Contact Information

Project Director
George Batsche, EdD, NCSP

Project Leader
Clark Dorman, EdS

Project Evaluators
José Castillo, PhD, NCSP
Kevin Stockslager, PhD, NCSP

For a full list of PS/RtI Project contacts, please use the link below:
http://floridarti.usf.edu/contact/contactinfo.html

For an electronic copy of this document, go to

Please contact José Castillo at jmcastil@usf.edu for additional information on this manual.
Acknowledgements

The Florida Problem Solving/Response to Intervention (PS/RtI) Project would like to thank Judi Hyde for her contribution to the development of this technical assistance manual.

The Project also would like to thank all of the PS/RtI Project staff who helped collect, analyze, and disseminate data using the tools highlighted in this manual.

Thank you to the PS/RtI Project Graduate Assistants for help analyzing and summarizing data reflected in the manual.
# Table of Contents

How to Use This Manual .......................................................................................................................... i

What’s New in This Version? ......................................................................................................................... iii

Introduction: Problem Solving/Response to Intervention and Data-Based Systems Change ...................... 1

Chapter One — A Tool for Progress Monitoring Implementation of Problem Solving/Response to Intervention

   *Links to the Self-Assessment of MTSS Implementation (SAM) and its Technical Assistance Manual* ........ 13

Chapter Two — Tools for Examining Consensus Development ..................................................................... 15

   *RtI Beliefs Scale* ................................................................................................................................. 16

   *Perceptions of Practices Survey* ........................................................................................................ 31

Chapter Three — Tools for Examining Infrastructure Development ........................................................... 51

   *Perceptions of RtI Skills Survey* ........................................................................................................ 52

   *Coaching Evaluation Survey - Revised* ................................................................................................ 68

Chapter Four — Tools for Examining Integrity of Problem Solving/Response to Intervention Implementation ................................................................................................................................. 89

   *Tier I and II Observation Checklist* .................................................................................................... 90

   *Tier I and II Critical Components Checklist* ..................................................................................... 110

   *Problem-Solving Team Meeting Checklists — Initial & Follow-Up Versions* ................................. 134

   *Tier III Critical Components Checklist* ............................................................................................ 157

Chapter Five — Tools for Examining Family Engagement ......................................................................... 181

   *Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E)* ............................................. 182

   *Family Engagement in RtI/MTSS Survey: Family Version (FERS:F)* ............................................. 202

References ................................................................................................................................................... 225
How to Use This Manual

Program evaluation of Problem Solving/Response to Intervention (PS/RtI) initiatives is a critical component of facilitating successful implementation. Complex educational systems require that key stakeholders take a systems view of facilitating change and develop plans to address variables likely to relate to successful implementation. Educators’ knowledge and skills; school, district, and state policies and procedures; funding streams; and myriad other factors will likely impact whether educators will adopt PS/RtI practices. Although a comprehensive strategic plan designed to address these systemic factors is a necessary condition for successful implementation, it is not sufficient by itself. Formative data-based evaluation of needs within the educational system and the impact of any actions taken should be used to guide the development of (and modifications to) implementation plans. Key stakeholders who engage in this type of formative decision-making can focus more intensely on identified issues, thus responding to the specific needs of educators and the systems in which they operate. The development of a model to evaluate efforts to scale up PS/RtI implementation, however, poses several challenges. Questions about what issues to focus on, what tools to use, and how often to collect data, among others, can be difficult to address.

It is with these difficulties in mind that the Florida Problem Solving/Response to Intervention Project created this technical assistance manual. Project staff have developed or adapted a number of tools designed to assist educational stakeholders in evaluating which systemic factors contribute to and/or hinder implementation of PS/RtI practices. Importantly, these tools align with the three stage systems change model outlined by the NASDSE RtI Implementation Blueprints (Elliott & Morrison, 2008; Kurns & Tilly, 2008). Progress can be evaluated toward (1) developing consensus among educational stakeholders regarding implementing PS/RtI, (2) developing the infrastructure necessary to support implementation, and (3) implementation of PS/RtI practices. The Project has been using data obtained from instruments administered in pilot schools implementing PS/RtI to inform scale-up across Florida. The purpose of this manual is to provide information about Project tools to educational stakeholders interested in using the instruments to inform PS/RtI implementation.

Each chapter of the manual highlights a specific tool created to provide data on consensus development, infrastructure building, and/or implementation. A summary of the information available on each instrument follows.

- **Description & Purpose of the Instrument:** Theoretical background, description of the instrument, and its intended use
- **Intended Audience:** Suggestions for who should complete the instrument and who should use the results for decision-making
- **Directions for Administration:** Strategies for administering or completing the instrument and examples of ways in which Project staff approached administration
- **Frequency of Use:** Considerations when determining how often to use the instrument and general guidelines for frequency of use
- **Technical Adequacy:** Available information on the reliability and validity of the instrument
- **Scoring:** Strategies for summarizing data for decision-making
- **Training Required:** Suggestions for training of individuals responsible for (1) administering or completing the instrument and (2) analyzing and interpreting the results
- **Interpretation and Use of Data:** Suggestions for analyzing, displaying, and interpreting results
- **School-Level Example of Instrument Use:** Examples of how data could be collected, displayed, and used to guide decisions made at the school-level
Educational stakeholders involved in program evaluation of PS/RtI initiatives will have a number of factors influence decisions regarding what data collection tools and methods to use. Factors such as the specific evaluation questions asked; the time, personnel, and financial resources available to dedicate to program evaluation; and existing data collection requirements will undoubtedly play a role in the design and implementation of an evaluation plan. The information included in each section of this manual is intended to assist stakeholders in making decisions about how to evaluate scaling-up of the PS/RtI model and adapt the use of any relevant instruments to their specific circumstances. In other words, this manual is not intended to describe how stakeholders in schools, districts, or other educational agencies should pursue program evaluation efforts. Rather, the manual is intended to be a resource to stakeholders in the position of evaluating PS/RtI implementation.

