School-Based Leadership Team Training Survey & Skill Assessment
Administration Guidelines for Day 1

Directions: The evaluation instruments you received for the School-Based Leadership Team (SBLT) trainings are organized by school and by instrument in mailing envelopes. The name of the school and instrument is included on each envelope. Each of the instruments is coded with a district and school ID number so it is important that you administer the instruments for a given school only to members of the SBLT from that school. To facilitate administration of these measures to the appropriate SBLT members, it is recommended that you ask that participants from the same school sit together. What follows are guidelines for administering evaluation tools during Days 1 and 2 of the SBLT trainings.

Administration Guidelines

For each survey or skill assessment administered that requests a Project ID, participants will be asked to bubble in the (1) last 4 digits of their Social Security Number and (2) the last 2 digits of the year they were born. Explain to participants that the Project ID is intended to keep their responses confidential, but allow us to link responses across different instruments to the same individual. I would recommend mentioning that we do not need to know who you are nor are we allowed to identify you as per our Institutional Review Board approval for the study.

Day 1

1) Beliefs Survey – Pretest
   a. Assesses beliefs of educators important for establishing consensus regarding implementation of a PS/RtI model
   b. Response format = scantron
   c. Demographic information on participants (e.g., position, years of experience) collected on this survey only
   d. Suggested administration procedures and context
      i. Administer after slide 6 (titled What do we know about systems change?)
      ii. Tie into "Outcome evaluation is non-negotiable" bullet and mention something like: "Throughout the Project, we will be providing your schools with training, technical assistance, and support on implementation of a PS/RtI model. The assistance that the Project and the PS/RtI coaches in your district provide are intended to impact educators' beliefs about how students should be served, the educational practices that are occurring at your schools, educators' satisfaction with how those services are provided and the outcomes associated with them, and the skills of educators. To measure the Project's impact on these things at your schools, we will be administering a number of surveys and assessments to you at trainings and to teachers and other instructional staff at your

schools. We will use these data to help inform the training, technical assistance, and support we provide to your schools. We believe that schools have different goals and needs and the data we collect will help us learn more about the schools that are participating in this Project. In addition, we will share these data with your schools so we can work together to implement a PS/RtI model in your schools so it is important that you provide thoughtful responses to the items on the assessments. The first survey we would like you to complete assesses beliefs about students and how services should be provided to them."

      iii. Following administration generically tie to consensus slides (e.g., mention that beliefs survey you just took is one way that we will work together with you to identify places to start building consensus in the Project schools)

2) Perception of Practices Survey
    a. Assesses educators' perceptions regarding the degree to which practices associated with a PS/RtI model are being implemented
    b. Response format = scantron
    c. Suggested administration procedures
      i. Administer after slide 31 (titled Traditional vs Response to Intervention)
      ii. Suggested context to provide
        1. Remind participants about importance of outcome evaluation for the Project and mention something like "We are now going to ask you to complete a survey that will provide us information on what practices are occurring in your schools. This information, like the previous survey you completed, will help us learn more about our Project schools so we can more effectively work with you to implement a PS/RtI model in your school as well as evaluate the effectiveness of the Project."
        2. Reinforce the need for thoughtful responses.
        3. While providing an overview of the PS/RtI model, generically tie to slides (e.g., mention that the Perception of Practices survey is one way in which we will use the data you provide to work with you on implementation of PS/RtI)

3) School Personnel Satisfaction Survey
    a. Assesses educators' satisfaction with service delivery at a school
    b. Response format = scantron
    c. Suggested administration procedures
      i. Administer at conclusion of presentation (after slide 94 or 95)
      ii. Suggested context to provide

1. Remind participants about importance of outcome evaluation (baseline data important) and say something like: "We have one more survey for you to complete today that looks at the degree to which you are satisfied with the services that are currently provided to students in your schools and the outcomes associated with those services. Once again, this information will help us learn about the schools participating in this Project so we can more effectively work with you as well as evaluate what we are doing as a Project."
2. Reinforce need for thoughtful responses.
3. Following completion mention that we talked a lot today about importance of building consensus and this survey is another source of information that will help us work with you to identify places to begin building consensus.

