each rating.

Superscript numbers (e.g., **2**) correspond with endnotes that provide additional clarifying information or definitions relevant to the content within the item.

There are 39 items organized into six domains:

1) **Leadership**

   Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

4) Data-Based Problem-Solving

The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

5) Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

6) Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Acknowledgements

The Florida Problem Solving/Response to Intervention (PS/RtI) Project and Florida's Positive Behavior Support: MTSS (FLPBS: MTSS) Project would like to thank the following groups for their efforts on this instrument:

Florida PS/RtI Project staff
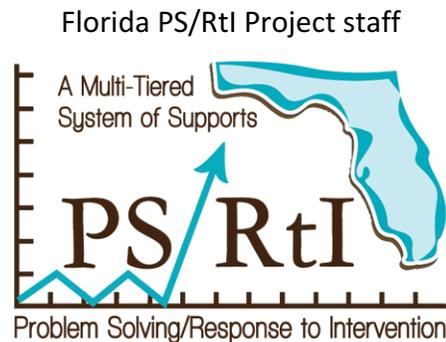
VERSION 2.0

Florida's PBS: MTSS Project staff

Members of the SAM Expert Review Panel

Participants in the SAM Cognitive Interview Process

Some items on the SAM were adapted from the
RtI Implementation Rubric: *School Level* by the Colorado Department of Education

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	
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. 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	
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	
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	

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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	
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	

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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	
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	

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10. Coaching [7] 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	
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	
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	
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	

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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	
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	
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	

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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	
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	
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	
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	

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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 across_**: • 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	
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	
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	
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	

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25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Progress monitoring does **_not_** occur and student progress is **_not_** evaluated	Plans for monitoring progress toward expected student outcomes are developed	**_and_** In most cases data are collected to monitor student progress and intervention fidelity	**_and_** Changes are made to instruction/intervention based on student responses	
26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are **_not_** identified	Data on student outcomes are collected	**_and_** Patterns of student performance across diverse groups are identified	**_and_** Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	
27. Resources for and barriers [21] to the implementation of MTSS are addressed through a data-based problem solving process	Data-based problem solving of resources for and barriers to implementation of MTSS does **_not_** occur	School leadership discusses resources for and barriers to implementation of MTSS	School leadership discusses resources for and barriers to implementation of MTSS **_and_** does **_one of the following_**: • collects data to assess implementation levels • develops action plans to increase implementation	School leadership discusses resources for and barriers to implementation of MTSS **_and_** does **_both of the following_**: • collects data to assess implementation levels • develops action plans to increase implementation	

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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	
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	
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	

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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[28], 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	
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	
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	

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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	
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	

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Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
36. Effective data tools [31] 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	
37. Data sources [31] 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	
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.	
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	

Please cite as:

Stockslager, K., Castillo, J., Brundage, A., Childs, K., & Romer, N. (2016). *Self-Assessment of MTSS (SAM).* Florida's Problem Solving/Response to Intervention Project and Florida's Positive Behavior Intervention and Support Project, University of South Florida

Self-Assessment of MTSS Implementation (SAM) Endnotes

1. Instructional support staff may include: interventionists, coaches, behavioral specialists. Student support personnel are comprised of school psychologists, school counselors, social workers and school nurses.

2. Responsibilities for facilitating MTSS implementation are not limited to, but can include:
   - Promoting a school-wide vision and mission for MTSS implementation, including the development and dissemination of a school-wide implementation plan
   - Allocating resources (e.g., time, personnel, materials) for the planning and delivery of evidence-based assessment, instruction and intervention
   - Providing ongoing professional development and coaching support to school staff
   - Collecting and analyzing data on MTSS implementation efforts

3. Professional development and coaching are ongoing activities that develop the capacity of staff to implement MTSS. Efforts should be aligned with results of school needs assessments and modified based on the results of professional learning.

