

2017-2018 RTI Survey of Teacher Knowledge

Revised 10.14.17

Response to Intervention (RTI) refers to a system of instruction in which there are usually different levels or "tiers" of instruction and different types of periodic assessments that are used to ensure that all students receive the level of instruction they need.

You will be asked questions based on three main categories: classification questions, demographic questions, and RTI questions.

Please answer the following questions based on your experience with or participation in RTI.

Include explanatory notes anywhere on this survey. Feel free to let us know if certain items were interpreted in a specific way or if you had questions about any of the items.

There are no right answers, so please be thoughtful and honest as you respond.

Completion of this survey is strictly voluntary and your participation will remain anonymous.

* 1. What school(s) do you work at?

@af available in dataset

* 2. What is your role?

q2

3. In what content area(s) do you provide instruction (select all that apply)?

- | | | |
|--|---|--|
| <input type="checkbox"/> Reading q3.1 | <input type="checkbox"/> Mathematics q3.3 | <input type="checkbox"/> Science q3.5 |
| <input type="checkbox"/> Social Studies q3.2 | <input type="checkbox"/> Behavior q3.4 | <input type="checkbox"/> Written Language q3.6 |

4. What grade level(s) do you work in (select all that apply)?

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Kindergarten q4.0 | <input type="checkbox"/> Grade 3 q4.3 |
| <input type="checkbox"/> Grade 1 q4.1 | <input type="checkbox"/> Grade 4 q4.4 |
| <input type="checkbox"/> Grade 2 q4.2 | <input type="checkbox"/> Grade 5 q4.5 |

5. What level(s) of instruction/intervention do you provide (select all that apply)?

- Tier 1 (general, core, universal, primary, or regular instruction) provided to the whole class q5.1
- Tier 2 (targeted, secondary, or intervention) provided to (a) small group(s) q5.2
- Tier 3 (intensive, tertiary, or special education) provided to (a) very small group(s) q5.3
- Special Education q5.4
- Accelerated/Gifted and Talented q5.5

Other (please specify)

q5.6

* 6. Including the current year, how many years have you worked with students?

q6

* 7. Including the current year, how many years have you worked with students at this school?

q7

* 8. Including the current year, how many years have you been providing instruction in this class (this content area, grade level, and level of instruction/intervention)?

q8

* 9. What is the highest level of education you have completed? q9.1

- High School M.A./M.S./M.Ed./Ed.S.
- A.A. Ph.D./Ed.D
- B.A./B.S.

Other (please specify)

aq9.2

* 10. Do you currently hold a special education endorsement? q10

- Yes No

* 11. Do you have any other specialized certifications/endorsements (e.g., bilingual, ESL, reading)? q11.1

- Yes No

If yes, please list them here

aq11.2

12. What is your gender? (optional)

q12.1

aq12.2

13. What is your ethnicity? (optional)

Hispanic or Latino

q13.1

Not Hispanic or Latino

q13.2

14. What is your race? (optional)

q14.1

White

Black or African American

Asian

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

Other (please specify)

aq14.2

* 15. As of today's date, how many of the children you teach have a diagnosed disability? q15

16. If any of the children you teach have a disability, please specify below (you may check all that apply):

Autism

q16.1

Developmental delay

q16.6

Other health impairment

q16.11

ADD/ADHD

q16.2

Hearing impairment

q16.7

Specific learning disability

q16.12

Deaf-blindness

q16.3

Intellectual disability

q16.8

Speech or language impairment

q16.13

Deafness

q16.4

Multiple disabilities

q16.9

Traumatic brain injury

q16.14

Dyslexia

q16.5

Orthopedic impairment

q16.10

Visual impairment, including blindness

q16.15

Other (please specify)

q16.16

* 17. As of today's date, do you have any children who are English language learners in your class?

Yes

q17

No

* 18. If yes, how many?

q18.1

Which language(s)?

aq18.2

These questions are about Response to Intervention. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. RTI may also be called Multi-Tiered Systems of Support(MTSS). RTI allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3), sometimes referred to as "levels of prevention" (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports.

