Williamston Community Schools

MTSS Coordinator Evaluation Model

As of July 2024

Williamston Community Schools

Multi-Tiered Systems of Support (MTSS) Coordinator Forms List and Scoring Guide

As of July 2024

District Evaluation Philosophy: Our belief is that the most significant personal growth comes as a result of serious internal reflection, goal setting, and feedback.

Evaluation Process Forms
1. MTSS Coordinator Forms List and Scoring Guide
2. Framework of Professional Practice for Multi-Tiered Systems of Support (MTSS) Coordinators
3. MTSS Coordinator Evaluation Worksheet

MTSS Coordinator Scoring Guide	
Component	**Point/Percentage Value**
Danielson Framework (adapted)	80 points / 80%
Aggregate Student Growth Percentile (SGP)	10 points / 10%
Student Learning Objective #1	10 points / 10%
Student Learning Objective #2	Optional

Williamston Community Schools

Framework of Professional Practice for Multi-Tiered Systems of Support (MTSS) Coordinators

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of coaching, content, and pedagogy	MTSS Coordinator does not demonstrate knowledge of coaching skills and strategies and/or does not use that knowledge in planning for interactions. Content specific coach does not have or does not use knowledge of content and content related pedagogy in their planning.	MTSS Coordinator demonstrates some knowledge of coaching skills and strategies, dynamics, and tools. MTSS Coordinator uses them inconsistently when preparing for interactions. Content specific coach uses inaccurate or incomplete content knowledge and content related pedagogy in their planning.	MTSS Coordinator uses knowledge of coaching skills and strategies, relationship dynamics, and tools that would further the teacher's progress to prepare for interactions. Content specific coach uses content and knowledge of content related pedagogy in their planning.	MTSS Coordinator demonstrates extensive knowledge of coaching skills and strategies, relationship dynamics, and tools to plan opportunities for the teacher to increase student engagement in learning that connect to the larger school goals. Content specific coach plans engaging and differentiated strategies that teacher can utilize in their practice.
1b: Demonstrating knowledge of the teacher	MTSS Coordinator demonstrates little or no familiarity with the teacher, his/her needs or cultural background, and does not seek to understand.	MTSS Coordinator demonstrates basic familiarity with the needs of his/her teacher related to classroom performance.	MTSS Coordinator demonstrates thorough knowledge of the needs of the teacher, his/her experience, culture, background, and uses the knowledge to guide the interaction.	MTSS Coordinator uses knowledge of the teacher to plan for opportunities for teacher to reflect on issues of equity in teacher's practice.
1c: Demonstrating knowledge of the school's instructional goals	MTSS Coordinator demonstrates little or no knowledge of the school's instructional goals.	MTSS Coordinator demonstrates knowledge of the school's instructional goals.	MTSS Coordinator demonstrates knowledge of the school's instructional goals and uses the knowledge to guide interaction with the teacher.	MTSS Coordinator demonstrates knowledge of the school's instructional goals and supports the teacher in addressing the goals within his/her instruction

1d: Demonstrating knowledge of resources, both within and beyond the school district	MTSS Coordinator demonstrates little or no knowledge of resources available in the school or district for teacher to improve practice.	MTSS Coordinator demonstrates some knowledge of resources available in the school and district for teacher to improve practice.	MTSS Coordinator is fully aware of resources or how to access appropriate resources available to the coach in the school and district for teacher to improve practice.	MTSS Coordinator actively seeks out new resources from a wide range of sources to support the development of teachers' practice in curricular implementation and providing high quality instruction to all students.
1e: Establishing a coherent goal-based support plan to improve the teacher's practice	MTSS Coordinator does not establish a goal-based support plan for providing service to the teacher.	MTSS Coordinator uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the teacher	MTSS Coordinator uses strategies and data to establish a goal-based coherent plan that will provide service to the teacher based on the teacher's needs	MTSS Coordinator and teacher use evidence-based data to collaborate when establishing a goal-based coherent plan that will provide service to the teacher based on the teacher's needs
1f: Utilizing formative assessments to provide evidence-based feedback on teacher growth	MTSS Coordinator does not attempt to utilize formative assessments to analyze data and provide feedback on teacher growth based upon the Framework for Teaching .	MTSS Coordinator attempts to utilize formative assessments to analyze teaching data and provide feedback on teacher growth. Feedback is not evidence-based or unclear and not aligned to the Framework for Teaching.	MTSS Coordinator utilizes formative assessments to gather and analyze teaching data and provides ongoing feedback on teacher growth that is evidence-based and aligned to the Framework for Teaching .	MTSS Coordinator collaborates with teacher in reviewing the formative assessments and analyzing the data in order for the teacher to self-assess and Determine strengths/challenges in teacher growth based upon evidence of practice as defined in the Framework for Teaching .