Beliefs Survey

1. **Your PS/RtI Project ID:** ⟶

   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: For items 2-5 below, please shade in the circle next to the response option that best represents your answer.

2. Job Description:

   ○ PS/RtI Coach   ○ Teacher-General Education   ○ Teacher-Special Education

   ○ School Counselor   ○ School Psychologist   ○ School Social Worker

   ○ Principal   ○ Assistant Principal

   Other (Please specify): _____

3. Years of Experience in Education:

   ○ Less than 1 year   ○ 1 – 4 years   ○ 5-9 years

   ○ 10 – 14 years   ○ 15-19 years   ○ 20-24 years

   ○ 25 or more years   ○ Not applicable

4. Number of Years in your Current Position:

   Less than 1 year   1 – 4 years   5-9 years

   10 – 14 years   15-19 years   20 or more years

5. Highest Degree Earned:

   ○ B.A./B.S.   ○ M.A./M.S.   ○ Ed.S.   ○ Ph.D./Ed.D.

   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
6. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	①	②	③	④	⑤
7. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
7.a. reading	①	②	③	④	⑤
7.b. math	①	②	③	④	⑤
8. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
8.a. reading	①	②	③	④	⑤
8.b. math	①	②	③	④	⑤
9. The majority of students with learning disabilities achieve grade-level benchmarks in					
9.a. reading	①	②	③	④	⑤
9.b. math	①	②	③	④	⑤
10. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in					
10.a. reading	①	②	③	④	⑤
10.b. math	①	②	③	④	⑤
11. Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in					
11.a. reading	①	②	③	④	⑤
11.b. math	①	②	③	④	⑤
12. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	①	②	③	④	⑤

	SD	D	N	A	SA
13. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	①	②	③	④	⑤
14. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
15. 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
16. 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 by how quickly the student responds to intervention.	①	②	③	④	⑤
17. 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 by how quickly the student responds to intervention.	①	②	③	④	⑤
18. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.	①	②	③	④	⑤
19. Many students currently identified as "LD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.	①	②	③	④	⑤
20. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment."	①	②	③	④	⑤
21. Evaluating a student's response to interventions 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
22. Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.	①	②	③	④	⑤
23. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
24. A student's parents (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

	SD	D	N	A	SA
25. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	①	②	③	④	⑤
26. All students can achieve grade-level benchmarks if they have sufficient support.	①	②	③	④	⑤
27. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	①	②	③	④	⑤

THANK YOU!

Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** ⎯⎯⎯⎯⎯⎯⎯⎯⟶
   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

Directions: *For each item on this survey, please indicate how frequently or infrequently the given practice occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:*

①= **Never Occurred *(NO)***
②= **Rarely Occurred *(RO)***
③= **Sometimes Occurred *(SO)***
④= **Often Occurred *(OO)***
⑤= **Always Occurred *(AO)***
○= **Do Not Know (DK)**

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) were used to determine the percent of students receiving core instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
3. Data were used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

In my School:	NO	RO	SO	OO	AO	DK
4. Data were used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) were used to determine the percent of students who received supplemental and/or intensive interventions and achieved grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) was used initially for all students who required supplemental instruction for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

Directions: Items 9-18 refer to the typical Problem-Solving Team (i.e., Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting in your school last year (i.e., 2007-08) that included a student who had been referred for problem-solving or a special education evaluation. While addressing each item for academics (math and reading), think of a typical case in which a student was referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student was referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurred in your school using the same scale.