For these items, please think of the students in your school building when answering the questions.

* 19. In what content area(s) or grade(s) is RTI implemented in your school(s) (choose all that apply)?

	None	Don't Know	K	1	2	3	4	5
Reading	<input type="checkbox"/> q19.1.n	<input type="checkbox"/> q19.1.dk	<input type="checkbox"/> q19.1.k	<input type="checkbox"/> q19.1.1	<input type="checkbox"/> q19.1.2	<input type="checkbox"/> q19.1.3	<input type="checkbox"/> q19.1.4	<input type="checkbox"/> q19.1.5
Mathematics	<input type="checkbox"/> q19.2.n	<input type="checkbox"/> q19.2.dk	<input type="checkbox"/> q19.2.k	<input type="checkbox"/> q19.2.1	<input type="checkbox"/> q19.2.2	<input type="checkbox"/> q19.2.3	<input type="checkbox"/> q19.2.4	<input type="checkbox"/> q19.2.5
Writing	<input type="checkbox"/> q19.3.n	<input type="checkbox"/> q19.3.dk	<input type="checkbox"/> q19.3.k	<input type="checkbox"/> q19.3.1	<input type="checkbox"/> q19.3.2	<input type="checkbox"/> q19.3.3	<input type="checkbox"/> q19.3.4	<input type="checkbox"/> q19.3.5
Behavior	<input type="checkbox"/> q19.4.n	<input type="checkbox"/> q19.4.dk	<input type="checkbox"/> q19.4.k	<input type="checkbox"/> q19.4.1	<input type="checkbox"/> q19.4.2	<input type="checkbox"/> q19.4.3	<input type="checkbox"/> q19.4.4	<input type="checkbox"/> q19.4.5

* 20. How is RTI currently being implemented at your school? q20

- None/I don't know
- Currently learning about RTI and thinking about how it may fit into instruction
- Preparing for the implementation of RTI, working on a plan for implementing, and/or figuring out what needs to be put in place to begin implementation
- Have a few pieces of RTI in place, and a plan for moving forward with the rest of implementation
- An RTI framework is up and running
- Looking for ways to improve RTI, all the pieces are in place and being used, but can make it even better by tweaking some aspects to be more relevant
- RTI is operational, innovations are applied, and systems are in place to ensure it is sustainable and continues to work well

* 21. How many minutes per day is your class typically divided into achievement groups for reading lessons? (If you teach more than one class, please consider a typical "class time") q21

- 1-15 minutes per day
- 16-30 minutes per day
- 31-60 minutes per day
- more than 60 minutes per day
- Not applicable

Tier 2 intervention involves intensive, systematic, small group instruction in reading skills ONLY for students with weak skills (ex: 3-5 times a week for about 20-40 minutes). Tier 3 intervention involves intensive and individualized small group instruction on a daily basis for children who have shown only minimal progress after a reasonable time in Tier 2 small group instruction.

* 22. Who delivers supplemental (Tier 2 and Tier 3) interventions to students in your school(s) who require them (select all that apply)?

- | | |
|--|--|
| <input type="checkbox"/> I don't know q22.dk | <input type="checkbox"/> A paraprofessional q22.3 |
| <input type="checkbox"/> The classroom teacher q22.1 | <input type="checkbox"/> Parent volunteers q22.4 |
| <input type="checkbox"/> A specialized teacher (reading specialist, special education teacher, ELL teacher, etc.) q22.2 | <input type="checkbox"/> Research staff (university faculty, trained graduate students, trained tutors, usually part of an on-going research study) q22.5 |

Other (please specify)

q22.6

Screening is conducted to identify student who may be at risk for poor learning outcomes so that early intervention can occur. Screening measures or assessments typically are brief and usually are administered with all students at a grade level. Some examples of screeners are DIBELS, AIMS Web, the Florida FAIR, and ISIP by iStation.