Domain 2: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of trust and respect	Interaction between coach and teacher is strained and non - productive. Coach is negative, inappropriate, and/or insensitive to teacher's cultural background or experience. Coach does not meet his/her commitment.	Interaction between coach and teacher is cordial and appropriate. Coach generally meets his/her commitments and demonstrates some knowledge of the teacher's background and experience.	Interactions between coach and teacher are respectful and caring and appropriate to the cultural background and experiences of the teacher. Coach meets his/her commitments.	Coach and teacher equally contribute to the success and progress of the relationship.
2b: Establishing a culture for ongoing instructional improvement	MTSS Coordinator has a low expectation for success and communicates the coaching process as having little value.	MTSS Coordinator offers support but has low expectations for success. Coach and teacher appear to be going through the motion s with limited inquiry and reflection.	MTSS Coordinator has high expectations and a commitment to instructional improvement. Coach and teacher collaboratively engage in a growth process based on inquiry and reflection.	MTSS Coordinator supports teacher initiated directions for instructional improvement that include inquiry and reflection
2c: Managing instructional support	MTSS Coordinator does not have or utilize a system of organizing or sharing teacher data, tools, and resources related to the coaching process.	MTSS Coordinator loses some coaching time due to a lack of an organized system for sharing and maintaining teacher data, tools, and resources related to the coaching process.	MTSS Coordinator maximizes coaching time by maintaining an effective system for organizing or sharing teacher data, tools, and resources related to the coaching process.	MTSS Coordinator and teacher maximize coaching time by collaboratively maintaining and sharing teacher data, tool s, and resources related to the coaching process.

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating effectively in the coaching relationship	MTSS Coordinator doe s not communicate the expectations of the coaching process and does not use the Framework for Teaching in their work. MTSS Coordinator does not engage in modeling or co - teaching. MTSS Coordinator's oral and written language is unclear does not conform to standard English.	MTSS Coordinator partially communicates the expectations of the coaching process and inconsistently uses the Framework for Teaching . Where appropriate, instructional coach partially engages in co - teaching and modeling. MTSS Coordinator's written and oral language is clear and correct and conforms to standard English.	MTSS Coordinator communicates the expectations of the coaching process and effectively uses the language of the Framework for Teaching . Where appropriate, instructional coach uses co-teaching or modeling to help the teacher grow.	MTSS Coordinator communicates the expectations of the coaching process and effectively uses the language of the Framework for Teaching. Teacher initiates co-teaching or modeling, when appropriate. MTSS Coordinator's written and oral language is clear and correct and conforms to standard English.
3b: Using coaching language and questions	MTSS Coordinator does not use coaching language or questions during the interaction.	MTSS Coordinator's written and oral language is clear and correct and conforms to standard English. MTSS Coordinator's use of coaching language and questions during an interaction is inconsistent	MTSS Coordinator's written and oral language is clear and correct and conforms to standard English. MTSS Coordinator uses coaching language and questions during interaction with teacher.	Teacher and MTSS Coordinator use coaching language and questions during the interaction to guide inquiry about teaching practice.
3c: Engaging teachers in the coaching process	MTSS Coordinator's use of activities, tools, and data are not appropriate. Teacher is not engaged in the interaction.	MTSS Coordinator's use of activities, tools, and data are partially suitable, resulting in limited engagement by the teacher.	MTSS Coordinator uses a variety of activities, tools, and data that are thought provoking, appropriate to the teacher's needs, and enhances the teacher's understanding of the instructional process. Teacher is actively engaged throughout the interaction.	Teacher initiates and suggests activities, use of tools, and data to reflect on their growth and is actively engaged throughout the interaction.
3d: Using data to support teacher in monitoring growth	MTSS Coordinator does not collect evidence or u se the Framework for Teaching to monitor teacher growth.	Analysis of teacher growth using the Framework for Teaching is not evidenced-based or appropriate.	MTSS Coordinator engages the teacher in analyses of evidence to assess growth based on the Framework for Teaching .	MTSS Coordinator facilitates teacher's evidence -based self-assessment of practice and growth on the Framework for Teaching.
3e: Demonstrating flexibility, responsiveness, and	MTSS Coordinator adheres to his/her plan, in spite of evidence	MTSS Coordinator makes modest adjustments to the	MTSS Coordinator makes adjustments and	Teacher assumes responsibility and initiates changes to the

