

# SG MTSS Coordinator

## 1. Individual Planning

Number of Indicators: 5

Dimension Description:

### 1.1. Indicator

Helps students establish goals and develop and use planning skills.

Highly Effective The MTSS coordinator assists students in determining their abilities, achievements, interests, and educational goals. The MTSS coordinator actively encourages teachers, other professionals, and parents to participate in developing an educational plan for each student.

Effective The MTSS coordinator assists students in establishing educational goals and developing/using planning skills. The MTSS coordinator involves teachers, other professionals, and/or parents in developing an educational plan for each student.

Minimally Effective The MTSS coordinator is inconsistent in assisting students with establishing educational goals and developing/using planning skills.

Ineffective The MTSS coordinator fails to assist students in establishing educational goals and developing/using planning skills.

### 1.2. Indicator

Demonstrates knowledge of students.

Highly Effective The MTSS coordinator actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and utilizes this knowledge when advising individual students.

Effective The MTSS coordinator has some knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and usually utilizes this knowledge when advising individual students.

Minimally Effective The MTSS coordinator inconsistently uses students' backgrounds, cultures, skills, language proficiency, interests, and special needs when advising individual students.

# 1. Individual Planning

Number of Indicators: 5

Dimension Description:

**Ineffective** The MTSS coordinator demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

## 1.3. Indicator

Monitors academic improvement of students.

**Highly Effective** The MTSS coordinator compiles and disseminates evidence of academic improvement. The MTSS coordinator uses multiple data sources to plan future support for individual students.

**Effective** The MTSS coordinator compiles data that shows evidence of academic improvement. The MTSS coordinator intends to use one data source to plan for future support for some students.

**Minimally Effective** The MTSS coordinator's plan to gather data only partially measures academic improvement, without clear criteria, and is inappropriate for at least some students.

**Ineffective** The MTSS coordinator's plan for assessing student academic improvement has no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future support.

## 1.4. Indicator

Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district.

**Highly Effective** The MTSS coordinator's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

**Effective** The MTSS coordinator displays an awareness of governmental regulations and of resources for students available through the school district, and some familiarity with resources external to the school.

**Minimally Effective** The MTSS coordinator displays an awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.

# 1. Individual Planning

Number of Indicators: 5

Dimension Description:

Ineffective The MTSS coordinator demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.

1.5. Indicator

Develops a plan to evaluate the MTSS program.

Highly Effective The MTSS coordinator's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Effective The MTSS coordinator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Minimally Effective The MTSS coordinator's plan to evaluate the program is rudimentary but the advisor understands the importance of such an evaluation.

Ineffective The MTSS coordinator has no plan to evaluate the program or resists suggestions that such an evaluation is important

## 2. Responsive Services

Number of Indicators: 6

Dimension Description:

### 2.1. Indicator

Advise or conferences with individual students who engage in minor behavior infractions that lead to academic disruptions.

Highly  
Effective

The MTSS coordinator addresses student behavior issues by helping students work toward positive behavior modification. The MTSS coordinator communicates to teachers in a timely fashion in order to resolve current and potential behavioral disruptions and promptly documents the incident in the student information system.

Effective

The MTSS coordinator addresses student behavior issues and usually helps students work toward positive behavior modification. The MTSS coordinator communicates to teachers in a timely fashion in order to resolve current behavioral disruptions and documents the behavior in the student information system.

Minimally  
Effective

The MTSS coordinator addresses student behavior using a limited number of techniques. The MTSS coordinator sometimes communicates to teachers in order to resolve current behavioral disruptions and sometimes documents the incident in the student information system.

Ineffective

The MTSS coordinator tries to resolve student misbehavior but is usually unsuccessful. The MTSS coordinator sometimes communicates to teachers but usually forgets to document the incident in the student information system.

### 2.2. Indicator

Identifies and provides academic intervention systems for students who are in need of ongoing support.

