

Administrator Branch — Early Grades Reading

AB_Y1. Which of the following statements best represents your familiarity with the Read to be Ready Initiative?
(Select one option)

- a. I have a firm understanding of the Read to be Ready Initiative and its various components.
- b. I am not as well informed about the Read to be Ready Initiative as I would like to be.
- c. I am not familiar with the Read to be Ready Initiative.

AB_Y2. Are there Read to be Ready coaches currently working with teachers in your school? (Select one option)

- a. Yes
- b. No

AB_Y3. Which of the following statements best do you believe best represents your staff's response to the Read to Be Ready Initiative?

- a. Teachers in my school are familiar with Read to be Ready, and are excited about how it will affect student learning.
- b. Teachers in my school are familiar with Read to be Ready, but are unsure or unconvinced about the effect that it will have on student learning.
- c. Teachers in my school are vaguely familiar with Read to be Ready.
- d. Other (Please Specify)

AB_Y4. Please indicate the extent to which you agree or disagree with the following statements regarding reading instruction in grades K-3 at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We are able to collect the right data from RTI2 to inform our reading instruction. (Select one option)				
b. I have received adequate resources and training for me to evaluate a balanced literacy lesson and provide specific feedback. (Select one option)				
c. K-3 reading teachers in my school know what "balanced literacy" means. (Select one option)				
d. Teachers in my school need more tools and training for measuring skill-based reading proficiency (e.g., fluency, decoding). (Select one option)				
e. Teachers in my school need more tools and training for measuring knowledge-based reading proficiency (e.g., vocabulary, comprehension). (Select one option)				
f. Teachers in my school need more tools and training for measuring reading holistically (e.g., running records). (Select one option)				
g. Teachers at my school need more access to one-on-one coaching to support reading instructional practices. (Select one option)				
h. I have exhausted the time and resources that are currently available to me at my school to meet the reading instruction needs of my students (including RTI2). (Select one option)				
i. Some of the time and resources currently committed to K-3 reading could be better spent toward other needs of my students (e.g., math support, arts, non-academic needs). (Select one option)				
j. For students at my school, reading proficiency seems to decline substantially during the summer break. (Select one option)				

AB_Y5. What specific supports do you need in order improve reading proficiency in grades K-3 at your school?