* 23. In the last year, how many times were screening measures administered in Tier 1 to the students in your school(s) (include all screening measures in the last year)? q23

- | | |
|--|---|
| <input type="radio"/> Don't know/Doesn't apply | <input type="radio"/> Twice |
| <input type="radio"/> None | <input type="radio"/> Three times |
| <input type="radio"/> Once | <input type="radio"/> More than three times |

Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's need, and to evaluate the effectiveness of the intervention. This is typically more frequent than universal screening but may involve the same measures.

* 24. How often are progress monitoring measures administered to the students in your school(s) who are receiving Tier 2 interventions? q.24

- | | |
|---|--|
| <input type="radio"/> Don't know/Doesn't apply | <input type="radio"/> Every four to five weeks |
| <input type="radio"/> Never | <input type="radio"/> Every two to three weeks |
| <input type="radio"/> Every six weeks or less often | <input type="radio"/> Weekly or more often |

* 25. How often are progress monitoring measures administered to the students in your school(s) who are receiving Tier 3 interventions? q.25

- | | |
|---|--|
| <input type="radio"/> Don't know/Doesn't apply | <input type="radio"/> Every four to five weeks |
| <input type="radio"/> Never | <input type="radio"/> Every two to three weeks |
| <input type="radio"/> Every six weeks or less often | <input type="radio"/> Weekly or more often |

* 26. How often are student data reviewed to make instructional decisions (e.g., to change the instruction provided within the same tier of instruction/intervention) for students in your school(s)? **q26**

- I don't know
- Never, teachers recommend changes when they feel they are necessary
- When one or two data points have been collected
- When three to five data points have been collected
- When six data points have been collected
- When more than six data points have been collected

* 27. How often are data reviewed to determine if students in your school(s) need to be provided with different tier of instruction/intervention? **q27**

- I don't know
- Never
- Three times per academic year or less frequently
- Once every six weeks or less frequently
- Once per month or less frequently
- More often than once per month

* 28. In the past year, how many professional development activities have been offered (and/or provided) to you that helped to support your implementation of RTI? **q28**

- None
- One or two
- Three or four
- Five or more

* 29. For each of the following statements, indicate how strongly you agree or disagree, based on your experience. Please use the following scale:

Strongly Disagree Disagree Agree Strongly Agree Don't Know

This school is often one of the first to adopt a new program, practice, or educational model. **q29.1**

This school has explicit goals for what we want students to achieve (learning outcomes) at each grade level. **q29.2**

Strongly Disagree Disagree Agree Strongly Agree Don't Know

Goals and objectives for students' learning outcomes are being met at this school.

q29.3

There is a system in place to ensure that all instruction (Tier1, 2, and 3) is being delivered with fidelity (i.e., faithfully, or as it was intended by the creator, developer, or publisher).

q29.4

At this school, we know what the fidelity criteria are (i.e., what is being looked for or at) when instruction is observed.

q29.5

The administrators at this school spend time in class observing instruction.

q29.6

Programs for improving student performance are coordinated at this school.

q29.7

Everyone who delivers instruction (Tier 1, 2, and 3) to students in this school is knowledgeable.

q29.8

All students receive Tier 1 core instruction in the general education classroom.

q29.9

Core instruction is designed to engage all students (e.g., differentiated or adapted to meet each student's needs)

q29.10

There is a systematic, formal, problem-solving process for intervening with struggling students at this school.

q29.11

Educators at this school are meeting the needs of struggling students.

q29.12

Strongly Disagree Disagree Agree Strongly Agree Don't Know

This school has a set of clear, predetermined grade-level benchmarks (i.e., cut scores, goal/targets, or percentiles) that are used to determine which students are at risk.

q29.13

This school has a set of clear, predetermined entry and exit criteria for all levels of instruction/intervention (core and interventions).

q29.14

At this school, we use data from each screening to ensure that Tier 1 core instruction is meeting the needs of most of our students.

q29.15

At this school, administrators use assessment information to help make decisions about instruction.

q29.16

At this school, teachers use assessment information to help make decisions about instruction.

