

Multi Tiered Systems of Support (MTSS) Coordinator Rubric

Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
1a: Demonstrating Knowledge of Field and Practice	The MTSS Coordinator lacks knowledge and skills related to MTSS frameworks, the systems change process and pertinent state and federal regulations. The MTSS Coordinator is unfamiliar with research-based proactive and responsive academic and social emotional practices and using data.	The MTSS Coordinator displays limited knowledge and/or skills related to MTSS frameworks and/or the systems change process and/or pertinent state and federal regulations. The MTSS Coordinator's preparation and practice demonstrate limited familiarity with research-based proactive and responsive academic and social emotional practices and/or using data.	The MTSS Coordinator displays knowledge and skills related to MTSS frameworks and the systems change process, including key features of effective systems, data, and practices. The MTSS Coordinator's preparation and practice demonstrate familiarity with research-based proactive and responsive academic and social emotional practices. The MTSS Coordinator displays familiarity with state and federal regulations that relate to supporting students through an MTSS framework.	The MTSS Coordinator displays extensive knowledge and skills related to MTSS frameworks and the systems change process, including effective systems, data, and practices.. The MTSS Coordinator's preparation and practice demonstrates expertise with research-based proactive and responsive academic and social emotional practices. The MTSS Coordinator shares important information about state and federal regulations that relate to supporting students through an MTSS framework.

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1b: Demonstrating Knowledge of Students and Community	The MTSS Coordinator fails to demonstrate knowledge of social/emotional and academic skill development, and diverse characteristics of students, and how these impact student outcomes. The MTSS Coordinator is resistant to learning more about the students and community they serve.	The MTSS Coordinator has limited knowledge of social/emotional and academic skill development, and diverse characteristics of students, and how these impact student outcomes. The MTSS Coordinator is content practicing with current knowledge and does not seek knowledge to further their understanding of students unless prompted to do so.	The MTSS Coordinator demonstrates knowledge of social/emotional and academic skill development, and diverse characteristics of students, and how these impact student outcomes. The MTSS Coordinator shows understanding of intersectionality and systemic barriers to traditionally underserved groups, and how these impact outcomes as well. The MTSS Coordinator seeks knowledge to further their understanding of students and community.	The MTSS Coordinator demonstrates knowledge of social/emotional and academic skill development, and diverse characteristics of students, and how these impact student outcomes. The MTSS Coordinator clearly understands, communicates, and initiates changes with consideration of intersectionality and systemic barriers to traditionally underserved groups, and how these impact outcomes as well. The MTSS Coordinator acts on knowledge of students and community to create plans for improvement.

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1c: Setting Goals and Outcomes	The MTSS Coordinator does not create needs-based, measurable academic, behavioral, or social-emotional goals across tiers and systems. There is no plan to assess the effectiveness of systems and practices.	The MTSS Coordinator creates academic, behavioral, and/or social-emotional goals across tiers and systems; however, goals are not designed to maintain equitable, effective, and supportive learning environments, and/or are not written in collaboration with key stakeholders. Goals are not consistently measurable or linked to identified needs or assessments.	The MTSS Coordinator creates measurable academic, behavioral, and/or social-emotional goals across tiers and systems, based on identified needs. Goals are designed to maintain equitable, effective, and supportive learning and working environments, written in collaboration with key stakeholders. Goals are linked to data sources and contextual information.	The MTSS Coordinator creates measurable academic, behavioral, and/or social-emotional goals for individuals, groups, and/or systems. Goals are based on identified needs, written in collaboration with stakeholders, and designed to maintain equitable, effective, and supportive learning and working environments. The link between the goals and data/information sources are clear and understandable. Goals are continuously monitored and adjusted over time as needed in response to outcomes.

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1d: Demonstrating Knowledge of Resources	The MTSS Coordinator has little to no knowledge of resources to assist stakeholders and does not provide follow-up. The MTSS Coordinator does not have a system in place to access resources.	The MTSS Coordinator displays knowledge of resources available to stakeholders in the school, district, and community, but may not refer key stakeholders and decision makers to resources that are appropriate, accessible, and relevant. The MTSS Coordinator displays some knowledge of resources beyond those provided by the school or district but does not seek to expand this knowledge. Resources may not always be accessible in a timely manner and follow-up is inconsistent.	The MTSS Coordinator displays knowledge of resources available to stakeholders in the school, district, and community. The MTSS Coordinator is able to refer key stakeholders and decision makers to resources that are appropriate, accessible, and relevant. The MTSS Coordinator continues to expand their knowledge of available resources.	The MTSS Coordinator's knowledge of resources is extensive, including those available through the school and district, in the community and professional organizations, for use with various stakeholders, and for extending one's professional skill and increasing discipline knowledge. The MTSS Coordinator curates and/or creates appropriate resources as needed and shares them in an easily accessible manner.

