

Evaluating the MTSS Status in a School

Howard M. Knoff, Ph.D.
Project ACHIEVE Educational Solutions

Directions. Please use the Summary sheet on Page 5 to rate each of the items below as it relates to the current status of the general education teachers in your school.

Evaluation Question	Rating
1. Does every teacher know the current functional skill level (mastery) of each student in literacy, math, oral expression, and written expression?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
2. Does every lesson, unit, or course explicitly identify the knowledge and content, and skill and application mastery-level outcomes expected of every student in measurable terms? As well as how teachers and students will assess (with explicit criteria or decision rules) mastery accurately?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
3. Does every lesson, unit, or course identify the prerequisite knowledge/content and skills/application needed in order to effectively teach (and have students learn) all expected lesson, unit, and course outcomes?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)

Evaluation Question	Rating
4. Does every teacher assess every student's prerequisite knowledge and skills prior to instruction, and remediate skill gaps as needed?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
5. Do teachers have the differentiated curricular materials (direct and supplemental) needed to effectively teach, progress monitor, and formatively/summatively assess mastery prior to lesson or unit instruction? Have these materials been field-tested and demonstrated successful for their students?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
6. Are teachers at the same grade-level (across grade-levels, and across academic disciplines) in the same school/district using the same steps, scripts, algorithms, or rubrics for the same skills or strategies being taught? [Especially in the areas of Literacy, Math, Oral Expression, and Written Expression?]	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
7. Do teachers have no more than three or four functional skills groups in their classrooms—especially in literacy, math, and English Language Arts—for which to differentiate instruction?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)

Evaluation Question	Rating
8. Do all students take responsibility for their academic and social interactions and progress—and that of their peers?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
9. Are all students, preschool through high school, being taught and reinforced for interpersonal, social problem solving, conflict prevention/resolution, and emotional control and coping skills? Are all students, similarly, being taught in the areas of organization, time and stress management, and how to prioritize their activities and other processes?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)
10. Are at-risk, unresponsive, disengaged, underperforming, unmotivated, unsuccessful, and failing students (and their teachers) receiving the multi-tiered services, supports, strategies, and programs they need to be academically and interpersonally successful?	1- Fully Attained (90% or more) 2- Partially Attained (60% to 90%) 3- Not Attained (less than 60%)

Evaluation Summary for the MTSS Status in a School

Evaluation Question	Rating 1- Fully Attained 2- Partially Attained 3- Not Attained
1. Does every teacher know the current functional skill level (mastery) of each student in literacy, math, oral expression, and written expression?	
2. Does every lesson, unit, or course explicitly identify the knowledge and content, and skill and application mastery-level outcomes expected of every student in measurable terms? As well as how teachers and students will assess (with explicit criteria or decision rules) mastery accurately?	
3. Does every lesson, unit, or course identify the prerequisite knowledge/content and skills/application needed in order to effectively teach (and have students learn) all expected lesson, unit, and course outcomes?	
4. Does every teacher assess every student's prerequisite knowledge and skills prior to instruction, and remediate skill gaps as needed?	
5. Do teachers have the differentiated curricular materials (direct and supplemental) needed to effectively teach, progress monitor, and formatively/summatively assess mastery prior to lesson or unit instruction? Have these materials been field-tested and demonstrated successful for their students?	
6. Are teachers at the same grade-level (across grade-levels, and across academic disciplines) in the same school/district using the same steps, scripts, algorithms, or rubrics for the same skills or strategies being taught? [Especially in the areas of Literacy, Math, Oral Expression, and Written Expression?]	
7. Do teachers have no more than three or four functional skills groups in their classrooms—especially in literacy, math, and English Language Arts—for which to differentiate instruction?	
8. Do all students take responsibility for their academic and social interactions and progress—and that of their peers?	
9. Are all students, preschool through high school, being taught and reinforced for interpersonal, social problem solving, conflict prevention/resolution, and emotional control and coping skills? Are all students, similarly, being taught in the areas of organization, time and stress management, and how to prioritize their activities and other processes?	
10. Are at-risk, unresponsive, disengaged, underperforming, unmotivated, unsuccessful, and failing students (and their teachers) receiving the multi-tiered services, supports, strategies, and programs they need to be academically and interpersonally successful?	

Notes or Comments?