Highly  
Effective

The MTSS coordinator works collaboratively with advisors/teaching staff to identify students who exhibit ongoing behavior and/or academic issues. The MTSS coordinator coordinates, monitors and adjusts targeted interventions through available school programs to remove academic barriers and assist in student success.

Effective

The MTSS coordinator identifies students who exhibit ongoing behavior and/or academic issues. The MTSS coordinator coordinates interventions through available school programs to remove academic barriers and assist in student success.

Minimally  
Effective

The MTSS coordinator has a list of students who exhibit ongoing behavior and/or academic issues and may make limited use of school programs for some students who need ongoing support.

## 2. Responsive Services

Number of Indicators: 6

Dimension Description:

Ineffective The MTSS coordinator has a list of students who exhibit ongoing behavior and/or academic issues but ongoing support is sporadic.

### 2.3. Indicator

Responds to students who are experiencing academic disruptions due to short-term barriers.

Highly Effective The MTSS coordinator identifies the student's immediate needs and makes appropriate referrals, including providing a list of resources and help with making contact and/or next steps. The MTSS coordinator initiates follow-up with the student to address any additional needs.

Effective The MTSS coordinator identifies the student's immediate needs and makes appropriate referrals, including providing a list of resources and help with making contact and/or next steps.

Minimally Effective The MTSS coordinator sometimes identifies the student's immediate needs and makes appropriate referrals.

Ineffective The MTSS coordinator sometimes identifies the student's immediate needs and gives the student a list of resources.

### 2.4. Indicator

Communicates effectively with parents, teachers, administrators, and other relevant individuals.

Highly Effective The MTSS coordinator is effective when working with parents, teachers, administrators, and other relevant individuals. The MTSS coordinator assists in the development and implementation of plans of action.

Effective The MTSS coordinator communicates on a regular basis with parents, teachers, administrators, and other relevant individuals.

Minimally Effective The MTSS coordinator communicates inconsistently with parents, teachers, administrators, and other relevant individuals.

Ineffective The MTSS coordinator fails to communicate with parents, teachers, administrators, and other relevant individuals.

## 2. Responsive Services

Number of Indicators: 6

Dimension Description:

### 2.5. Indicator

Helps to provide a comprehensive and balanced MTSS program in collaboration with Southgate school staff and other community organizations and postsecondary institutions.

Highly Effective	The MTSS coordinator, working with other school staff, provides students with the full array of support programs based on their needs. The MTSS coordinator follows a program calendar and uses guidance resources appropriately.
Effective	The MTSS coordinator consistently and effectively provides a comprehensive and balanced program to all students.
Minimally Effective	The MTSS coordinator is inconsistent in providing a comprehensive and balanced support program.
Ineffective	The MTSS coordinator fails to provide a comprehensive and balanced support program.

### 2.6. Indicator

Provides support for other school programs.

Highly Effective	The MTSS coordinator works cooperatively with other school personnel in the best interest of students and for the betterment of the district.
Effective	The MTSS coordinator contributes effectively and on a regular basis supporting other school activities.
Minimally Effective	The MTSS coordinator is inconsistent in providing support to other school activities.
Ineffective	The MTSS coordinator fails to provide support to other school activities.

### 3. The Environment

Number of Indicators: 5

Dimension Description:

#### 3.1. Indicator

Helps create an environment of respect and rapport with students.

Highly Effective	Interactions among the MTSS coordinator and individual students are always highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
Effective	Interactions between the MTSS coordinator and students are usually polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.
Minimally Effective	Interactions with staff and students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.
Ineffective	Interactions, both between the teacher and students and among students, are negative, inappropriate or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs or conflict.

#### 3.2. Indicator

Demonstrates positive interpersonal relations with educational staff.

Highly Effective	The MTSS coordinator has excellent interpersonal skills and uses them very effectively with staff. The MTSS coordinator works closely with educational staff providing a climate of trust.
Effective	The MTSS coordinator uses professionally appropriate interpersonal skills when interacting with staff.
Minimally Effective	The MTSS coordinator's interpersonal relations with educational staff are inconsistent.
Ineffective	The MTSS coordinator has poor interpersonal relations with educational staff.