persistence	of its inadequacy or inappropriateness.	interaction when confronted with evidence of the need for change.	accommodations to the interaction to meet the needs that arise in the moment. MTSS Coordinator persists in addressing the teacher's needs that are resistant to support by drawing on a number of strategies to engage the teacher.	interaction, based on their instructional needs that arise in the moment.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice and progress in relationship to the instructional support goals	MTSS Coordinator does not reflect and/or know if their practice is effective or misjudges the impact of their practice on the teacher's progress. MTSS Coordinator has no suggestions on how to improve.	MTSS Coordinator reflects with some accuracy, but reflection is not evidence based. Suggestions for improvement are rudimentary.	MTSS Coordinator's reflection is accurate and based on evidence with specific suggestions on how to improve practice.	MTSS Coordinator uses evidence and seeks feedback from the teacher to shape their future practice. Instructional coach and teacher develop a plan for improving practice.
4b: Creating, maintaining, utilizing, and submitting required reports	MTSS Coordinator has no system for maintaining teacher's progress or system is in disarray. Required reports are routinely late.	MTSS Coordinator's system for maintaining information on teacher's progress is rudimentary and partially effective. MTSS Coordinator's required reports are sometimes submitted on time.	MTSS Coordinator's system for maintaining information on teacher's progress is effective and is utilized to support the coach's work. Instructional coach's required reports are on time and accurate.	Teacher and coach collaborate on creating a useful system for tracking teacher's progress. Required reports are always submitted on time, accurate, and based on evidence. Coach uses the reports to determine ongoing needs for the school, team, or teacher.
4c: Coordinating work with other colleagues (coaches, department chairs, specialists, etc.) to support teacher progress	MTSS Coordinator makes no effort to seek out or become aware of other colleagues within the district, area, or school to support the teacher.	MTSS Coordinator is aware of and attempts to contact colleagues within the district, area, or school to support the teacher.	MTSS Coordinator has met with and coordinates services with colleagues within the district, areas, and/or school to support the teacher in the best way possible.	MTSS Coordinator and teacher collaborate on coordinating work with colleagues within the district, area, and/or school.
4d: Participating in professional inquiry	Relationships with colleagues are negative. Instructional coach does not attend or attends and does not engage in professional inquiry (PLCs, forums, etc.).	Relationships with colleagues are cordial. MTSS Coordinator attends and participation in professional inquiry (PLCs, forums, etc.) is limited to those that are convenient or are required.	Relationships with colleagues are mutually supportive and respectful. MTSS Coordinator actively participates in professional inquiry (PLCs, forums, etc.).	Relationships with col leagues are characterized by mutual support and cooperation. MTSS Coordinator takes leadership in promoting a culture of inquiry in the coaching community.
4e: Growing and developing professionally	MTSS Coordinator resists feedback on practice f rom supervisors and/or colleagues. MTSS Coordinator does not attend or attends and does not	MTSS Coordinator reluctantly accepts feedback on practice from supervisors and/or colleagues or has a limited understanding of the feedback.	MTSS Coordinator welcomes feedback and engages supervisor and/or colleagues in discussion about it. MTSS Coordinator seeks out	MTSS Coordinator seeks out feedback from their supervisor, colleagues, and/or teachers. MTSS Coordinator actively pursues professional