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1e: Designing Delivery and Coordination of Services	The MTSS Coordinator is not involved in planning services and is unfamiliar with multiple tiers of support. The MTSS Coordinator does not utilize data to design services.	The MTSS Coordinator is involved in planning and coordinating academic and social emotional/behavioral services; however, important connections among services are not present. The MTSS Coordinator utilizes limited data and contextual information to design prevention and intervention services. The MTSS Coordinator has left some key stakeholders out of planning for systems of service delivery.	The MTSS Coordinator is involved in planning and coordinating academic and social emotional/behavioral services across multiple tiers. The MTSS Coordinator utilizes available data and contextual information to design prevention and intervention services. The MTSS Coordinator ensures that all pertinent key leaders are involved in planning for systems of service delivery.	The MTSS Coordinator is proactive and responsive in the planning of academic and social emotional/behavioral services across multiple tiers. The MTSS Coordinator utilizes available data and contextual information to design prevention and intervention services. Services are designed to address prevention and intervention needs of students. The MTSS Coordinator ensures that all pertinent key leaders are involved in planning for systems of service delivery. The coordination of services is inclusive and integrated.

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1f: Designing Assessment Plans	The MTSS Coordinator uses little to no available data sources, and contextual information to help create plans for goal setting, fidelity measures, and outcome monitoring. The MTSS Coordinator has not demonstrated skill in using and interpreting assessment tools and procedures, formal and informal means of data collection, and does not understand the appropriate time to use them.	The MTSS Coordinator uses limited available data sources, and contextual information to help create plans for goal setting, fidelity measures, and outcome monitoring. The MTSS Coordinator has limited knowledge of and skill in using and interpreting assessment tools and procedures, formal and informal means of data collection, and understanding the appropriate time to use them.	The MTSS Coordinator uses a wide variety of available data sources, and contextual information to help create plans for goal setting, fidelity measures, and outcome monitoring. The MTSS Coordinator has knowledge of and skill in using and interpreting a variety of assessment tools and procedures and both formal and informal means of data collection, and understands the appropriate time to use them.	The MTSS Coordinator designs and uses a wide variety of data sources, and contextual information to create plans for goal setting, fidelity measures, and outcome monitoring, across tiers of support. The MTSS Coordinator has extensive knowledge of and skill in using and interpreting a wide variety of types of data, and persists in finding or designing new and/or unique tools and instruments in order to meet the needs of the system.

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2a: Creating an Environment of Respect and Rapport	The MTSS Coordinator does not establish a positive and respectful environment for stakeholders. Interactions are inappropriate and insensitive to the cultures, experiences, and background knowledge of the stakeholders. The MTSS Coordinator does not adhere to appropriate professional boundaries and does not create an environment where consensus is achieved.	The MTSS Coordinator attempts to establish a positive and respectful environment with inconsistent results. Interactions are sometimes appropriate to the cultures and experiences and background knowledge of the stakeholders present. Coordinator does not consistently adhere to appropriate professional boundaries. Decisions are not consistently made with group consensus and lack input from stakeholders.	The MTSS Coordinator establishes a positive, and respectful environment when engaging with stakeholders. Interactions are appropriate to the individual needs, roles, cultures, background knowledge and experiences of those present. The MTSS Coordinator adheres to appropriate professional boundaries and operates with diplomacy. When decisions need to be made as a group, the MTSS Coordinator actively seeks inputs from a variety of stakeholders, and works to help the group establish consensus or compromises.	The MTSS Coordinator consistently and pro-actively establishes a safe, warm, and highly trusting environment when engaging with stakeholders. Interactions are professional and focused on the individual needs of those present, with attention to the roles, cultures, background knowledge, and experiences of those present. The MTSS Coordinator adheres to appropriate professional boundaries and operates with diplomacy. When decisions need to be made as a group, the MTSS Coordinator actively seeks inputs from a variety of stakeholders, and works to help the group establish consensus or compromises. Stakeholders seek out support from the MTSS Coordinator, as well as freely ask questions and share opinions that indicate a high level of trust.

