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*)

Link to Enter SAM Data - https://usf.az1.qualtrics.com/jfe/form/SV_2mYg6teg40xWij4

Item	Rating	0-3		
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 21-28)	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-based problem solving is part of a student's full and individual evaluation	0	1	2	3
27. Data are used to address performance across diverse group	0	1	2	3
28. Resources for implementation of MTSS are addressed through data-based problem-solving	0	1	2	3
5. Three Tiered Instructional /Intervention Model Domain (Items 29-35)	Rating 0-3			
29. Instruction at all tiers in accessible and responsive for all students	0	1	2	3
30. Tier 1 academic practices clearly identify learning standards	0	1	2	3
31. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
32. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
35. 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 36-42)	Rating 0-3			
36. Staff understand and have access to data sources	0	1	2	3
37. Data systems enable educators to engage in data-based problem solving for equity	0	1	2	3
38. Policies and procedures for decision-making are established	0	1	2	3
39. Effective data tools are used appropriately and independently by staff	0	1	2	3
40. Data sources are used to evaluate the fidelity and impact	0	1	2	3
41. Available resources are allocated effectively	0	1	2	3
42. Data sources are monitored for consistency and accuracy	0	1	2	3

Enter SAM Team Members Names and Titles:　SAM • Revised September 2021 4/18/22

Download and Save Form

To what extent do you agree the SAM improves implementation, adds value, and includes the resources to complete the SAM.