4. A strategic plan for MTSS implementation should address the following components (at a minimum):
   - Communication and collaboration strategies
   - Capacity building targets and activities
   - Data to monitor implementation fidelity of the critical elements of MTSS

5. Different approaches to facilitating school-wide implementation of an MTSS model can include:
   - The focus on a three-stage model of consensus building, infrastructure development, and implementation of practices consistent with an MTSS model
   - The focus on a specific sets of activities related to successful implementation of a designated model of service delivery (e.g., National Implementation Research Network framework)

   The approach to facilitating school-wide implementation of an MTSS model should be connected to the School Improvement Plan (SIP), as well other school-wide plans. If your district/state has provide guidance on an approach to implementing MTSS, then school leadership teams should consider using the specified approach.

6. Critical elements of MTSS communicated to staff include:
   - Curriculum standards
   - Assessment data used to inform instruction
   - Multiple tiers of instruction and intervention
   - Data-based problem-solving used to make decisions

7. "Coaching" is defined as technical assistance and support provided to school staff to improve implementation of components of an MTSS model (e.g., engaging in data-based problem solving, use of assessment data, development of multi-tiered instruction and intervention), including:
   - Co-planning
   - Modeling/demonstration
   - Co-facilitation
   - Guided practice with high quality feedback

8. Independent practice with guided reflection
   - Instruction and intervention design and delivery that reflect student diversity make learning relevant and effective for all students by evaluating and accounting for *diverse students'* culture, language, backgrounds, beliefs, knowledge, skills and contexts. In a culturally responsive school effective teaching and learning occur in a culturally-supported, learner-centered context, where student strengths are identified and utilized to promote student outcomes across all tiers.

9. Schools will need to establish and communicate the problem solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor RtI?). Schools should consider district and state guidelines when available.

10. Processes and procedures for problem solving, data collection and use, and decision-rules include:
    - Specific guidelines on the steps of problem-solving to be used
    - Documentation requirements
    - Opportunities for engaging in data-based problem-solving (e.g., Professional Learning Communities, Intervention Teams)
    - Roles and responsibilities of participants

11. Resources encompass not only available monetary assets but also available personnel, instructional materials and time that will facilitate the implementation and sustainment of an MTSS as a framework for supporting all students.

12. Staff refers to employees at the school that will be impacted by or will be involved in implementation of MTSS. This will always include administration, teachers, other professional (e.g. student support services personnel) and para-professional support staff. The degree to which other employees (e.g. bus drivers, cafeteria workers, administrative support staff, facilities staff) are included may be determined by their level of involvement with/implementation of MTSS components at the individual school level.

13. Efforts to engage staff should align with district and state guidance regarding MTSS implementation to facilitate staff understanding of connections between school, district, and state initiatives.

14. Data on student outcomes, school-level implementation fidelity, the capacity of educators to implement, and commitment from staff are needed to inform implementation. Staff roles and responsibilities will drive the specific data they need to inform implementation.

15. Family and community engagement is the active and meaningful partnership that educators build and maintain with students' families and the broader community for the purpose of supporting student learning.

16. Intensive outreach to unresponsive families refers to additional activities undertaken by the school to engage families of students who need additional supports, but who are not engaging with the school's typical outreach practices (e.g. letters and phone calls home). Intensive outreach is an individualized approach requiring information gathering and problem solving to identify outreach strategies that are more likely to be successful for a family.

17. Data-based problem solving refers to a multi-step process that includes examining performance related to goals/expectations (Problem Identification), understanding variables causing problems (Problem Analysis), selecting/designing and implementing strategies to lessen barriers and achieve goals (Instruction/Intervention Delivery), and monitoring effectiveness (Monitoring/Evaluation)

18. Data-based problem-solving should occur (a) across content areas (reading, math, science, behavior, social-emotional and other relevant content areas for a school) (b) within and across grade levels (e.g., horizontal meetings for 6th, 7th, 8th, as well as vertical meetings for 6th through8th), and (c) across tiers (performance data in response to instruction used to engage in problem-solving for all students [Tier 1], for some students receiving supplemental instruction [Tier 2], and for students receiving individualized support [Tier 3]).