In my School:	NO	RO	SO	OO	AO	DK
9. The target behavior was routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) were used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
13. Intervention plans were routinely developed based on the confirmed reasons that the student was not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

In my School:	NO	RO	SO	OO	AO	DK
14. The teacher of a student referred for problem-solving routinely received staff support to implement the intervention plan developed by the Problem-Solving Team for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
16. Data were graphed routinely to simplify interpretation of student performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
17. Progress monitoring data were used to determine						
a. the degree to which the target student's rate of progress had improved for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. whether the gap had decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. whether the gap had decreased between the target student's current performance and the performance of same-age peers for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
18. A student's response-to-intervention data (e.g., rate of improvement) were used routinely to determine whether a student was simply behind and could learn new skills or whether the student's performance was due to a disability for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

THANK YOU!

School Personnel Satisfaction Survey

1. Your PS/RtI Project ID: ⟶

Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: For items 2-4, please shade in the circle next to the response option that best represents your answer.

2. What is your current role in your school?
   - ○ Classroom Teacher
   - ○ Administrator
   - ○ Student Services Personnel
   - ○ Instructional Support Personnel (e.g., reading specialist, speech/language, ESOL)

3. How many students did you refer to your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team last school year (i.e., 2007-08)?
   - ○ 0
   - ○ 1
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5 or more

4. For how many students did you participate in your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team meeting(s) last year (i.e., 2007-08)?
   - ○ 0
   - ○ 1
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5 or more

Directions: *For each item below please indicate your level of satisfaction/dissatisfaction relative to the service delivery model used in your school during the 2007-08 school year. Using the rating scale below, please shade in the option that best represents your response. If you are not knowledgeable about a certain practice, please select the option "Do Not Know" (DK).*

①= **Very Dissatisfied (VD)**
②= **Dissatisfied (D)**
③= **Neutral (N)**
④= **Satisfied (S)**
⑤= **Very Satisfied (VS)**
◯= **Do Not Know (DK)**

	VD	D	N	S	VS	DK
5. The method used to evaluate the effectiveness of:						
5.a. core academic programs	①	②	③	④	⑤	◯
5.b. core behavior program	①	②	③	④	⑤	◯
6. The decisions that were made regarding necessary changes to:						
6.a. core academic programs	①	②	③	④	⑤	◯
6.b. core behavior programs	①	②	③	④	⑤	◯
7. The data used to identify students at risk for:						
7.a. academic difficulties	①	②	③	④	⑤	◯
7.b. behavioral difficulties	①	②	③	④	⑤	◯
8. The manner in which progress monitoring was carried out in my school	①	②	③	④	⑤	◯
9. The decisions that we made about students who were not successful with only core instruction (academic and/or behavior)	①	②	③	④	⑤	◯
10. The timeliness with which students who were not meeting expectations were identified	①	②	③	④	⑤	◯
11. The communication between classroom teachers, support staff (instructional, student services) and administration regarding:						
11.a. progress monitoring	①	②	③	④	⑤	◯
11.b. intervention implementation and support	①	②	③	④	⑤	◯

	VD	D	N	S	VS	DK
12. How efficiently assessments were administered for:						
12.a. Reading	①	②	③	④	⑤	○
12.b. Math	①	②	③	④	⑤	○
12.c. Behavior	①	②	③	④	⑤	○
13. The types of data used to make instructional decisions in:						
13.a. Reading	①	②	③	④	⑤	○
13.b. Math	①	②	③	④	⑤	○
13.c. Behavior	①	②	③	④	⑤	○
14. The range of instructional options available in my school for students not meeting expectations in:						
14.a. Reading	①	②	③	④	⑤	○
14.b. Math	①	②	③	④	⑤	○
14.c. Behavior	①	②	③	④	⑤	○
15. How quickly interventions were available in my school for students identified as not meeting expectations in:						
15.a. Reading	①	②	③	④	⑤	○
15.b. Math	①	②	③	④	⑤	○
15.c. Behavior	①	②	③	④	⑤	○
16. The availability of technology (e.g., computers) in my school to support progress monitoring in:						
16.a. Reading	①	②	③	④	⑤	○
16.b. Math	①	②	③	④	⑤	○
16.c. Behavior	①	②	③	④	⑤	○
17. The feasibility or relative ease with which interventions were implemented in:						
17.a. Academics	①	②	③	④	⑤	○
17.b. Behavior	①	②	③	④	⑤	○
18. The support the classroom teacher received from other personnel in my school when implementing interventions for:						
18.a. Academics	①	②	③	④	⑤	○
18.b. Behavior	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
19. The degree to which the interventions used in my school helped students to progress toward meeting benchmarks in:						
19.a. Reading	①	②	③	④	⑤	◯
19.b. Math	①	②	③	④	⑤	◯
19.c. Behavior	①	②	③	④	⑤	◯
20. The degree to which my school's problem-solving (student support, intervention assistance, child support) team was helpful to teachers	①	②	③	④	⑤	◯
21. The degree to which my school met instructional goals (e.g., Adequate Yearly Progress) for ALL students	①	②	③	④	⑤	◯
22. The extent to which my school met the needs of diverse students in the building	①	②	③	④	⑤	◯
23. The progress toward benchmarks that special education students made in the general education classroom	①	②	③	④	⑤	◯
24. The level of parent involvement in problem-solving for at-risk students	①	②	③	④	⑤	◯
25. The level of parent involvement in interventions for at-risk students	①	②	③	④	⑤	◯

