

Step 1. Goal: Develop and implement a data-based evaluation system in my school and/or district	
Step 2. Identify the potential Resources and Barriers to achieving our goal identified in Step 1	
Resources	Barriers
<ul style="list-style-type: none"> • Access to Survey Monkey • Administrative buy-in • RtI Coach supporting data collection and analysis • Wealth of data that is already collected and available • Many skilled educators identified as data collectors • Some districts have a Professional development team for RtI implementation (District Team) • Some district technology department have organized all data on computers • Presence of Data Days in some schools • Many school psychologists have the skills to assist in implementing a data-based evaluation system 	<ul style="list-style-type: none"> • Classroom walkthroughs tend to be quick • Schools as seen as fiefdoms (low survey return rate) • Staff turnover • School psychologists not currently embraced as members of SBLTs • Limited time to collect, analyze, and examine data (especially at the Tier I level) • Lack of data management system to organize different data sources • Limited time for staff professional development • School psychologists are not currently utilized for some data analysis tasks and activities

Step 3. Select a barrier or related group of barriers to address first

- School psychologists not embraced as members of SBLTs
- School psychologists are not utilized for some data analysis

Step 4. Brainstorm potential strategies to reduce or eliminate the barrier selected in to address first in Step 3

- Potential Strategies
 - Attend grade-level team meetings and form relationships with that team. Work with that team to analyze data and develop instruction/interventions
 - Collect and graph FCAT and SAT-10 data and share with administration and grade-level teams
 - Provide administrators with a list of skills that school psychologists possess that would make them effective leadership team members
 - Present additional data (academic, behavior, social-emotional) to administration
 - Verbalize our skill sets as school psychologists to administration, grade-level team leaders, other school staff
 - Attend team leader meetings. These team leaders are typically the people that make things happen and influence changes in the school
 - Attend the Training of Trainer sessions during the upcoming 2011-12 school year