#### 3.3. Indicator

Demonstrates positive interpersonal relations with parents.

Highly Effective	The MTSS coordinator works closely with parents providing a climate of trust that opens up communication. The MTSS coordinator handles expressions of conflict effectively and in a constructive manner.
Effective	The MTSS coordinator has effective interpersonal relations with parents that open up the lines of communication.

### 3. The Environment

Number of Indicators: 5

Dimension Description:

Minimally Effective The MTSS coordinator has an inconsistent pattern of interpersonal relations with parents.

Ineffective The MTSS coordinator fails to demonstrate positive interpersonal relations with parents.

#### 3.4. Indicator

Manages routines and procedures.

Highly Effective The MTSS coordinator's routines for the MTSS program are seamless and students assist in maintaining them.

Effective The MTSS coordinator's routines for the MTSS program work effectively.

Minimally Effective The MTSS coordinator has rudimentary and partially successful routines for the MTSS program.

Ineffective The MTSS coordinator's routines for the MTSS program are nonexistent or in disarray.

#### 3.5. Indicator

Established standards of conduct and contributes to the culture for student behavior throughout the school.

Highly Effective The MTSS coordinator has established clear standards for conduct for advising sessions and students contribute to maintaining them. The MTSS coordinator takes a leadership role in maintaining an environment of civility in the school.

Effective The MTSS coordinator has established clear standards for conduct for advising sessions and makes a significant contribution to an environment of civility in the school.

Minimally Effective The MTSS coordinator's efforts to establish standards of conduct for advising sessions are partially successful. The MTSS coordinator attempts, with limited success, to contribute to the level of civility in the school as a whole.

Ineffective The MTSS coordinator has established no standards for conduct for students during advising sessions and makes no contribution to maintaining an environment of civility in the school.



## 4. Professional Responsibilities

Number of Indicators: 5

Dimension Description:

### 4.1. Indicator

Demonstrates a commitment to ongoing professional growth.

Highly Effective

The MTSS coordinator seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences, and initiates activities to contribute to the profession. The coordinator makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty. In addition, the coordinator seeks feedback from supervisors and colleagues.

Effective

The MTSS coordinator consistently participates in professional growth activities based on an individual assessment of need and actively shares expertise with others. The coordinator participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. The coordinator welcomes feedback from supervisors and colleagues.

Minimally Effective

The MTSS coordinator inconsistently voluntarily participates in professional growth activities that are convenient or are required, and makes limited contributions to the profession. The coordinator becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.

Ineffective

The MTSS coordinator seldom voluntarily participates in professional growth activities and makes no effort to share knowledge with colleagues. The advisor avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.

### 4.2. Indicator

Possesses professional and responsible work habits.

Highly Effective

The MTSS coordinator carries out responsibilities promptly and accurately in line with the established job description. The MTSS coordinator makes effective use of technology as an advising tool.

Effective

The MTSS coordinator regularly displays professional and responsible work habits in carrying out program responsibilities.

Minimally Effective

The coordinator accepts, with some reluctance, feedback from supervisors and colleagues.

Ineffective

The coordinator is resistant to feedback from supervisors or colleagues.

## 4. Professional Responsibilities

Number of Indicators: 5

Dimension Description:

### 4.3. Indicator

Shows professionalism

Highly Effective The MTSS coordinator is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The coordinator displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Effective The MTSS coordinator displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. The coordinator's attendance is reliable and supports student improvement.

Minimally Effective The MTSS coordinator is inconsistent in displaying professional and responsible work habits in carrying out program responsibilities.

Ineffective The MTSS coordinator seldom displays professional and responsible work habits in carrying out program responsibilities.

### 4.4. Indicator

Manages specialized duties thoroughly and efficiently with a commitment to continuous improvement and refinement of those duties.