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2b: Establishing a Culture and Climate for Learning and Collaboration	The MTSS Coordinator does not create an environment with clear, high expectations for participation and outcomes. Stakeholders appear to be unclear about their roles and goals in groups and teams. Interactions mostly do not support the learning and/or work taking place, nor the intended outcomes.	The MTSS Coordinator fosters interactions with stakeholders where clear, high expectations for participation and outcomes are inconsistently established. Stakeholders understand their roles, and sometimes work to achieve their goals. Interactions sometimes support the learning and/or work taking place, and achievement of outcomes, but stray at times.	The MTSS Coordinator fosters interactions with stakeholders where clear, high expectations for participation and outcomes are established and valued by all. Stakeholders understand their roles, and consistently expend effort to achieve their goals. Interactions support the learning and/or work taking place, and achievement of outcomes. The MTSS Coordinator positively reinforces contributions that move the work or learning forward toward the outcomes.	The MTSS Coordinator fosters interactions with stakeholders where clear, high expectations for participation and outcomes are established and valued by all. Stakeholders understand their roles, and consistently expend effort to achieve their goals, through contributions to the learning or work, suggestions for improvement, and/or assisting each other in accomplishing goals. Interactions support the learning and/or work taking place, and achievement of outcomes. Along with the MTSS Coordinator, stakeholders provide positive reinforcement to each other for contributions that move the work or learning forward toward the outcomes.

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2c: Managing Routines and Procedures and Physical Space	The MTSS Coordinator does not engage stakeholders efficiently due to failure to maintain routines, procedures, physical space, and/or data systems designed to meet the needs of stakeholders and systems.	The MTSS Coordinator attempts to engage stakeholders efficiently but is inconsistent in the maintenance of routines, procedures, physical space, and/or data systems designed to meet the needs of stakeholders and systems.	The MTSS Coordinator engages stakeholders efficiently through the maintenance of routines, procedures, physical space, and/or data systems designed to meet the needs of stakeholders and systems.	The MTSS Coordinator engages stakeholders efficiently and effectively through the consistent maintenance of well-developed and established routines, procedures, physical space, and data systems designed to respond to a variety of stakeholder and system needs. The MTSS Coordinator adapts systems in response to change.

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2d: Managing Team/Group Functioning	The MTSS Coordinator fails to assess team/group functioning and/or norms have not been established. The MTSS Coordinator does not have the skill set to work with teams to understand how their functioning impacts their performance and progress towards goals.	The MTSS Coordinator assesses team/group functioning but inconsistently responds to deviations from norms. The MTSS Coordinator fails in their attempts to work with teams to understand how their functioning impacts their performance and progress towards goals.	The MTSS Coordinator assesses Team/group functioning and responds to deviations from norms in a consistent, proportionate, and respectful manner. The MTSS Coordinator also works with teams to understand how their functioning impacts their performance and progress towards goals. Clear norms are established.	The MTSS Coordinator assesses team/group functioning and effectively responds to deviations from norms in a consistent, proportionate, and respectful manner. The MTSS Coordinator also works with teams/groups to understand how their functioning impacts their performance, and develops plans to monitor and improve norms.

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3a: Communicating with Stakeholders	The MTSS Coordinator's communication does not engage stakeholders in understanding the MTSS framework as a whole, or how the different practices, teams and roles interrelate. The MTSS Coordinator's spoken and written language is not clear nor is it culturally responsive or suitable to the audience.	The MTSS Coordinator's communication inconsistently engages stakeholders in understanding the MTSS framework as a whole, or how the different practices, teams and roles interrelate. The MTSS Coordinator's explanation of data and practices is inaccessible to some stakeholders. The MTSS Coordinator's spoken and written language is not consistently clear and correct, and is sometimes not culturally responsive or suitable to the audience.	The MTSS Coordinator's communication consistently engages stakeholders in understanding the MTSS framework as a whole, as well as how the different practices, teams and roles interrelate. The MTSS Coordinator clearly explains data and practices in ways that are accessible to the stakeholders present, including everyone's roles in the process. The MTSS Coordinator's spoken and written language is culturally responsive, clear, correct, consistent, and suitable to the audience.	The MTSS Coordinator's communication consistently engages and coaches stakeholders in understanding the MTSS framework as a whole as well as how the different practices, teams and roles interrelate. The MTSS Coordinator anticipates and proactively addresses common misunderstandings. Coordinator clearly explains data and practices in ways that are accessible to the stakeholders present, including everyone's roles in the process. The MTSS Coordinator's spoken and written language is culturally responsive, clear, correct, consistent, and suitable to the audience.

