

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): _____
3. 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
4. Multi-tiered systems of support (MTSS), when effectively implemented, is a framework that allows educators to meet the needs of all students for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Social-Emotional	①	②	③	④	⑤
5. 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
6. All students are capable of learning at high levels.	①	②	③	④	⑤
7. Core instruction should be effective enough to result in at least 80% of students achieving grade level standards/expectations.	①	②	③	④	⑤
8. I have a responsibility to ensure that all students learn at high levels OR meet grade-level standards/expectations.	①	②	③	④	⑤

	SD	D	N	A	SA
9. 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
10. The majority of students with learning disabilities are capable of achieving grade-level standards/expectations.	①	②	③	④	⑤
11. The majority of students with behavioral problems (EH/SED or EBD) are capable of achieving grade-level standards/expectations.	①	②	③	④	⑤
12. 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
13. Use of universal design for learning (UDL) principles allows all students to achieve grade-level standards/expectations.	①	②	③	④	⑤
14. Implementation of differentiated and flexible instructional practices allows teachers to address the needs of all students.	①	②	③	④	⑤
15. 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
16. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
17. 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
18. 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

	SD	D	N	A	SA
19. 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
20. Interventions should be provided with increasing intensity (time, group size, focus) based on student need.	①	②	③	④	⑤
21. 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
22. 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
23. 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
24. Graphing student data makes it easier to make decisions about student performance and needed interventions.	①	②	③	④	⑤
25. Measuring intervention/instructional fidelity is important for making accurate instructional decisions.	①	②	③	④	⑤
26. 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
27. The primary goal of assessment is to measure and inform effectiveness of instruction/intervention.	①	②	③	④	⑤
28. 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
29. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	①	②	③	④	⑤
30. 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!