



MTSS Coordinator Evaluation Rubric

Domain 1: Individual Planning

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Helps students establish goals and develop and use planning skills.	The MTSS coordinator fails to assist students in establishing educational goals and developing/using planning skills.	The MTSS coordinator is inconsistent in assisting students with establishing educational goals and developing/using planning skills.	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.	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.
2. Demonstrates knowledge of students.	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	The MTSS coordinator inconsistently uses students' backgrounds, cultures, skills, language proficiency, interests, and special needs when advising individual students.	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.	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.
3. Monitors academic improvement of students.	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	The MTSS coordinator's plan to gather data only partially measures academic improvement, without clear criteria, and is inappropriate for at least some students.	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.	The MTSS coordinator compiles and disseminates evidence of academic improvement. The MTSS coordinator uses multiple data sources to plan future support for individual students.

	students. The results of the assessment have minimal impact on the design of future support.			
4. Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district.	The MTSS coordinator demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	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.	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.	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.
5. Develops a plan to evaluate the MTSS program.	The MTSS coordinator has no plan to evaluate the program or resists suggestions that such an evaluation is important	The MTSS coordinator's plan to evaluate the program is rudimentary but the advisor understands the importance of such an evaluation.	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.	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.

Domain II: Responsive Services

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Advises or conferences with individual students who engage in minor behavior infractions that lead to academic disruptions.	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.	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.	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.	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.

<p>2. Identifies and provides academic intervention systems for students who are in need of ongoing support.</p>	<p>The MTSS coordinator has a list of students who exhibit ongoing behavior and/or academic issues but ongoing support is sporadic.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>3. Responds to students who are experiencing academic disruptions due to short-term barriers.</p>	<p>The MTSS coordinator sometimes identifies the student's immediate needs and gives the student a list of resources.</p>	<p>The MTSS coordinator sometimes identifies the student's immediate needs and makes appropriate referrals.</p>	<p>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.</p>	<p>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.</p>
<p>4. Communicates effectively with parents, teachers, administrators, and other relevant individuals.</p>	<p>The MTSS coordinator fails to communicate with parents, teachers, administrators, and other relevant individuals.</p>	<p>The MTSS coordinator communicates inconsistently with parents, teachers, administrators, and other relevant individuals.</p>	<p>The MTSS coordinator communicates on a regular basis with parents, teachers, administrators, and other relevant individuals.</p>	<p>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.</p>
<p>5. Helps to provide a comprehensive and balanced MTSS program in collaboration with Southgate school staff and other community</p>	<p>The MTSS coordinator fails to provide a comprehensive and balanced support program.</p>	<p>The MTSS coordinator is inconsistent in providing a comprehensive and balanced support program.</p>	<p>The MTSS coordinator consistently and effectively provides a comprehensive and balanced program to all students.</p>	<p>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.</p>

organizations and postsecondary institutions.				
6. Provides support for other school programs.	The MTSS coordinator fails to provide support to other school activities.	The MTSS coordinator is inconsistent in providing support to other school activities.	The MTSS coordinator contributes effectively and on a regular basis supporting other school activities.	The MTSS coordinator works cooperatively with other school personnel in the best interest of students and for the betterment of the district.

Domain III: The Environment

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Helps create an environment of respect and rapport with students.	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.	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.	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.	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.
2. Demonstrates positive interpersonal relations with educational staff.	The MTSS coordinator has poor interpersonal relations with educational staff.	The MTSS coordinator's interpersonal relations with educational staff are inconsistent.	The MTSS coordinator uses professionally appropriate interpersonal skills when interacting with staff.	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.
3. Demonstrates positive interpersonal relations with parents.	The MTSS coordinator fails to demonstrate positive interpersonal relations with parents.	The MTSS coordinator has an inconsistent pattern of interpersonal relations with parents.	The MTSS coordinator has effective interpersonal relations with parents that	The MTSS coordinator works closely with parents providing a climate of trust that opens up communication. The MTSS