	participate in professional development.	Participation in professional development activities is limited to those that are convenient or are required.	opportunities for professional development based on an individual assessment of need.	development opportunities and shares the learning with colleagues and teachers.
4f: Showing professionalism, including integrity and confidentiality	MTSS Coordinator makes decisions based on self -serving interests. MTSS Coordinator does not comply with many district policies, regulations, and rules. MTSS Coordinator displays dishonesty in interactions and violates the norms of confidentiality.	MTSS Coordinator complies with most district policies, regulations, and rules. MTSS Coordinator is honest in interactions with colleagues and respects norms of confidentiality.	MTSS Coordinator complies with all district policies, regulations, and rules. MTSS Coordinator displays honesty and integrity in interactions with colleagues and respects norms of confidentiality.	MTSS Coordinator takes a leadership role in team decisions. MTSS Coordinator complies with all district policies, regulations, and rules. MTSS Coordinator displays honesty and integrity and makes an effort to challenge negative perceptions about teacher professionalism and student learning while upholding the norms of confidentiality.

Williamston Community Schools
MTSS Evaluation Worksheet
As of July 2024

Effective:	100 - 70
Developing:	69 - 50
Needing Support:	49 - 0

Coordinator Name: _____

Observation Component: Reference Danielson Framework for Teaching	Effective	Developing	Needing Support	Points
1a: Demonstrating knowledge of content and pedagogy	4	2.4	0	
1b: Demonstrating knowledge of the teacher	4	2.4	0	
1c: Demonstrating knowledge of the school's instructional goals	4	2.4	0	
1d: Demonstrating knowledge of resources, both within and beyond the school district	4	2.4	0	
1e: Establishing a coherent goal-based support plan to improve teacher practice	4	2.4	0	
1f: Utilizing formative assessments to provide evidence-based feedback on teacher growth	4	2.4	0	
2a: Creating an environment of trust and respect	4	2.4	0	
2b: Establish a culture for ongoing instructional improvement	4	2.4	0	
2c: Managing instructional support	4	2.4	0	
3a: Communicating effectively in the coaching relationship	4	2.4	0	
3b: Using coaching language and questions	4	2.4	0	
3c: Engaging teachers in the coaching process	4	2.4	0	
3d: Using data to support teachers in monitoring growth	4	2.4	0	
3e: Demonstrating flexibility, responsiveness, and persistance	4	2.4	0	
4a: Reflecting on practice and progress in relationship to the instructional support goals	4	2.4	0	
4b: Creating, maintaing, utilizing, and submitting required reports	4	2.4	0	
4c: Coordinating work with other colleagues to support teacher progress	4	2.4	0	
4d: Participating in professional inquiry	4	2.4	0	
4e: Growing and developing professionally	4	2.4	0	
4f: Showing professionalism including integrity and confidentiality	4	2.4	0	
Observation Subtotals:	80	48	0	0
Student Growth Measurements	Effective	Developing	Needing Support	Points
Aggregate Student Growth Percentile (State Assessment)	10	6	0	
Student Learning Objective #1	10	6	0	0
Student Learning Objective #2 (Optional)				
Student Growth Subtotal	20	12	0	0
Total				0

Coordinator Signature: _____

Building Principal/Evaluator Signature: _____

Date: _____