Potential users of this manual include all educational stakeholders facilitating the implementation and evaluation of PS/RtI practices. Specifically, the contents of this manual can assist school-, district-, and state-level personnel as well as stakeholders from other educational organizations (e.g., universities, Area Education Agencies) in their efforts to make informed decisions regarding PS/RtI implementation and its impact on important educational outcomes. To facilitate clear, concise communication of the information presented, each section describes use of the instrument at the school- and district-levels. Educational stakeholders from other units of analysis or entities can adapt the recommendations to meet their specific needs.
What’s New in This Version?

Publication of the first iteration of this manual occurred during the Summer of 2010. Updates and changes to the manual have been made in 2012 and 2013. This current iteration of changes includes the most up-to-date information available regarding the technical adequacy of Project instrumentation and the context within which they should be used.

This July 2016 edition includes updates primarily in two sections; the chapters addressing the RtI Beliefs Scale (formerly called the Beliefs on RtI Scale) and the Perceptions of RtI Skills Survey (formerly called the Perceptions of RtI Skills Survey-Revised). Changes to the chapters covering each of the two aforementioned instruments involved updating literature on the rationale for using the tool, additional data on its technical adequacy, and updating school- and district-level exemplars to reflect changes in the tools that resulted from psychometric analyses. Further analysis of their technical adequacy resulted in the elimination of several items from each instrument. Therefore, copies of the instruments that reflect the new item sets also were included.
Introduction: Problem Solving/Response to Intervention and Data-Based Systems Change

An effective public education system is fundamental to the United States’ ability to make significant social and economic contributions in the global marketplace. Recent legislative and policy mandates have increased the pressure on educators to produce students with the knowledge and skills to compete internationally. The No Child Left Behind Act (NCLB) of 2002 was authorized by Congress to hold schools accountable for the educational outcomes of ALL students. NCLB requires states to ensure that all students, including those who are disadvantaged, achieve pre-determined levels of academic proficiency. A central focus of NCLB is the requirement for the use of research-based practices in the selection of curriculum and pedagogy to increase the percentage of students who demonstrate proficiency on statewide assessments. The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 also requires the use of data-based decision making and evidence-based practices to improve student outcomes. IDEIA requires schools to demonstrate that students who do not respond to evidence-based interventions that have been delivered over a reasonable period of time are considered for eligibility for special services under the category of Specific Learning Disability (SLD; IDEIA Regulations, 2006). Furthermore, schools must demonstrate lack of response through frequently administered assessments directly tied to standards or benchmarks.

More recently, the Obama administration released its blueprint for the reauthorization of the Elementary and Secondary Education Act (ESEA; the original name for No Child Left Behind) which encourages the development of incentives for states to create and adopt rigorous educational standards and data-based accountability systems. According to Blueprint for Educational Reform 2010: The Reauthorization of the Elementary and Secondary Education Act recommendations, schools should be required to evaluate student progress toward performance targets based on whole-school and subgroup achievement analysis as well as graduation rates to
guide their educational efforts. The blueprint also suggests that schools that meet their performance targets should be recognized and rewarded, while those that do not should be required to implement increasingly intensive research-based strategies until student performance targets are met.

Although NCLB has yet to be reauthorized, actions taken by the federal government reinforce accountability for student outcomes. Race to the Top, a competitive federal grant program, is designed to provide funding to states to increase school, district, and state capacity in areas such as the design and implementation of data systems to evaluate educator practices and student performance. Waivers from some of the provisions of NCLB were provided to a handful of states; however, those states had to demonstrate strong accountability provisions and the capacity to deliver on the outcomes specified in their applications. Furthermore, draft legislation reauthorizing NCLB introduced in Congress in recent sessions includes numerous provisions focused on the implementation of evidence-based practices and data-based accountability for student outcomes.

The aforementioned national legislative mandates and policy recommendations indicate a continued focus on the use of data-based decision making in the selection of curriculum and instructional methods. Schools, districts, and states across the nation must develop and coordinate policies, processes, and procedures to effectively respond to these mandates. Problem Solving/Response to Intervention (PS/RtI) is one model designed to assist educators in making data-based decisions to improve the impact of services provided to students that continues to receive national attention (Spectrum K12 School Solutions, 2011).

The Problem Solving/Response to Intervention (PS/RtI) Model

The PS/RtI model uses assessment to facilitate the development and implementation of evidence-based interventions in the general education environment and to determine the extent to which students respond to the interventions through continuous progress monitoring (Batsche et al., 2005). When making educational decisions using a PS/RtI model, educators typically progress through four major stages referred to as the problem-solving process: problem identification; problem analysis; plan development and implementation; and program evaluation/response-to-intervention (Bergan & Kratochwill, 1990). When addressing problems for a student or group of students, educators use the four stages of problem solving to systematically (1) identify the expected skill(s) the student or students is/are expected to perform (i.e., replacement behavior), (2) determine what factors are inhibiting performance of the target skill(s), (3) develop and implement a plan to remove barriers to learning, and (4) evaluate student RtI (Batsche et al., 2005).

In addition to providing a framework for making decisions about student performance, the PS/RtI model includes mechanisms to help schools use their finite resources more efficiently. To increase the efficiency with which schools provide services, interventions are available for both individual and groups of students. Interventions available to students are typically categorized into three tiers that intensify and focus the interventions (Batsche et al., 2005). Although the proce-
dures vary somewhat for academics and behavior, the three-tier conceptual model is similar across both domains (see Figure 1 above). A brief description of the three-tier model based on Batsche et al.’s (2005) conceptualization follows:

- **Tier I instruction** involves providing scientific, research-based instruction to all students (i.e., core instruction). Educators administer universal screening assessments three to four times per year and examine existing data to determine the overall impact of Tier I instruction, and screen for individual students not responding to the curriculum.

