Summary of Results for Fall 2013 Coaches Survey

Number of Survey Participants: 20 Coaches

	AREAS OF STRENGTH	**AREAS NEEDING IMPROVEMENT**
Coaching Responsibilities	Largest responsibilities include: • Support implementation of training content at the buildings • Support teams in data-based problem solving at the student level • Support teams in data-based problem solving at the building level • Support teams in data-based problem solving at the classroom level • Access, organize, or analyze student outcome data • Action planning and following up on meeting items • Participate in collection of universal data	Less of our coaches' responsibilities include: • Provide feedback on classroom instructional strategies • Monitor fidelity of universal screening administration • Attend grade level meetings • Observe classroom instructional strategies • Support teams in data-based problem solving at the district level
Coaching Skills	Highest Rated Coaching Skills: • Being an effective listener • Communicating clearly • Effective working relationships in schools • Effective work with problem solving team • Timely feedback • Interpreting student outcome data • Working with diverse groups • Building trust • Monitoring Tier 1 progress	Lowest Rated Coaching Skills: • Facilitating consensus building • Engaging team in reflecting on professional practice • Intervention modification and intervention development • Opportunities for leadership team to practice steps in the problem solving process • Technical assistance to support implementing RTI/MTSS • Problem solving process at classroom level

Grade-Level Meetings	83% of coaches report having grade level meetings - These are occurring at least 3 times per year (93%) Meetings address following areas most of the time: - Universal core: 67% - Classroom strategies for differentiation of instruction: 60% - Tier 2 strategies/interventions: 73% - Individual needs: 67% - Math data: 73% - Literacy data: 100%	3 out of 18 coaches report not having grade level meetings (17%) - Half report no system is in place to share grade-level findings with the building leadership team (47%) Meetings address following areas most of the time: - Monitor effectiveness of interventions: 47% - Behavior data: 53%
General Responses	- Coaches are able to allocate much of their time to coaching responsibilities (81-100%) - Our coaches feel prepared to coach in a MTSS model!	

DISTRICT FOCUS AREAS	RESOURCES NEEDED TO IMPROVE COACHING SKILLS
Continue to strengthen reading areas	Time and training!
Implementing MTSS for math	Technology resources/tools
Implementing/streamlining behavior (PBIS)	Resources for behavioral interventions
Building Capacity/Refine Systems/Strengthening MTSS Implementation Processes	
Data and Problem Solving Model	
Matching student needs to interventions	
Teachers Learning Together (TLTs)	