Highly Effective The MTSS coordinator immediately assumes leadership responsibilities and fulfills specialized duties thoroughly and efficiently with little direction. Projects represent thought, quality, resourcefulness, and attention to deadlines.

Effective The MTSS coordinator assumes leadership responsibilities and fulfills specialized duties with little direction. Projects represent thought, quality, resourcefulness, and attention to deadlines.

Minimally Effective The MTSS coordinator is honest and well intentioned in serving students and contributing to decisions in the school, but the advisors' attempts to serve students are limited. The advisor complies minimally with school and district regulations, doing just enough to get by.

Ineffective The MTSS coordinator has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The advisor fails to comply with school and district regulations and time lines.

### 4.5. Indicator

Maintains accurate records.

Highly Effective The MTSS coordinator's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

#### 4. Professional Responsibilities

Number of Indicators: 5

Dimension Description:

Effective The MTSS coordinator's reports, records and documentation are accurate and submitted in a timely manner.

Minimally Effective The MTSS coordinator fulfills specialized duties. Projects are usually completed on time.

Ineffective The MTSS coordinator does not assume leadership responsibilities but fulfills specialized duties. Projects may be completed but are usually rushed and past deadlines.

## 5. Coordinator Duties

Number of Indicators: 4

Dimension Description:

### 5.1. Indicator

Demonstrates knowledge and skills to execute specialized duties.

Highly  
Effective

Seeks out ways to improve methods in the assigned duties and successfully implements them within the organization. Provides leadership in on-the-job training for co-workers.

Effective

Demonstrates competency in the skills and knowledge required. Learns and applies new skills within the expected time period. Works within the normal scope of supervision. Understands how his/her job relates to other jobs in the school/district.

Minimally  
Effective

Demonstrates a basic competency in the skills and knowledge required; however, occasionally requires direct supervision and guidance. May need help to identify and developing necessary specific skills and knowledge.

Ineffective

Fails to demonstrate appropriate skills and knowledge of assigned duties.

### 5.2. Indicator

The coordinator executes specialized duties in accordance with building, district and state policies and Procedures.

Highly  
Effective

Encourages compliance with building, district and state policies and procedures. Participates in building, district and/or state improvement plans.

Effective

Consistently understands and follows building, district and state policies and procedures.

Minimally  
Effective

Regularly performs duties in compliance with building, district and state policies and procedures. Occasionally, guidance and direction may be needed to assure consistent compliance.

Ineffective

Fails to perform duties in compliance with building, district and state policies and procedures regarding job performance and record keeping.

### 5.3. Indicator

Utilizes problem-solving/troubleshooting skills and strategies.

Highly  
Effective

Anticipates problems before they become an issue and successfully resolves these situations.

Effective

When faced with a work-related problem, collects appropriate information, analyzes the situation and identifies a timely and appropriate solution. Communicates the situation with others when appropriate.

## 5. Coordinator Duties

Number of Indicators: 4

Dimension Description:

Minimally Effective Recognizes and responds appropriately to basic problem situations. Uses good judgment and maintains composure during unexpected circumstances. Promptly and accurately communicates problem situations with appropriate persons to achieve resolution. Occasionally guidance and direction may be needed.

Ineffective Is unable to recognize and deal appropriately with unexpected problems. Fails to communicate problem situations with appropriate co-workers and supervisors.

### 5.4. Indicator

Produces a high quality of work.

Highly Effective Consistently executes high-quality work associated with specialized duties. Looks for ways to improve the quality of work and successfully implements these strategies. Regularly displays a commitment to excellence. Makes effective use of resources and materials.

Effective Consistently executes high-quality work associated with specialized duties. Looks for ways to improve the quality of work and successfully implements these strategies. Regularly displays a commitment to excellence. Makes effective use of resources and materials.

Minimally Effective Generally produces work which meets standards for accuracy and completeness. Monitors own work to meet quality standards. Occasionally guidance and direction may be needed.

Ineffective Work production is inconsistent or inaccurate. Wastes time while completing job tasks.