- **Tier II intervention** (i.e., supplemental intervention) involves additional time and/or skill focus in the curriculum for students identified as at-risk through universal screening and other available information. Students receiving Tier II interventions are monitored more frequently (e.g., monthly) to facilitate decision-making regarding the effectiveness of the intervention plan developed through the problem-solving process. Although the majority of students should respond to Tier I and II instruction, estimates indicate that approximately 5% will require more intensive, targeted interventions available through Tier III services.

- **Tier III interventions** typically involve highly idiosyncratic, intensive services that require the expertise of a diverse team of trained individuals. Educators monitor progress frequently (e.g., weekly) to make decisions regarding student RtI. Interventions developed for students receiving Tier III services may or may not involve resources outside of what can be realistical.

Figure 1. Problem Solving/Response to Intervention (PS/RtI) Model Diagram.

Tiered Model of School Supports & the Problem-Solving Process

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual or small group intervention.</td>
<td>More targeted interventions and supplemental support in addition to the core curriculum and school-wide positive behavior program.</td>
</tr>
</tbody>
</table>

Tier 1: Core, Universal Instruction & Supports. General instruction and support provided to all students in all settings.

Revised 10.07.09
ly expected in the general education setting. When the resources (e.g., time, materials, personnel) required exceed what is available through general education, then the student is considered for special education eligibility. Thus, in the PS/RtI model, special education becomes a mechanism for providing additional, intensive services to students, not a location where students diagnosed with disabilities go to receive instruction.

In summary, the PS/RtI model serves several functions. First, the PS/RtI model serves as a decision-making framework for determining what services should be provided to students. Learning problems can be systematically identified early in the problem cycle, analyzed, and addressed to improve student outcomes at the group and individual levels. Second, the PS/RtI model functions as an indicator of the frequency and intensity of services needed for all students to be successful. By evaluating student RtI at three tiers of intervention, educators are able to more efficiently use their finite resources and improve student performance in the general education environment. In other words, a tiered system of intervention allows educators to solve less severe problems in the general education environment and invest additional resources in those students who require more intensive intervention to achieve educational benchmarks, thereby meeting the mandates of NCLB (2002) and IDEIA (2004).

Applications of the PS/RtI model in school settings suggest that implementation results in improved student and systemic outcomes (e.g., Burns, Appleton, & Stehouwer, 2005). The majority of researchers examining the impact of PS/RtI implementation, however, have focused on a small number of sites (e.g., a few schools) and a limited number of variables likely to impact results. Questions remain about how to scale-up implementation of the model to ensure that results demonstrated in previous applications are realized by large numbers of schools. It is with scaling-up of PS/RtI practices in mind that the Florida Department of Education created the Florida Problem Solving/Response to Intervention Project.

The Florida Problem Solving/Response to Intervention Project

The Florida Problem Solving/Response to Intervention Project, a joint venture between the Florida Department of Education and the University of South Florida, was initially created to (1) provide professional development across the state on the PS/RtI model and (2) systematically evaluate the impact of PS/RtI implementation in a limited number of demonstration sites. The purpose of the statewide training component of the Project was to provide school-based teams with the knowledge and skills required to implement the model effectively. Florida school districts sent leadership teams to participate in these trainings on a voluntary basis. Project staff provided only limited technical assistance and follow-up to the teams, and collected limited data to evaluate the impact of statewide training.

The purpose of the Project’s demonstration site component was to provide a comprehensive evaluation of the impact of PS/RtI implementation on districts, buildings, educators, and students. Participants included 34 pilot elementary schools in
seven demonstration districts across the state. The pilot schools and demonstration districts were demographically and geographically representative of Florida’s school districts (e.g., size, racial/ethnic diversity, socio-economic levels). Training, technical assistance, and follow-up support were provided to these sites by Project staff across 3 years (i.e., the 2007-08 through 2009-10 school years) to facilitate implementation and evaluation of the model. Funding also was provided to support districts in hiring coaches to help facilitate implementation in the pilot schools.

**School-Based Leadership Teams** (SBLTs), district-based **PS/RtI Coaches**, and district leadership personnel were the primary focus of professional development provided by Project staff in the identified demonstration sites. Ongoing assistance was provided to the aforementioned demonstration site personnel to facilitate data collection for the Project’s evaluation model. Data collection has continued in the majority of the pilot schools to evaluate implementation of PS/RtI following the withdrawal of systematic professional development and funding support provided by the Project.

Recently, the Project’s focus has shifted from professional development and program evaluation at the school-level to providing training, technical assistance, and support to Florida school districts. The Project has begun systematically collaborating with Florida’s Positive Behavior Support: Response to Intervention for Behavior Project (FLPBS:RtIB) (see [http://flpbs.fmhi.usf.edu/](http://flpbs.fmhi.usf.edu/) for more information) to build the capacity of school districts to implement data-based problem-solving and multi-tiered instructional practices for the purpose of improving the academic, behavioral, and social-emotional outcomes of students. Additionally, the Project has begun implementation of a number of initiatives designed to support capacity building. Project staff provide training, technical assistance, and support focused on implementation of the model in secondary settings, the use of technology to support universal learning designs, and the application of PS/RtI practices in the State’s Differentiated Accountability process. See [http://floridarti.usf.edu](http://floridarti.usf.edu) for more information on the Project.

**Facilitating Implementation Through a Systems Change Approach**

Working within a PS/RtI framework requires that all school staff (including teachers, principals, coaches, content specialists, student services personnel, etc.) change the way in which they have traditionally functioned. This change necessitates development of the motivation and capacities of educators to work collaboratively toward a common goal (Hargreaves, 1997). Educators must understand the need for the change, have the skills required to meet the needs of the organization, and be confident in their ability to function within the changing environment (Curtis, Castillo, & Cohen, 2008; Fullan, 2010; Hall & Hord, 2011). Previous educational reform initiatives have often failed due to policy makers not meaningfully involving educators in decision-making nor considering schools in the context of their larger social systems (Sarason, 1990). To succeed where other reform efforts have failed, it is critical that systems change principles be applied to facilitate imple-
mentation of new practices, including PS/RtI practices. One systems change model adopted by Project staff to facilitate implementation of PS/RtI typically involves three stages: Consensus Development, Infrastructure Building, and Implementation (Batsche, Curtis, Dorman, Castillo, & Porter, 2007; Kurns & Tilly, 2008). Educators employing this change model seek to develop consensus among key stakeholders who are responsible for utilizing PS/RtI practices, build the necessary infrastructure and support mechanisms to promote and sustain the practices, and then promote the successful implementation of problem solving across a three-tiered service delivery framework. A brief description of each of the three components of the change model is provided below (see Figure 2 below for a visual representation of the change model).