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3b: Using Question and Discussion Techniques	The MTSS Coordinator does not use effective questioning and discussion techniques to engage stakeholders in productive dialogue. As a result, necessary information is not gathered and decisions are not made. The MTSS Coordinator does not allow time for individuals to process, reflect, and respond.	The MTSS Coordinator uses questioning and discussion techniques to engage stakeholders in dialogue with inconsistent results regarding productivity, information gathering, decision making, or the exploration of ideas, practices, and biases. The MTSS Coordinator inconsistently allows time for individuals to process, reflect, and respond.	The MTSS Coordinator uses effective questioning and discussion techniques to engage stakeholders in productive dialogue, information gathering, and decision making. The MTSS Coordinator uses questioning strategies to encourage stakeholders to explore their ideas, practices, and biases. The MTSS Coordinator allows time for individuals to process, reflect and respond.	The MTSS Coordinator promotes fair process by using effective questioning and discussion techniques to engage stakeholders in productive dialogue, and information gathering. The MTSS Coordinator uses questioning strategies to encourage stakeholders to explore their ideas, practices, and biases. The MTSS Coordinator allows time for individuals to process, reflect and respond. Stakeholders formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.

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3c: Engages Stakeholders in Developing Plans	The MTSS Coordinator does not have background knowledge of students, stakeholders, or systems, resulting in a lack of stakeholder engagement to set and implement goals and/or plans that support and encourage the improvement of academic, social-emotional, and behavioral outcomes. Agendas and associated tasks are not aligned with the roles and goals of the team or group.	The MTSS Coordinator has limited background knowledge of students, stakeholders, and systems, and inconsistently engages stakeholders to set and implement goals and/or plans that support and encourage the improvement of academic, social-emotional, and behavioral outcomes. Agendas and associated tasks are sometimes aligned with the roles and goals of the team or group, resulting in inconsistent participation from team members.	The MTSS Coordinator has background knowledge of students, stakeholders, and systems, and works collaboratively to engage most stakeholders to set and implement goals and/or plans that support and encourage the improvement of academic, social-emotional, and behavioral outcomes. Agendas and associated tasks align with the roles and goals of the team or group, resulting in effective participation from most team members.	The MTSS Coordinator has background knowledge of students, stakeholders, and systems, and works collaboratively to engage virtually all involved stakeholders to set and implement goals and/or plans that support and encourage the improvement of academic, social-emotional, and behavioral outcomes. Agendas and associated tasks align with the roles and goals of the team or group, and demonstrate evidence of clear routines that are embraced and used consistently. Facilitation routines result in stakeholder-initiated effective participation from virtually all team members.

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<p>3d: Assessing Stakeholder &amp; System Needs and Monitoring Progress</p>	<p>The MTSS Coordinator does not use data collection methods to identify stakeholder and system needs, monitor progress, or select responses. Stakeholders are unaware of data collection methods or desired outcomes.</p> <p>The MTSS Coordinator does not provide feedback or address misconceptions in a clear, timely, or actionable manner.</p>	<p>The MTSS Coordinator inconsistently uses data collection methods to identify stakeholder and system needs and monitor progress at the individual, group, and/or building levels. Data is sometimes used to select and implement appropriate responses. Some stakeholders demonstrate an awareness of the variety of data collection methods and desired outcomes related to the task at hand.</p> <p>The MTSS Coordinator inconsistently provides feedback or addresses misconceptions in a clear, timely, and actionable manner.</p>	<p>The MTSS Coordinator uses a variety of data collection methods to identify stakeholder and system needs and monitor progress at the individual, group, and/or building levels. The MTSS Coordinator uses the data to select and implement appropriate responses. Many stakeholders demonstrate an awareness of the variety of data collection methods and desired outcomes related to the task at hand.</p> <p>When providing constructive feedback or addressing misconceptions, the MTSS Coordinator does so in a way that is clear, timely, and actionable.</p>	<p>The MTSS Coordinator uses a variety of data collection methods to identify stakeholder and system needs and monitor progress at the individual, group, and/or building levels. The MTSS Coordinator uses the data to select and implement appropriate responses. Many stakeholders demonstrate an awareness of the variety of data collection methods and desired outcomes related to the task at hand. Stakeholders take part in self-monitoring their progress and suggesting possible methods for gathering and using data when appropriate and viable.</p> <p>When providing constructive feedback or addressing misconceptions, the MTSS Coordinator does so in a way that is clear, timely, actionable, and individualized based on the needs of the stakeholder(s).</p>