19. Reasons why students are not meeting expectations are sometimes referred to as hypotheses or barriers to learning. The big idea is that schools identify potential curriculum, instruction, environmental (e.g., peer distractions, classroom management issues), and learner (e.g., skill deficits) for why the student is not meeting expectations and collect data/information to determine which reasons are contributing to the problem.

20. Specific instruction/intervention plans include information outlining:
    - The goal of the intervention/action plan
    - What intervention or action steps (e.g., curriculum adjustments, instructional processes and procedures) will be put in place
    - How often (daily/weekly/etc.) the intervention will be utilized
    - How long each session is to be implemented
    - Who is responsible for intervention implementation and support
    - Where and when the intervention will happen
    - Plan for monitoring instruction/intervention fidelity and progress towards identified goals
    - Timeframe (dates) for periodic review of progress monitoring data and decision points

21. Structured problem solving is utilized to identify resources that can be used to facilitate implementation and barriers that are hindering implementation for the purpose of developing specific action plans to increase implementation levels.

22. Priority learning standards are curriculum standards that define what students should know and be able to do for a given content area and grade level (e.g., Common Core State Standards; state specific standards, Social-Emotional Learning Standards).

23. Expectations for instruction often include elements related to the instructional routine (e.g., whole-group, small-group, and independent practice), amount of time dedicated to instruction, and which evidence-based instructional strategies are used.

24. Both statewide assessments and formative assessments administered to all students are important to identify so that expectations for the data needed to inform decisions are consistent.

25. Structured instruction of behavioral expectations and social and emotional skills is provided to all students. Classroom routines include social and emotional learning principles and classroom management strategies embedded into instruction. School climate and environments support student well-being. A small number of clearly defined school-wide expectations that are positively stated are a foundational element of Tier 1 school-wide behavior support system.

26. School-wide social-emotional behavior data <u>may</u> include Office Discipline Referrals, In-School Suspensions, Out-of-School Suspensions, and social-emotional screening data sources used to examine the effectiveness of Tier 1 behavior and social-emotional supports.

27. Tier 2 interventions should be aligned with Tier 1 instructional goals and expectations, address high-probability barriers to achieving instructional goals and expectations, and include assessments which measure specific skills, general outcomes, and student progress.

28. Tier 2 interventions should be aligned with school-wide behavior and social-emotional expectations, address high-probability barriers to meeting instructional goals and student well-being, and include assessments that monitor student discipline incidents, social-emotional skills, and well-being.

29. Tier 3 interventions generally provide increased exposure (time in minutes) to quality instruction or intervention, more focused instruction matched to student need, and smaller groupings. Additionally, Tier 3 interventions often are developed during individual student focused problem-solving sessions. Importantly, Tier 3 interventions focused on academic issues should be linked to Tier 1 and 2 instructional content and processes and also should consider what behavioral or social-emotional supports are needed for success.

30. Tier 3 interventions are matched to a student's specific behavior and social-emotional needs and ensure the student has access to Tier 1 and Tier 2 supports. For a few students with complex needs, individualized interventions may involve wraparound supports across systems (e.g., mental health, education, medical, family, etc.). Individualized interventions include specific prevention and consequence-based strategies based on assessment information (i.e., Functional Behavior Assessment), and may include modifications to the classroom environment or instruction, teaching new skills, and reinforcement of desired behaviors as well as a range of supports such as mental health services.

31. District and states typically create or adopt data management systems. They also specify access and use requirements. School leaders should coordinate with district and state leaders to understand requirements and establish and communicate procedures for using the data system at their school. Quality indicators for data management systems include: real-time relevant data for academic, behavior, and social-emotional content, the ability to graphically represent data, provision of tiered intervention data, integrated academic, behavior, and social-emotional data, and the data are customizable at the school level.

SAM Scoring Sheet

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

Action Plan and Guiding Questions

1. In which domains are the greatest gaps in current and optimal MTSS implementation?
2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?
3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
4. Which are most immediately actionable?
5. Which would be most impactful?
6. Which would be most foundational (aligned with where you want to be)?

You may choose to use your own action planning form or the one provided below.

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?