![Figure 2. Components of Systems Change Model Adopted by the Florida PS/RtI Project.](image)

**Consensus Development**

A fundamental principle of engaging in educational systems change is the development of consensus among key stakeholders in a school (e.g., principal, teachers, instructional support personnel, student services personnel) regarding the implementation of any new initiative (Curtis et al, 2008; Hall & Hord, 2011). Because the level of commitment from school personnel regarding the new initiative will likely impact the extent to which implementation occurs, it is necessary to evaluate factors that may impact buy-in from educators. Educators will typically embrace new practices when they (1) understand the need for the change, and (2) perceive that they either have the necessary skills to implement the initiative or will receive the support required to develop the skills.

The PS/RtI Project staff primarily targets educator perceptions regarding the need for PS/RtI implementation in two ways. First, educators are involved in discussions that focus on challenging common beliefs regarding issues such as the nature of student learning, the roles that data-based decision-making and educator practices play in student outcomes, and the effectiveness of traditional assessment techniques.
and intervention practices in schools. Traditional approaches to assessing student learning and its impact on instruction are contrasted with research and exemplars that provide support for use of the PS/RtI model to identify and address gaps in student learning. The second method involves sharing and discussing the student outcome data from educators’ schools in the context of increasing accountability demands from federal (e.g., NCLB) and state sources (e.g., Florida’s AYP criteria). In addition to targeting educators’ perceptions regarding the need for PS/RtI practices, Project staff work with state partners to communicate the level of support schools and districts will receive to enable educators to develop the skills necessary to facilitate implementation of the model.

Given that education is a dynamic system in which both internal (e.g., student demographics, district goals, staff turnover) and external (e.g., legislation, funding, policy) pressures are continually evolving, the level of consensus and support for such an initiative must constantly be evaluated and systematically targeted. Thus, the focus on stakeholder buy-in to the change process must not be thought of as a one-time event. Rather, communication with staff, the provision of professional development, and evaluation of efforts to build consensus must be ongoing, planned activities that inform implementation efforts.

**Infrastructure Development**

The development of infrastructure involves creating the structures required to facilitate and support implementation of the PS/RtI model. Schools have finite resources (i.e., time, personnel, funding, materials, technology) to invest in new practices. A school must examine its current goals, policies, resources, and personnel responsibilities with regard to their alignment with a PS/RtI model of service delivery. The following are common examples of structures schools must consider addressing to enhance their capacity to implement PS/RtI practices (Kurns & Tilly, 2008):

- Development/adoptions of standards-based comprehensive assessment systems
- Identification of which Tier I, II, and III resources are available to teachers and the development/adoptions of resources that are needed
- Alignment of existing policies and procedures to be consistent with the use of PS/RtI practices across tiers
- Development/adoptions of decision rules regarding students’ RtI
- Development/adoptions of technology to facilitate efficient data collection and graphical display of data that is useful to teachers when making decisions about student progress
- Determination of what existing meeting times educational personnel can use to employ PS/RtI practices or how to rearrange personnel schedules to create time

**AYP:** AYP stands for Adequately Yearly Progress. Each state was required by NCLB to develop goals for increasing the percentage of students demonstrating proficiency on statewide accountability assessments. Although the specific criteria vary across states, all states were required to demonstrate that 100% of students achieved proficiency by the 2013-14 school year. Although Florida was recently granted a waiver from the specific requirements of NCLB, the concepts of accountability for student performance and data-based decision-making remain prominent in the State’s approach to educating students.
• Time to provide ongoing professional development (i.e., training, coaching, and follow-up support) to all educators in the building who are expected to implement the PS/RtI model

The above examples do not comprise an exhaustive list. The extent to which schools will need to target infrastructure components depends upon the unique characteristics of buildings and districts. Although some progress toward PS/RtI implementation can occur while consensus and infrastructure issues are addressed, successful implementation of any innovation cannot occur without providing stakeholders with on-going, high quality professional development opportunities (Learning Forward, 2011; Croft, Coggshall, Dolan, Powers, & Killion, 2010).

**Professional learning** (i.e., professional development) is a broad term to describe the means by which professional educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to meet the expectation of their profession (Learning Forward, 2011). As with other school improvement initiatives, PS/RtI requires extensive professional development at many levels (e.g., teachers, administrators, support service personnel, district leaders) (Batsche et al., 2005; Kratochwill, Volpainsky, Clements, & Ball, 2007). According to various models of school-based staff development, effective professional development designs contain some form of the following components: theory, demonstration/modeling, opportunities to practice, collaborative reflection/feedback, and ongoing support (Joyce & Showers, 2002; Learning Forward, 2011; Knight, 2007). First, educators must be provided with an overview of the theoretical basis and rationale supporting the justification of the innovation and skills being taught. The purpose of this introductory information is to ensure that educators gain a firm knowledge-base from which to consult when implementing the new practice as well as to facilitate consensus regarding the importance of the new practice. Next, those with experience successfully implementing the new activities model the steps. Finally, participants are provided with opportunities to practice while receiving both immediate and ongoing feedback through collaboration and discussion of performance.