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<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The MTSS Coordinator has a limited repertoire of strategies and resources, and is not responsive to stakeholder or systems-level needs. No attempt is made to adjust to unexpected situations.</p>	<p>The MTSS Coordinator has a limited repertoire of strategies and resources, and is inconsistent in seeking solutions or next steps in response to existing stakeholder or system-level needs. Adjustments in response to unexpected situations are minimal or ineffective.</p>	<p>Drawing from a broad repertoire of strategies and resources, the MTSS Coordinator persists in seeking solutions or next steps that are responsive to existing stakeholder or systems-level needs and makes adjustments, as needed. The MTSS Coordinator appropriately responds to unexpected situations as they arise.</p>	<p>Drawing from an extensive repertoire of strategies and resources, both within and outside the school, the MTSS Coordinator persists in seeking solutions or next steps that are effective and responsive to existing stakeholder or systems-level needs and makes adjustments, as needed. The MTSS Coordinator appropriately responds to unexpected situations as they arise in a seamless manner that effectively resolves any needs of the stakeholders</p>

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4a: Reflecting on Practice	The MTSS Coordinator seldom, if ever, reflects on aspects of the profession and those reflections lack objectivity, thoughtfulness, and/or reflect bias. The MTSS Coordinator does not assess or does not have a formal way of assessing whether services were effective or achieved their intended objectives. The MTSS Coordinator misjudges and/or misinterprets the success of services. The MTSS Coordinator has little or no suggestions for how the counseling techniques could be improved. The MTSS Coordinator does not seek and/or does not utilize the assistance and support from mentors, coaches, and supervisors.	The MTSS Coordinator's reflections on professional practice may lack objectivity, thoughtfulness, and/or reflect bias. The MTSS Coordinator has a somewhat incomplete or inaccurate impression of the effectiveness of the services delivered and the extent to which intended objectives were met. The MTSS Coordinator makes general suggestions about how services could be improved. The MTSS Coordinator makes inconsistent use of assistance and support from mentors, coaches, and supervisors.	The MTSS Coordinator is objective and reflective regarding their reflections. The MTSS Coordinator makes an accurate assessment of the effectiveness of their efforts and the extent to which intended objectives are achieved. The MTSS Coordinator can cite general references and best practices to support judgments. The MTSS Coordinator makes specific suggestions of alternative actions that could have been taken. The MTSS Coordinator reflects and initiates improvements to address stakeholder and system needs, including feedback from mentors, coaches, and supervisors.	The MTSS Coordinator is objective and reflective regarding virtually all aspects of the profession, and can clearly identify areas of expertise and those with room for growth. The MTSS Coordinator has a detailed plan to accurately assess the effectiveness of their efforts and the extent to which intended objectives are achieved. The MTSS Coordinator can cite general references and best practices to support judgments. The MTSS Coordinator makes specific suggestions of alternative actions that could have been taken, complete with the probable success of different courses of action. The MTSS Coordinator reflects and initiates improvements to address stakeholder and system needs, including regularly seeking feedback from mentors, coaches, supervisors, and stakeholders.

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4b: Maintaining Accurate Records to Support Communication and Routines with Stakeholders	The MTSS Coordinator's system for keeping accurate and current documentation of their projects and responsibilities, key resources, data sources, and processes rudimentary, not timely, and therefore or not effective. Records may contain errors and are confusing for stakeholders to engage with. The MTSS Coordinator makes no attempts to communicate with families about student progress and does not attempt to engage families. The MTSS Coordinator does not respond to student and family concerns.	The MTSS Coordinator's system for Keeping accurate and current documentation of their projects and responsibilities, key resources, data sources, and processes rudimentary, not timely, and only partially effective. Unless given frequent oversight by the supervisor, records are prone to errors. The MTSS Coordinator makes inconsistent attempts to communicate with pertinent stakeholders and/or makes a minimal attempt to engage families. The MTSS Coordinator responds to student and family concerns reactively. The communication may not be timely, professionally, and/or culturally sensitive to those families.	The MTSS Coordinator keeps accurate and current documentation of their projects and responsibilities, key resources, data sources, and processes. The MTSS Coordinator collaborates with key stakeholders to gather, organize, and share information related to MTSS. The MTSS Coordinator frequently communicates progress to pertinent stakeholders, and responds to stakeholder concerns and questions in a timely, professional, and culturally sensitive manner.	The MTSS Coordinator creates a system to clearly document and share with stakeholders key resources, data sources, projects and responsibilities, and processes. The MTSS Coordinator makes suggestions and implements improvements to current systems to increase effectiveness and efficiency for gathering, organizing, and sharing information. The MTSS Coordinator frequently communicates progress to pertinent stakeholders, and responds to stakeholder concerns and questions in a timely, professional, and culturally sensitive manner.

