

## Capacity to Support the Problem Solving Process

Please consider how each statement reflects work in your building to support student achievement.

1	Classroom teachers are confident they can meet the needs of students who require low or high-end strategic supports (struggling learners and gifted students).	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
2	Classroom teachers have necessary skills to meet the needs of students who require low or high-end strategic supports (struggling learners and gifted students).	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
3	Classroom teachers and intervention specialists (i.e. special educators, literacy specialists, gifted teachers) share responsibility for the achievement of all students.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
4	Classroom teachers and intervention specialists (i.e. special educators, literacy specialists, gifted teachers) are knowledgeable about learning strengths and needs of individuals who require interventions.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

5	Efforts to support student achievement lack purpose and priority. There is not a consistent focus on important skills for learning and improvement.	Almost Never	At Times	Not Sure	Often	Nearly Always
6	Inefficient use of instructional time and energy is evident in classrooms, among grade levels, and/or across our school.	Almost Never	At Times	Not Sure	Often	Nearly Always
7	Learning challenges are evident across subgroups of students, resulting in low student achievement.	Almost Never	At Times	Not Sure	Often	Nearly Always
8	Efforts to provide interventions to large numbers of students often leads to a drain on school resources and teacher energy.	Almost Never	At Times	Not Sure	Often	Nearly Always
9	There is a lack of direction about how to support student achievement and which students need interventions.	Almost Never	At Times	Not Sure	Often	Nearly Always
10	It is difficult to measure whether interventions have been successful, across the school or even with individual students.	Almost Never	At Times	Not Sure	Often	Nearly Always
11	Many students in our school fail to meet academic and/or behavioral benchmarks.	Almost Never	At Times	Not Sure	Often	Nearly Always
12	Efforts to support large numbers of students with intensive interventions yield mixed results and require extensive teacher energy, time, and resources.	Almost Never	At Times	Not Sure	Often	Nearly Always
13	There is a widening gap among students who meet expectations and those who struggle most.	Almost Never	At Times	Not Sure	Often	Nearly Always
14	We struggle to support students who are well below academic and/or behavioral benchmarks.	Almost Never	At Times	Not Sure	Often	Nearly Always