**Coaching** is a popular and promising strategy emerging in the literature that has been found to facilitate the above elements required of effective professional development designs (Darling-Hammon et al., 2009; Killion & Harrison, 2006). Researchers have demonstrated that professional development models that include coaching enhance the capacity of educators to successfully implement new practices, which is a natural prerequisite for enhancing student learning and outcomes. Specifically, research suggests that effective professional development must be intensive, sustained, ongoing, collaborative, and supported by modeling and collective problem solving – all of which can be successfully facilitated by coaching (Killion & Harrison, 2006; Learning Forward, 2011). Furthermore, researchers examining the implementation of problem-solving procedures have demonstrated that using direct training methods and providing opportunities to practice results in increased use of problem-solving practices (Curtis & Metz, 1986; Zins & Ponti, 1996).
Research supporting the use of ongoing professional development and coaching models necessitates the development and implementation of a systematic professional development plan (Haslam, 2010; Learning Forward, 2011). Although research suggests that using the aforementioned effective professional development components will result in successful skill building and implementation of new practices, large-scale efforts require systematic evaluation activities. The number of trainers, coaches, districts, and schools involved decrease the likelihood that professional development activities will be delivered consistently. Inclusion of a long-term plan for staff development and evaluating skill mastery allows educators facilitating PS/RtI implementation to systematically deliver and make adjustments to professional development activities as necessary.

Implementation

Although the likelihood of implementation of PS/RtI processes is enhanced when consensus and infrastructure development occurs, providing opportunities for implementation does not automatically ensure that PS/RtI practices will be adopted. Sarason (1990) purports that many educational reform initiatives fail due to a lack of implementation, suggesting a need to evaluate the extent to which critical components of PS/RtI are being implemented with integrity prior to making decisions regarding the model’s impact on student outcomes.

Myriad terms for the concept of implementation integrity exist in the literature (e.g., intervention integrity, intervention fidelity, fidelity of implementation). Regardless of the language used, the big idea is that educators must evaluate the extent to which components of an innovation, initiative, or intervention (i.e., whatever the constellation of practices being implemented) are implemented prior to evaluating outcomes. For the purpose of this manual, the term implementation integrity is used to describe the extent to which PS/RtI practices are implemented in schools.

To determine current levels of implementation, educators must first decide how to define and measure implementation integrity (Noell & Gansle, 2006). This determination requires that educators identify the critical elements of the PS/RtI model and at what level of detail to assess those critical elements. Research indicates that focusing on critical elements at an intermediate level of implementation offers an optimal balance between reliably evaluating implementation integrity and making evaluation feasible for educators. Additionally, research has indicated that assessing critical elements at an intermediate level results in measurements that are sensitive enough to reflect variations in implementation as well as link the variations to outcomes (Noell et al., 2005). Along with identifying critical elements of implementation, educators must also determine how they will assess these critical steps. Noell and Gansle (2006) suggest that the most practical strategy for measuring components of an initiative includes utilizing both observations and permanent products.

Observation protocols are typically the most accurate method to assess extent of implementation, whereby trained observers are present during times that imple-
mentation should occur and can record which of the previously determined critical components of an innovation are present (Noell & Gansle, 2006). It must be noted that although observations can be the most accurate, this methodology is often the most time consuming and resource intensive (e.g., the time necessary for observations to be scheduled, sites to be traveled to, and meetings to be observed may represent significant amounts of time for observers). Permanent product reviews are typically more efficient than observations in terms of the amount of time required from data collectors. Individuals trained in permanent product (i.e., documentation) reviews are able to gather documents relevant to implementation of PS/RtI practices and review the paperwork for evidence of the predetermined critical components. However, given that this method depends on the quality and quantity of the products available to examiners, permanent product reviews could be less reliable than observation methods (Noell & Gansle, 2006). Educators’ self-report is another data collection method available to individuals assessing implementation integrity. Self-report (e.g., surveys completed by educators implementing the model) is typically considered the most efficient way to collect data on implementation. However, self-report data tend to be positively biased (Noell & Gansle, 2006), which decreases the likelihood of reliable measurement. Nevertheless, interpreted in the context of this potential positive bias, self-report measures can be used to collect data regarding educators’ perceptions of implementation. Taken together, observations, permanent products, and educators’ self-reports can provide valuable information on the extent of implementation integrity and how implementation relates to outcomes.

The Florida Problem Solving/Response to Intervention Project’s Program Evaluation Philosophy

The purpose of the demonstration site component of the Project was to evaluate the impact of PS/RtI implementation on student, educator, and systemic outcomes. Given the need to systematically facilitate change to increase the likelihood of successful implementation, Project staff also investigated the extent to which systems-change principles highlighted above were followed as well as related to increased levels of consensus, infrastructure development, and implementation of PS/RtI practices. Project staff developed a number of tools to facilitate data-based inquiry and evaluation of efforts to scale-up PS/RtI. Across the Project’s three years of collaborating with pilot schools and demonstration districts, progress toward PS/RtI implementation was formatively evaluated. Evaluation of implementation of the model has continued following the withdrawal of systematic supports provided by the Project. Specifics on the evaluation model used, data collected, and preliminary results are beyond the scope of this manual. The reader interested in more information on these topics is referred to the Project’s Year 1, Year 2, Year 3, and Year 4 evaluation reports available online at http://floridarti.usf.edu.

Although the specifics of the evaluation framework used are not included in this manual, it is important to consider the data-based decision-making philosophy that drives evaluation efforts. Project staff believe that both formative and summative program evaluation must be used to improve the services provided by individuals.
and organizations. Summative analyses address questions regarding how well an innovation (e.g., interventions, initiatives, projects) such as PS/RtI worked, and are helpful when determining whether to continue with an innovative practice. Formative analyses focus on improving the services while they are being provided in schools. Here, the question being asked is not “how well did the innovation work” but rather “how well is it currently working?” Answering the latter question allows educators to make ongoing changes in the services being provided, as well as evaluate the impact of modifications quickly and efficiently. To help facilitate both formative and summative evaluation of PS/RtI implementation, information on the following instruments is currently available:

- Instruments useful for monitoring progress toward full PS/RtI implementation
  - Self-Assessment of Problem-Solving Implementation (SAPSI)
- Instruments measuring components of consensus development
  - Beliefs on RtI Survey
  - Perceptions of Practices Survey
- Instruments measuring components of infrastructure development
  - Perceptions of RtI Skills Survey
  - Coaching Evaluation Survey
- Instruments measuring implementation integrity
  - Tier I and II Observation Checklist
  - Tier I and II Critical Components Checklist
  - Problem-Solving Team Meeting Checklists
  - Tier III Critical Components Checklist

Educational stakeholders involved in program evaluation of PS/RtI initiatives will have a number of factors influence decisions regarding what data collection tools and methods to use. Factors such as the specific evaluation questions asked; the time, personnel, and financial resources available to dedicate to program evaluation; and existing data collection requirements will undoubtedly play a role in the design and implementation of an evaluation plan. The information included in each section of this manual is intended to assist stakeholders in making decisions about how to evaluate scaling-up of the PS/RtI model and adapting the use of any relevant instruments to their specific circumstances.
CHAPTER ONE

A Tool for Progress Monitoring
Implementation of Problem Solving/
Response to Intervention

The Self-Assessment of MTSS Implementation (SAM) can be downloaded from
http://floridarti.usf.edu/resources/program_evaluation/sam/sam.pdf

The SAM Technical Assistance Manual can be downloaded from
CHAPTER TWO

Tools for Examining Consensus Development
RtI Beliefs Scale

Description & Purpose

Theoretical Background

The RtI Beliefs Scale is a self-report measure that was developed by Project staff to assess educators’ beliefs about Problem Solving/Response to Intervention (PS/RtI). Research suggests that educators’ beliefs about issues such as student learning, styles of teaching, and instructional strategies impact their willingness to implement new practices (Fang, 1996; Sparks, 2002). Furthermore, scholars suggest that successful educational reform occurs when a moral imperative for change exists (Brownell, Adams, Sindelar, Waldron, & Vanhover, 2006; Fang, 1996; Fullan, 2010; Lohmann, Forman, Martin, & Palmieri, 2008; Sharratt & Fullan, 2009; Sparks, 2002). The beliefs that educational leaders possess and communicate to other stakeholders are thought to play a crucial role in creating the climate for successful implementation of new practices (Sharratt & Fullan, 2009). These concepts suggest that what educators believe about the big ideas and fundamental practices of PS/RtI should be related to implementation of the model.

Description

The RtI Beliefs Scale contains items designed to measure educator beliefs about student learning, the role of data in decision making, and expectations for the effectiveness of instruction and intervention. The instrument consists of 16 items that take the form of belief statements to which respondents are asked to rate their extent of agreement/disagreement using the following response scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Additional items (Items i – v) ask for background information (education and work related) on the respondent.

Purpose

The RtI Beliefs Scale is intended to be used to inform consensus development in two primary ways. One purpose is to assess the impact of professional development efforts on educator beliefs about PS/RtI. The second purpose is to identify commonly held beliefs among educators that will likely help facilitate or hinder implementation efforts. Specifically, items on the RtI Beliefs Scale provide ongoing information on educator beliefs regarding the academic abilities and performance of students with disabilities, data-based decision making, and the functions of core and supplemental instruction. Results from these domains can be used as indicators of the extent to which educators possess beliefs that create a climate supportive of implementing PS/RtI practices.

Project staff developed the RtI Beliefs Scale from the Beliefs Survey (also referred to as the Beliefs on RtI Survey and Beliefs on RtI Scale) described in the first version of this manual. The RtI Beliefs Scale represents a shorter version of the Beliefs Survey. The retained items that comprise the RtI Beliefs Scale were selected based on psychometric analyses described below in the Technical Adequacy section. This chapter focuses primarily on the RtI Beliefs Scale. For information on the full Beliefs Survey refer to the first version of the manual located on the Project website.

Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual
Intended Audience

Who Should Complete the RtI Beliefs Scale?

All instructional staff, including the School-Based Leadership Team (SBLT) members, should complete the *RtI Beliefs Scale* individually. Common instructional staff includes general education teachers, special education teachers, and those who assist with delivering curriculum and interventions to students (e.g., student services personnel, reading specialists, interventionists).

SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavioral health, physical health). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder**, in addition to providing expertise in the particular content areas or disciplines listed above.

Who Should Use the Results for Decision-Making?

District-Based Leadership Team (DBLT) members should receive the results for the district’s schools individually as well as aggregated at the district level. SBLTs also receive the results for their school. Results of the *RtI Beliefs Scale* should be shared with instructional staff in the buildings that complete the instrument. Sharing the results with instructional staff can be used as a strategy for facilitating discussions about how the school should teach students, obtain input from staff regarding the school’s PS/RtI initiative, and facilitate consensus building regarding the rationale for implementing PS/RtI practices. Such discussions should take place in regularly scheduled meetings (e.g., grade-level PLC’s, staff meetings, departmental meetings).

Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Directions for Administration

Methods of Administration

The *RtI Beliefs Scale* can be administered in venues such as trainings, staff meetings, grade-level meetings, or professional learning communities. The scale also

Facilitator:
Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

Timekeeper:
Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

Data Coach:
Data coaches provide assistance with interpreting data and using it to inform decisions.

Recorder:
Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.
may be administered through dissemination in staff mailboxes with directions for returning the scale. Finally, the instrument can be administered electronically through district supported or commercially available technology resources (e.g., SurveyMonkey®, Google Forms®, Zoho®). Regardless of the method chosen to administer the scale, every effort should be made to ensure high return rates from SBLT and staff members to ensure that the information gathered adequately reflects the beliefs of the school. The following recommendations outlined below for educators completing the scale are suggested regardless of the method used.

**Recommendations to Educators Completing the Survey**

Prior to administration, it is highly recommended that the building principal explain the reason that the *RtI Beliefs Scale* is being administered, and why the information obtained is important to the school and district. The Florida PS/RtI Project staff have found that having principals explain the importance of collecting these data can lead to more complete and accurate information returned. After the *RtI Beliefs Scale* is introduced by the school’s principal, individuals responsible for administration (e.g., district-based PS/RtI Coaches, RtI Coordinators, SBLT and DBLT members) should provide staff with a description of the scale, the purpose of collecting the data, how the data will be used, and specific instructions for completing the instrument. Specific instructions for completing the measure will vary based on the method used for administration. Regardless of the method selected, it should be clarified that the *RtI Beliefs Scale* should be completed individually. It also is recommended that individual responses remain anonymous and that opportunities to ask questions be provided.