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4c: Participating in the Professional Community	The MTSS Coordinator's relationships with colleagues are negative or self-serving. The MTSS Coordinator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The MTSS Coordinator avoids becoming involved in school events or school and district projects.	The MTSS Coordinator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The MTSS Coordinator participates in the school's culture of professional inquiry when invited to do so. The MTSS Coordinator participates in school events and school and district projects when specifically asked.	The MTSS Coordinator's relationships with colleagues are characterized by mutual support and cooperation, with The MTSS Coordinator taking initiative in assuming leadership among the faculty. The MTSS Coordinator takes a leadership role in promoting a culture of professional inquiry. The MTSS Coordinator volunteers to participate in school events and in school and district projects, making a substantial contribution.	The MTSS Coordinator's relationships with colleagues are characterized by mutual support and cooperation, with The MTSS Coordinator taking initiative in assuming leadership among the faculty. The MTSS Coordinator takes a leadership role in promoting a culture of professional inquiry. The MTSS Coordinator volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of district-level MTSS. Stakeholders seek out the MTSS coordinator for problem solving and input as needed.

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4d: Growing and Developing Professionally	The MTSS Coordinator engages in little or no professional development activities to enhance knowledge or skill. The MTSS Coordinator resists engaging with colleagues and supervisors in professional conversation about practice and feedback about practice. The MTSS Coordinator makes little or no effort to contribute to the profession.	The MTSS Coordinator participates to a limited extent in professional activities when they are convenient. The MTSS Coordinator passively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The MTSS Coordinator only contributes to the profession when asked to do so.	The MTSS Coordinator seeks out opportunities for professional development to enhance knowledge of researched-based strategies and their facilitation/implementation. The MTSS Coordinator actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The MTSS Coordinator actively contributes to the profession.	The MTSS Coordinator seeks out opportunities for professional development to enhance knowledge of researched-based strategies and advocates for and facilitates their implementation among colleagues. The MTSS Coordinator seeks out feedback on his or her practice from both supervisors and colleagues. The MTSS Coordinator participates actively in assisting other members of the profession and looks for ways to contribute to the profession by taking a leadership role.

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4e: Showing Professionalism	<p>The MTSS Coordinator is dishonest, lacks integrity, diplomacy, and/or confidentiality in interactions with stakeholders. The MTSS Coordinator makes no attempt to participate in a positive work environment centered on students. The MTSS Coordinator's attitude and/or actions result in a negative work environment, thus damaging service to students. The MTSS Coordinator makes decisions and recommendations that are based on self-serving interests. The MTSS Coordinator does not comply with district responsibilities and expectations.</p>	<p>The MTSS Coordinator demonstrates inconsistency in honesty, integrity, diplomacy, and/or confidentiality (when appropriate) in interactions with stakeholders. The MTSS Coordinator's attempts to participate in a positive work environment centered on students are inconsistent, and/or they unknowingly contribute to a negative work environment, thus impacting service to students. The MTSS Coordinator's decisions and recommendations are based on limited though genuinely professional considerations. The MTSS Coordinator must be reminded by supervisors about district responsibilities and expectations.</p>	<p>The MTSS Coordinator demonstrates honesty, integrity, diplomacy, and confidentiality (when appropriate) in interactions with stakeholders. The MTSS Coordinator is highly proactive in working with stakeholders, seeking out information and resources as needed. The MTSS Coordinator makes a concerted effort to ensure a positive work environment centered on the best interest of students, and challenges practices contrary to that end. The MTSS Coordinator is a productive contributor to decision making, professional learning, and accomplishing goals, and helps ensure that all are based on professional standards and best practices. The MTSS Coordinator complies fully with district responsibilities and expectations.</p>	<p>The MTSS Coordinator demonstrates honesty, integrity, diplomacy, and confidentiality (when appropriate) and takes a leadership role with colleagues. The MTSS Coordinator is highly proactive in working with stakeholders, seeking out information and resources as needed. The MTSS Coordinator makes a concerted effort to ensure a positive work environment centered on the best interest of students, and challenges practices contrary to that end. The MTSS Coordinator takes a leadership role in decision making, professional learning, and accomplishing goals, and helps ensure that all are based on the highest professional standards and best practices. The MTSS Coordinator complies fully with district responsibilities and expectations.</p>