			open up the lines of communication.	coordinator handles expressions of conflict effectively and in a constructive manner.
4. Manages routines and procedures.	The MTSS coordinator's routines for the MTSS program are nonexistent or in disarray.	The MTSS coordinator has rudimentary and partially successful routines for the MTSS program.	The MTSS coordinator's routines for the MTSS program work effectively.	The MTSS coordinator's routines for the MTSS program are seamless and students assist in maintaining them.
5. Established standards of conduct and contributes to the culture for student behavior throughout the school.	The MTSS coordinator has established no standards for conduct for students during conferencing and makes no contribution to maintaining an environment of civility in the school.	The MTSS coordinator's efforts to establish standards of conduct for conferencing are partially successful. The MTSS coordinator attempts, with limited success, to contribute to the level of civility in the school as a whole.	The MTSS coordinator has established clear standards for conduct for conferencing and makes a significant contribution to an environment of civility in the school.	The MTSS coordinator has established clear standards for conduct for conferencing and students contribute to maintaining them. The MTSS coordinator takes a leadership role in maintaining an environment of civility in the school.

Domain IV: Professional Responsibilities

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Demonstrates a commitment to ongoing professional growth.	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.	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;	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	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

		relationships with colleagues are cordial.	welcomes feedback from supervisors and colleagues.	coordinator seeks feedback from supervisors and colleagues.
2. Possesses professional and responsible work habits.	The coordinator is resistant to feedback from supervisors or colleagues.	The coordinator accepts, with some reluctance, feedback from supervisors and colleagues.	The MTSS coordinator regularly displays professional and responsible work habits in carrying out program responsibilities.	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.
3. Shows professionalism.	The MTSS coordinator seldom displays professional and responsible work habits in carrying out program responsibilities.	The MTSS coordinator is inconsistent in displaying professional and responsible work habits in carrying out program responsibilities.	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.	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.
4. Manages specialized duties thoroughly and efficiently with a commitment to continuous improvement and refinement of those duties.	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 timelines.	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.	The MTSS coordinator assumes leadership responsibilities and fulfills specialized duties with little direction. Projects represent thought, quality, resourcefulness, and attention to deadlines.	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.
5. Maintains accurate records.	The MTSS coordinator does not assume leadership responsibilities but fulfills	The MTSS coordinator fulfills specialized duties.	The MTSS coordinator's reports, records, and documentation are accurate	The MTSS coordinator's approach to record keeping is highly systematic and efficient

	specialized duties. Projects may be completed but are usually rushed and past deadlines.	Projects are usually completed on time.	and submitted in a timely manner.	and serves as a model for colleagues in other schools.
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Domain V: Coordinator Duties

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Demonstrates knowledge and skills to execute specialized duties.	Fails to demonstrate appropriate skills and knowledge of assigned duties.	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.	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.	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.
2. The coordinator executes specialized duties in accordance with building, district and state policies and Procedures.	Fails to perform duties in compliance with building, district and state policies and procedures regarding job performance and record keeping.	Regularly performs duties in compliance with building, district and state policies and procedures. Occasionally, guidance and direction may be needed to ensure consistent compliance.	Consistently understands and follows building, district, and state policies and procedures.	Encourages compliance with building, district, and state policies and procedures. Participates in building, district and/or state improvement plans.
3. Utilizes problem-solving/trouble shooting skills and strategies.	Is unable to recognize and deal appropriately with unexpected problems. Fails to communicate problem situations with appropriate co-workers and supervisors.	Recognizes and responds appropriately to basic problem situations. Uses good judgment and maintains composure during unexpected circumstances. Promptly and accurately communicates problem	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.	Anticipates problems before they become an issue and successfully resolves these situations.

		situations with appropriate persons to achieve resolution. Occasionally guidance and direction may be needed.		
4. Produces a high quality of work.	Work production is inconsistent or inaccurate. Wastes time while completing job tasks.	Generally produces work which meets standards for accuracy and completeness. Monitors own work to meet quality standards. Occasionally guidance and direction may be needed.	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.	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.