**Frequency of Use**

When determining how often educators should complete the *RtI Beliefs Scale*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection; and other data collection activities in which SBLT members and school staff are required to participate. In other words, decisions about how often to collect *RtI Beliefs Scale* data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *RtI Beliefs Scale* are provided below. General recommendations are to administer the measure:

- Prior to beginning professional development targeting the beliefs of educators regarding PS/RtI.
- At the end of the first year of professional development activities to determine the extent to which beliefs changed.
- At least one time each subsequent year to monitor belief levels as implementation efforts continue. Administration at the end of each year can be used to
provide information on the relationship between professional development activities and beliefs during the year as well as serve as a baseline for the impact of next year’s activities.

In addition to measuring long-term changes in educators’ beliefs, the measure can be administered at both the beginning and end of trainings targeting beliefs about PS/RtI. This procedure allows educators to measure the immediate, short-term changes in educators’ beliefs as a result of the training provided. The information obtained can be used to inform the content and delivery of future professional development.

**Technical Adequacy**

**Content Validity Evidence**

To inform development of the original version of the tool (see Castillo et al., 2010 for information on the original version), Project staff reviewed relevant literature, presentations, instruments, and previous program evaluation projects to develop an item set that would be representative of beliefs important to consider when implementing PS/RtI practices. Next, a draft of the instrument was sent to an Educator Expert Validation Panel (EEVP), which consisted of 14 educators from varying disciplines (e.g., general and special education teachers, school- and district-level administrators, student support services personnel, content specialists) in a neighboring school district who had basic background knowledge in PS/RtI for review. The panel provided feedback on the representativeness of the beliefs covered by the instrument, clarity and quality of the individual items, and suggested modifications to items. Project staff analyzed panel member feedback and made revisions to the survey using a structured process described by Castillo et al. (2015). This process resulted in a 27-item version that was called the *Beliefs Survey*.

**Construct Validity Evidence**

Exploratory common factor analysis (EFA), single-level confirmatory factor analysis (CFA), and multilevel confirmatory factor analysis (MCFA) were used to determine the underlying factor structure of the tool. These procedures resulted in a 16-item scale with a three factor solution at both the educator- and school-levels: beliefs regarding *Academic Abilities and Performance of Students with Disabilities, Data-Based Decision Making*, and *Functions of Core and Supplemental Instruction*. Both fit indices from the final MCFA model and reliability indices provided evidence for the construct validity of the tool. Furthermore, all three school-level factors significantly related to PS/RtI implementation at the school-level. The 16-item version was labeled the *RtI Beliefs Scale*. See Castillo et al. (2015) for more information on the psychometric properties of the *RtI Beliefs Scale*. 

**Content validity:**

Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the *RtI Beliefs Scale*, content-related validity evidence is based on expert judgment that the sample of items on the *RtI Beliefs Scale* is representative of the educator beliefs facilitative of positive implementation of PS/RtI practices.

**Construct validity:**

Construct-related validity evidence refers to the extent to which the individuals’ scores derived from the instrument represent a meaningful measure of a trait or characteristic. In the case of the *RtI Beliefs Scale*, exploratory and confirmatory factor analyses were conducted to assess the internal structure of the measure as well as to develop evidence to support the validity of interpretations based on individuals’ scores on the resultant factors. Results of the factor analyses suggest that the *RtI Beliefs Scale* measures three underlying belief domains (or factors).
Internal Consistency Reliability

Internal consistency reliability estimates (as measured by Cronbach’s alpha) for each of the three factors (domains) at the educator-level were:

- **Factor 1** (Academic Ability and Performance of Students with Disabilities): $\alpha = .70$
- **Factor 2** (Data-Based Decision Making): $\alpha = .79$
- **Factor 3** (Functions of Core and Supplemental Instruction): $\alpha = .55$

School-level reliability estimates for each of the factors were:

- **Factor 1** (Academic Ability and Performance of Students with Disabilities): $\alpha = .78$
- **Factor 2** (Data-Based Decision Making): $\alpha = .73$
- **Factor 3** (Functions of Core and Supplemental Instruction): $\alpha = .60$

According to Castillo et al. (2015), reliability estimates at the educator- and school-level for two of the factors (Academic Ability and Performance of Students with Disabilities and Data-Based Decision-Making) exceeded the typically accepted threshold of .70 reported by Nunnally (1978). The reliability estimates for the third factor (Functions of Core and Supplemental Instruction) did not meet this threshold. However, reliability estimates are influenced by a number of factors such as the number of items on a factor and the sample size at the educator and school levels. Castillo et al. reported that samples with larger numbers of schools likely would result in greater reliability estimates for the Functions of Core and Supplemental Instruction factor at the school-level.

Scoring

**Analysis of Responses to the RtI Beliefs Scale**

The Florida PS/RTI Project primarily utilizes two techniques for analyzing scale responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average belief level reported by educators that completed the RtI Beliefs Scale. Second, the frequency of (i.e., frequency distribution) each response option selected (e.g., Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) can be calculated for each item.

