

RtI Beliefs Scale

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. Emotional and life skills	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. 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
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!