

Summary Results of the (RtI) Beliefs Survey (Fall 2011)

The (RtI) *Beliefs Survey* measures the following educator beliefs in domain areas:

- Domain One-Academic ability and performance of students with disabilities
- Domain Two-Data-based decision making
- Domain Three-Functions of core and supplemental instruction
- Global Belief (one question) - I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.

This is a summary of the *Beliefs Survey (Instructional Staff only/1847 respondents)*:

- Domain One: Total percentage responses on individual questions in this domain ranged from 14% to 32% for agree/strongly agree.
 - Lowest agreement (14%): The majority of students with learning disabilities achieve grade-level benchmarks in reading.
 - Highest agreement (32%): 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 reading and math.
- Domain Two: Total percentage responses on individual questions in this domain ranged from 39% to 92% for agree/strongly agree.
 - Lowest agreement (39%): 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.
 - Highest agreement (92%): A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.
- Domain Three: Total percentage responses on individual questions in this domain ranged from 70% to 78% for agree/strongly agree.
 - Lowest agreement (70%): Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.
 - Highest agreement (78%): The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.
- Global: 62% agree/strongly agree

Summary Results of the (RtI) Beliefs Survey (Fall 2011)

This is a summary of the *Beliefs Survey (Elementary Administrators/45 respondents)*:

- Domain One: Total percentage responses on individual questions in this domain ranged from 39% to 63% for agree/strongly agree.
 - Lowest agreement (39%): The majority of students with learning disabilities achieve grade-level benchmarks in reading.
 - Highest agreement (63%): 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 math.
- Domain Two: Total percentage responses on individual questions in this domain ranged from 45% to 98% for agree/strongly agree.
 - Lowest agreement (45%): 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.
 - Highest agreement (98% tie): A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student & general education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.
- Domain Three: Total percentage responses on individual questions in this domain ranged from 89% to 98% for agree/strongly agree.
 - Lowest agreement (89%): The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading and math.
 - Highest agreement (98%): Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading and math.
- Global: 92% agree/strongly agree

Summary Results of the (RtI) Beliefs Survey (Fall 2011)

This is a summary of the *Beliefs Survey* (**Secondary Administrators/39 respondents**):

- Domain One: Total percentage responses on individual questions in this domain ranged from 21% to 59% for agree/strongly agree.
 - Lowest agreement (21%): The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading and math.
 - Highest agreement (59%): 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 reading and math.
- Domain Two: Total percentage responses on individual questions in this domain ranged from 40% to 95% for agree/strongly agree.
 - Lowest agreement (40%): 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.
 - Highest agreement (95%): A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.
- Domain Three: Total percentage responses on individual questions in this domain ranged from 82% to 92% for agree/strongly agree.
 - Lowest agreement (82%): The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading and math.
 - Highest agreement (92%): Core instruction should be effective enough to result in 80% of the students achieving benchmarks in math.
- Global: 81% agree/strongly agree

Blank Copy of Beliefs on RtI Scale

Problem Solving/Response to Intervention
Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Beliefs on RtI Scale

Beliefs on RtI Scale

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 followed by 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 1-4 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. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.	①	②	③	④	⑤
7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.	①	②	③	④	⑤
8. The majority of students with learning disabilities achieve grade-level benchmarks in reading.	①	②	③	④	⑤
9. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading.	①	②	③	④	⑤
10. 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 reading.	①	②	③	④	⑤
11. 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
12. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
13. 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
14. 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
15. 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
16. Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”	①	②	③	④	⑤

Beliefs on RtI Scale—Supplements

Problem Solving/Response to Intervention

Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Beliefs on RtI Scale

	SD	D	N	A	SA
17. 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
18. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
19. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	①	②	③	④	⑤

THANK YOU!