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): _____

3. 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)**
   ② = **I have minimal skills in this area; need substantial support to use it (MnS)**
   ③ = **I have this skill, but still need some support to use it (SS)**
   ④ = **I can use this skill with little support (HS)**
   ⑤ = **I am highly skilled in this area and could teach others this skill (VHS)**

The skill to:	NS	MnS	SS	HS	VHS
4. *Access* the data necessary to determine the percentage of students in Tier 1 instruction who meet grade-level standards/expectations in:					
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. Use data *to make decisions* about individuals and groups of students related to the:					
a. Tier 1 academic curriculum	①	②	③	④	⑤
b. Tier 1 behavior expectations/building discipline matrix	①	②	③	④	⑤
c. Tier 1 emotional and life skills curriculum	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS

6. Perform each of the following steps when identifying the problem for a student or groups of students for whom concerns have been raised:

   a. Define the concern in terms of what the student(s) should know, understand and do:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

   b. Use data to define students' current level of performance for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

   c. Determine the desired level of performance (i.e., goal, grade-level standard) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

   d. Determine the current level of peer performance for the same skill for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

   e. Calculate the gap between student current performance and the goal (grade level standard/expectation) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

   f. Use gap data to determine whether Tier 1 instruction should be adjusted or whether supplemental instruction should be provided for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
• Emotional and life skills	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
7. 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:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Emotional and life skills	①	②	③	④	⑤
8. Identify the most appropriate data to use to determine the reasons (hypotheses) that are likely to be barriers to attaining the desired goal 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
9. Identify the appropriate supplemental (Tier 2) or intensive (Tier 3) intervention(s) available in my building for students identified as at-risk 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
10. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:					
a. Academic Tier 1 curricula	①	②	③	④	⑤
b. Behavioral Tier 1 curricula	①	②	③	④	⑤
c. Emotional and life skills Tier 1curricula	①	②	③	④	⑤
d. Academic supplemental curricula	①	②	③	④	⑤
e. Behavioral supplemental curricula	①	②	③	④	⑤
f. Emotional and life skills supplemental curricula	①	②	③	④	⑤
g. Academic intensive (Tier 3) intervention plans	①	②	③	④	⑤
h. Behavioral intensive (Tier 3) intervention plans	①	②	③	④	⑤
i. Emotional and life skills intensive (Tier 3) intervention plans	①	②	③	④	⑤
11. 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:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Emotional and life skills	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
12. Ensure that the proposed intervention plan is supported by the data that were collected 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
13. Provide the support necessary to ensure that the intervention is implemented appropriately (e.g., coaching, performance feedback) 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
14. Determine if an intervention was implemented as it was intended (e.g., components of plan, sufficient amount of time per week) 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
15. Select appropriate data sources (e.g., benchmark, formative, attendance, behavioral observations) to use for progress monitoring of student performance during interventions:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Emotional and life skills	①	②	③	④	⑤
16. Involve students in goal-setting and monitoring their own progress 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
17. Collaborate with school staff in determining student progress and response to instruction/intervention 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

Updated 4/18/22

The skill to:	NS	MnS	SS	HS	VHS
18. Collaborate with parents/guardians in determining student progress and response to instruction/intervention 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
19. 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:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Emotional and life skills	①	②	③	④	⑤
20. Analyze graphed student data for:					
a. Large groups (Tier 1)	①	②	③	④	⑤
b. Small groups (Tier 2)	①	②	③	④	⑤
c. Individual students	①	②	③	④	⑤
d. Aimlines (growth rate needed)	①	②	③	④	⑤
e. Trendline (actual growth rate)	①	②	③	④	⑤
21. Determine the "level of response to intervention" and use this information to make modifications to instruction/intervention.	①	②	③	④	⑤
22. Collect the following types of data:					
a. Academic data: (screening, benchmark, formative, high stakes)	①	②	③	④	⑤
b. Behavior data (observations, referrals, point sheets, attendance, time on task, etc.)	①	②	③	④	⑤

THANK YOU!