**RtI Beliefs Scale - Revised 2018**

1. District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Role:

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_PS/RtI Coach | | \_\_\_Teacher-General Education | \_\_\_Teacher-Special Education |
| \_\_\_School Counselor | | \_\_\_School Psychologist | \_\_\_School Social Worker |
| \_\_\_Principal | | \_\_\_Assistant Principal | \_\_\_Instructional/Content Coach |
| Other (Please specify): |  | | |

1. Grade levels you currently serve (check all that apply):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \_\_\_Preschool | \_\_\_Elementary School | | \_\_\_Middle School | \_\_\_High School |
| Other (Please specify): | |  | | |

***Directions****: Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response***.**

1 **= Strongly Disagree (SD)**

2 **= Disagree (D)**

3 **= Neutral (N)**

4 **= Agree (A)**

5 **= Strongly Agree (SA)**

|  | SD | D | N | A | SA |
| --- | --- | --- | --- | --- | --- |
| 1. Multi-tiered systems of support (MTSS), when effectively implemented, is a framework that allows educators to meet the needs of all students for: |  |  |  |  |  |
| * 1. Academics | 1 | 2 | 3 | 4 | 5 |
| * 1. Behavior | 1 | 2 | 3 | 4 | 5 |
| * 1. Emotional and life skills | 1 | 2 | 3 | 4 | 5 |
| 1. High school student outcomes (achievement levels, on-time graduation, post-secondary enrollment/career attainment) are related to student performance in elementary and middle school. | 1 | 2 | 3 | 4 | 5 |
| 1. All students are capable of learning at high levels. | 1 | 2 | 3 | 4 | 5 |
| 1. Tier 1 instruction should be effective enough to result in at least 80% of students achieving grade level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. I have a responsibility to ensure that all students learn at high levels OR meet grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. The primary function of supplemental and intensive (i.e., Tier 2 and Tier 3) instruction is to ensure that students meet grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. The majority of students with learning disabilities are capable of achieving grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. The majority of students with behavioral problems (EH/SED or EBD) are capable of achieving grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. Students with high-incidence disabilities (e.g., SLD, EBD) who are receiving special education services are capable of achieving grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. Use of universal design for learning (UDL) principles allows all students to achieve grade-level standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. Implementation of differentiated and flexible instructional practices allows teachers to address the needs of all students. | 1 | 2 | 3 | 4 | 5 |
| 1. General education classroom teachers would be able to better implement more differentiated and flexible instruction (e.g., UDL) and interventions if they had: |  |  |  |  |  |
| * Additional administrator support | 1 | 2 | 3 | 4 | 5 |
| * Additional professional learning (coaching, training, etc.) | 1 | 2 | 3 | 4 | 5 |
| * Additional time for instruction/interventions | 1 | 2 | 3 | 4 | 5 |
| * Additional materials | 1 | 2 | 3 | 4 | 5 |
| * Additional time for collaborative planning (PLC’s Lesson Study, Content/Grade-Level, etc.) | 1 | 2 | 3 | 4 | 5 |
| 1. The use of additional interventions in the general education classroom would result in success for more students. | 1 | 2 | 3 | 4 | 5 |
| 1. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education. | 1 | 2 | 3 | 4 | 5 |
| 1. The severity of a student’s academic problem is determined not by how far behind the student is in terms of his/her academic performance, but instead by how quickly the student responds to intervention. | 1 | 2 | 3 | 4 | 5 |
| 1. The severity of a student’s behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance, but instead by how quickly the student responds to intervention. | 1 | 2 | 3 | 4 | 5 |
| 1. Interventions should be provided with increasing intensity (time, group size, focus) based on student need. | 1 | 2 | 3 | 4 | 5 |
| 1. Using ongoing student performance data to determine intervention effectiveness is the most accurate method (i.e., is more reliable and valid than educator judgment alone). | 1 | 2 | 3 | 4 | 5 |
| 1. Evaluating a student’s response to intervention(s) is a more effective way of determining what a student is capable of achieving than using scores from tests (e.g., IQ/Achievement test). | 1 | 2 | 3 | 4 | 5 |
| 1. Additional time and resources should be allocated to students who are not reaching grade-level standards before significant time and resources are directed to students who are at or above standards/expectations. | 1 | 2 | 3 | 4 | 5 |
| 1. Graphing student data makes it easier to make decisions about student performance and needed interventions. | 1 | 2 | 3 | 4 | 5 |
| 1. Measuring intervention/instructional fidelity is important for making accurate instructional decisions. | 1 | 2 | 3 | 4 | 5 |
| 1. Monitoring intervention outcome data at the aggregate (group) level provides information to determine effective use of resources in relation to student response. | 1 | 2 | 3 | 4 | 5 |
| 1. The primary goal of assessment is to measure and inform effectiveness of instruction/intervention. | 1 | 2 | 3 | 4 | 5 |
| 1. A student’s parent (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student. | 1 | 2 | 3 | 4 | 5 |
| 1. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions. | 1 | 2 | 3 | 4 | 5 |
| 1. Parents (guardians) and community members should be involved in decisions about Tier 1 instructional strategies and curricular materials. | 1 | 2 | 3 | 4 | 5 |

*THANK YOU!*