26. Overall, how satisfied were you with your own role and activities in your school's method of service delivery last year?
   ① Very Satisfied   ② Satisfied   ③ Somewhat Satisfied   ④ Dissatisfied   ⑤ Very Dissatisfied

30. Additional Comments:

_____

_____

_____

THANK YOU!

Small Group Panning and Problem Solving

Priority Selected:

_____

_____

1. Desired Outcome and How it will be Measured:

_____

_____

_____

_____

2. <u>Brainstorm</u> all available resources/positive factors that might facilitate achievement of desired outcome <u>and</u> all obstacles that might prevent achieving the desired outcome:

<u>Resources (+)</u>	<u>Obstacles (-)</u>

3. **Select one (1) obstacle from #2 to address first and identify it in behaviorally descriptive terms – ensure everyone understands it.**

_____

_____

4. **<u>Brainstorm</u> strategies to reduce or eliminate only the obstacle identified in #3 and record them below. These are only <u>ideas</u>. Do not consider feasibility or implementation at this stage.**

5. Using the list generated in #4 as a stimulus, but not as a limit to ideas, develop multiple action plans to reduce or eliminate only the obstacle identified in #3. Specify <u>who</u> will do <u>what</u> (descriptively) and by <u>when</u>. DETAIL IS A MUST!!!!!
6. Specify a plan for follow-up for each action plan. (How will completion be verified and outcome evaluated)

#1 Who:

    What action:

    When:

    Plan for Follow-Up:

#2 Who:

    What action:

    When:

    Plan for Follow-Up:

#3 Who:

    What action:

    When:

    Plan for Follow-Up:

[use additional work sheets if necessary]

7. **Plan for evaluation of reduction or elimination of obstacle identified in #3:**

REPEAT PROCESS, BEGINNING WITH #3, SELECTING A NEW OBSTACLE.

8. **Plan for evaluating progress toward achievement of desired outcome specified in #1**

Small Group Problem-Solving

Date

Step 1:
Identify Priorities and Desired Outcome(s)

Step 2:
Brainstorm Resources & Barriers

Step 3:
Identify a Barrier to Target

Step 4: Brainstorm Resources to Reduce and/or Remove Identified Barrier

Actions Plans:

Who	What	By When	Follow-Up		
			Who: _	**What:** _	**When:** _

Steps 5 & 6: Develop Action Plans and Follow-up Plans

Actions Plans (continued):

Who	What	By When	Follow-Up		
			Who: _	**What:** _	**When:** _
Who	What	By When	**Who:** _	**What:** _	**When:** _

Who	What	By When	Follow-Up		
			Who:	What:	When:
			–	–	–

Who	What	By When	Follow-Up		
			Who:	What:	When:
			–	–	–

Steps 7 & 8:
Develop Evaluation Plans for Reduction of Identified Barrier and Progress Towards Desired Outcome/Goal