q29.17

I am able to interpret assessment data.

q29.18

I am able to make instruction decisions based upon assessment data.

q29.19

Since implementing RTI, instructional decisions are made in a timely manner.

q29.20

At this school, staff involved in RTI hold regular data meetings to discuss and analyze student progress data.

q29.21

Strongly Disagree Disagree Agree Strongly Agree Don't Know

Since implementing RTI, I am more confident in my ability to meet the needs of my lowest students.

q29.22

Since implementing RTI, I have increased my expectations for my students' academic performance.

q29.23

Since implementing RTI, my school has increased expectations for my students' academic performance.

q29.24

Since implementing RTI, my school has increased our expectations for improving the reading skills of our students.

q29.25

Since implementing RTI, my workload has increased.

q29.26

* 30. For each of the following, indicate how strongly you agree or disagree, based on your experience.

Strongly Disagree Disagree Agree Strongly Agree Don't Know

Since implementing RTI, instructional decisions are made efficiently (i.e., students do not have to wait to receive appropriate instruction).

q30.1

Since implementing RTI, instructional decisions are made reliably (i.e., students receive instruction appropriate to their level of need).

q30.2

Since implementing RTI, at-risk students are identified early.

q30.3

Since implementing RTI, all at-risk students are identified.

q30.4

Strongly Disagree Disagree Agree Strongly Agree Don't Know

Since implementing RTI, fewer students who are not at risk have been identified as being at risk.

q30.5

Leaders in this school provide educators with resources they need to meet student achievement.

q30.6

Leaders at this school provide direction in matters of curriculum, teaching, and learning.

q30.7

At this school, professional development related to RTI is coordinated.

q30.8

Educators at this school are prepared to implement RTI.

q30.9

Leaders in my school have been offered adequate opportunities to increase their ability to assist with RTI implementation.

q30.10

In general, I think I am capable of managing my instruction (e.g., differentiating instruction, pacing, etc.)

q30.11

There is a system (e.g., an "intervention team") in place for me to access help with managing my instruction.

q30.12

In general, I think I am capable of managing my students (e.g., behavior)

q30.13

There is a system (e.g., an "intervention team") in place for me to access help with classroom management.

q30.14

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<p>Educators at this school have an influence on RTI-related school policies and activities.</p> <p>q30.15</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Educators at this school work together to solve RTI-related challenges.</p> <p>q30.16</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Since implementing RTI, our school has a more widely shared common vision.</p> <p>q30.17</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Since implementing RTI, our students' learning outcomes have improved in all areas in which RTI was implemented.</p> <p>q30.18</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Since implementing RTI, the number of referrals to special education has decreased.</p> <p>q30.19</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Since implementing RTI, there have been fewer referrals to special education that did not result in identification.</p> <p>q30.20</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>This school has a set of clear predetermined grade level benchmarks that are used to determine which students are struggling or at risk of failure in reading.</p> <p>q30.21</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>This school has clear predetermined criteria for assigning students to a Tier of intervention.</p> <p>q30.22</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>This school has clear predetermined criteria for exiting students from Tier 2 or Tier 3.</p> <p>q30.23</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>This school uses RTI to evaluate whether students are eligible for special education services.</p> <p>q30.24</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Disagree Disagree Agree Strongly Agree Don't Know

This school has clear predetermined criteria for identifying students as having a learning disability in reading.

q30.25

This school places some students with the most intensive needs directly into Tier 3.

q30.26

* 31. As of today's date, how often has a principal, vice/assistant principal, or coach observed you not for evaluation purposes, but to learn the extent to which you are implementing core reading instruction and/or Tier 2 accurately and consistently? q31

- I don't know
- Never
- Three times per academic year or less frequently
- Once every six weeks or less frequently
- Once per month or less frequently
- More often than once per month

* 32. Please provide your name so that we can reach you if there are items left unanswered on this survey. Your name will not be used for any other purpose or shared with anyone. Your name will not be recorded or part of any database.