**Perceptions of RtI Skills Survey – 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:*** *Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate YOUR skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale***:**

1 **= I do not have this skill at all (NS)**

 **= I have minimal skills in this area; need substantial support to use it (MnS)**

 **= I have this skill, but still need some support to use it (SS)**

 **= I can use this skill with little support (HS)**

 **= I am highly skilled in this area and could teach others this skill (VHS)**

| **The skill to:** | NS | MnS | SS | HS | VHS |
| --- | --- | --- | --- | --- | --- |
| 1. *Access* the data necessary to determine the percentage of students in Tier 1 instruction who meet grade-level standards/expectations in: |  |  |  |  |  |
| * 1. Academics |  |  |  |  |  |
| * 1. Behavior |  |  |  |  |  |
| * 1. Emotional and life skills |  |  |  |  |  |
| 1. Use data *to make decisions* about individuals and groups of students related to the: |  |  |  |  |  |
| 1. Tier 1 academic curriculum |  |  |  |  |  |
| 1. Tier 1 behavior expectations/building discipline matrix |  |  |  |  |  |
| 1. Tier 1 emotional and life skills curriculum |  |  |  |  |  |
| 1. Perform each of the following steps when identifying the problem for a student or groups of students for whom concerns have been raised: |  |  |  |  |  |
| 1. Define the concern in terms of what the student(s) should know, understand and do: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Use data to define students’ current level of performance for: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Determine the desired level of performance (i.e., goal, grade-level standard) for: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Determine the current level of peer performance for the same skill for: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Calculate the gap between student current performance and the goal (grade level standard/expectation) for: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Use gap data to determine whether Tier 1 instruction should be adjusted or whether supplemental instruction should be provided for: |  |  |  |  |  |
| * Academics |  |  |  |  |  |
| * Behavior |  |  |  |  |  |
| * Emotional and life skills |  |  |  |  |  |
| 1. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., grade level standards/expectations) for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Identify the most appropriate data to use to determine the reasons (hypotheses) that are likely to be barriers to attaining the desired goal for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Identify the appropriate supplemental (Tier 2) or intensive (Tier 3) intervention(s) available in my building for students identified as at-risk for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for: |  |  |  |  |  |
| 1. Academic Tier 1 curricula |  |  |  |  |  |
| 1. Behavioral Tier 1 curricula |  |  |  |  |  |
| 1. Emotional and life skills Tier 1curricula |  |  |  |  |  |
| 1. Academic supplemental curricula |  |  |  |  |  |
| 1. Behavioral supplemental curricula |  |  |  |  |  |
| 1. Emotional and life skills supplemental curricula |  |  |  |  |  |
| 1. Academic intensive (Tier 3) intervention plans |  |  |  |  |  |
| 1. Behavioral intensive (Tier 3) intervention plans |  |  |  |  |  |
| 1. Emotional and life skills intensive (Tier 3) intervention plans |  |  |  |  |  |
| 1. Ensure that any supplemental and/or intensive interventions are integrated and aligned (scope, sequence, pacing, language) with Tier 1 instruction in the general education classroom: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Ensure that the proposed intervention plan is supported by the data that were collected for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Provide the support necessary to ensure that the intervention is implemented appropriately (e.g., coaching, performance feedback) for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Determine if an intervention was implemented as it was intended (e.g., components of plan, sufficient amount of time per week) for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Select appropriate data sources (e.g., benchmark, formative, attendance, behavioral observations) to use for progress monitoring of student performance during interventions: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Involve students in goal-setting and monitoring their own progress for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Collaborate with school staff in determining student progress and response to instruction/intervention for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Collaborate with parents/guardians in determining student progress and response to instruction/intervention for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Monitor aggregate data to determine overall effectiveness of supplemental interventions (e.g. at least 70% of student receiving the intervention attain grade level standards and/or make significant growth toward goals or standards) for: |  |  |  |  |  |
| 1. Academics |  |  |  |  |  |
| 1. Behavior |  |  |  |  |  |
| 1. Emotional and life skills |  |  |  |  |  |
| 1. Analyze graphed student data for: |  |  |  |  |  |
| 1. Large groups (Tier 1) |  |  |  |  |  |
| 1. Small groups (Tier 2) |  |  |  |  |  |
| 1. Individual students |  |  |  |  |  |
| 1. Aimlines (growth rate needed) |  |  |  |  |  |
| 1. Trendline (actual growth rate) |  |  |  |  |  |
| 1. Determine the “level of response to intervention” and use this information to make modifications to instruction/intervention. |  |  |  |  |  |
| 1. Collect the following types of data: |  |  |  |  |  |
| 1. Academic data: (screening, benchmark, formative, high stakes) |  |  |  |  |  |
| 1. Behavior data (observations, referrals, point sheets, attendance, time on task, etc.) |  |  |  |  |  |

*THANK YOU!*