Calculating item means provides an overall impression of the belief level of those individuals within a school, district, etc. Calculating average beliefs can be done at the domain (i.e., factor) and/or individual item levels. Examining beliefs at the domain level allows educators to examine general beliefs about (1) the Academic Abilities and Performance of Students with Disabilities, (2) Data-Based Decision Making, and (3) Functions of Core and Supplemental Instruction. A score for each of the three domains measured by the instrument may be computed for each respondent by calculating the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items.
within the domain to determine the average level of belief for each domain. The items that comprise each domain are as follows:

- **Factor 1 (Academic Ability and Performance of Students With Disabilities):** Items 3, 4, and 5
- **Factor 2 (Data-Based Decision Making):** Items 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15
- **Factor 3 (Functions of Core and Supplemental Instruction):** Items 1, 2, and 16

Average levels of beliefs also can be examined by item. Calculating the mean rating for each item within a domain allows key stakeholders to identify the extent to which educators agree with particular belief statements. This information can be used to identify specific beliefs held by educators that may facilitate or hinder implementation of PS/RtI practices, but does not provide much information on the variability of specific beliefs (see *Year 1 Evaluation Report*, Beliefs graphs [the exemplars referenced are based on the full version of the *Beliefs Survey*], pages 19-22).

Calculating the frequency of educators who selected each response option for an item, on the other hand, provides information on the range of belief levels. This information can be used to determine what percentage of respondents agree or disagree with a given belief. When making decisions about consensus levels, information on the number of educators who agree with statements consistent with PS/RtI practices can help inform decisions regarding moving forward with implementation (e.g., decide to address a belief or set of beliefs held by many educators or decide not to address the belief or set of beliefs because they did not agree with a given beliefs statement) (see *Year 2 Evaluation Report*, Beliefs graphs [the exemplars referenced are based on the full *Beliefs Survey*], pages 22-24).

It is recommended that key stakeholders analyze *RtI Beliefs Scale* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators agree with beliefs consistent with the PS/RtI model. To facilitate formative decision making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in beliefs regarding data-based decision making across time may best be answered by calculating and displaying domain scores. Questions about specific beliefs across a school or district may best be answered by calculating and displaying the number of educators that report disagreement, neutrality, or agreement with the beliefs being evaluated. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.
Training Required

Training Suggested for Administering the RtI Beliefs Scale

A brief training is recommended prior to administering the RtI Beliefs Scale. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore, trainings of individuals responsible for administering the measure should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings on the RtI Beliefs Scale.

- Theoretical background on the relationship between beliefs and whether educators will adopt new practices
- Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of beliefs the items assess)
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as frequently asked questions and how to facilitate better return rates from school settings

Training Suggested for Analyzing, Interpreting, and Disseminating RtI Beliefs Scale Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required, then training specific to the RtI Beliefs Scale may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

- Appropriate use of the survey given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the survey
- Guidelines for interpreting and disseminating the results

Interpretation and Use of the Data

Examination of Broad Domains

When examining the RtI Beliefs Scale data (see Year 2 Evaluation Report, Beliefs graphs [the exemplars referenced are based on the full version of the Beliefs Survey], pages 22-24), it is recommended to start by examining the three broad domains, or factors, measured by the survey (i.e., academic abilities and performance of students with disabilities, data-based decision making, functions of core and supplemental instructional practices). Educators can examine graphically displayed data to evaluate trends in educator beliefs regarding each domain measured by the RtI Beliefs Scale. Each of the methodologies for scoring mentioned above (i.e., calculating average beliefs at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item lev-
el) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data on educators’ beliefs is to take note of the percent of educators who reported strongly agreeing (5) or agreeing (4); the percent who reported a neutral view (3); as well as the percent of staff members who reported disagreeing (2) or strongly disagreeing (1) with beliefs within each domain. This type of visual analysis (an example of a graph displaying educator beliefs using this format is provided below) allows stakeholders to determine the extent to which educators tend to agree, disagree, or remain neutral regarding beliefs consistent with PS/RtI practices. This approach can be used to examine beliefs for any given administration as well as to examine trends over time.

**Identification of Specific Needs**

After examining data from the broad domains measured by the *RtI Beliefs Scale*, it is recommended that teams examine responses to individual items. Stakeholders should consider examining graphically displayed data to determine levels of staff agreement with certain big ideas associated with a PS/RtI model. If a large number of staff disagrees with a certain belief or set of beliefs about PS/RtI practices, additional training and professional development can be developed to specifically target the big idea assessed by the relevant items. It is important to note that decisions about beliefs to target should be made based on multiple sources of information. In other words, discussions about the extent to which the data are consistent with stakeholder perspectives and other sources of relevant information should occur before deciding on a course of action. It also should be noted that while beliefs are a necessary component of consensus, they are not a sufficient condition. For example, educators can have strong, positive beliefs about PS/RtI practices, but not buy-in to implementation due to a number of factors such as a lack of time to focus on implementation, funding constraints, other competing initiatives, poor communication among staff, etc.

**Data Dissemination to Stakeholders**

It is recommended that the data be shared with DBLTs, SBLTs, instructional school staff, and any other relevant stakeholders as quickly and frequently as possible following administrations (e.g. in staff meetings, during PLCs, etc.). Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs, SBLTs) to discuss the results from the *RtI Beliefs Scale*, develop and/or modify consensus-building goals, and design professional development activities to facilitate changes in educators’ beliefs. Leaders can use the data presented to facilitate consensus-building discussions and to obtain staff input regarding factors that contribute to the beliefs they reported.

One helpful strategy for facilitating discussions about *RtI Beliefs Scale* data is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about issues such as current belief levels, additional professional development that might be necessary, and goals for developing staff consensus. Listed below are examples of guiding questions used by the Florida PS/
RtI Project to facilitate discussions among SBLT members when examining data on their beliefs. The questions were developed to provide scaffolding when interpreting the data and focus discussions toward using the information to facilitate consensus building. However, stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

- Did your building’s beliefs change from the first to the second administration? If yes, in what areas did the greatest change occur?
- What do you think these changes mean in the context of implementing a PS/RtI model in your building?

Additional examples of guiding questions are provided by Castillo et al. (2015).

**School-Level Example of RtI Beliefs Scale Data**

The following example demonstrates how key stakeholders may use data derived from the *RtI Beliefs Scale* to inform PS/RtI implementation. Data from the *RtI Beliefs Scale* are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs are discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

**Explanation of the Graph**

The SBLT at Citrus Elementary wanted to assess the degree to which instructional school staff beliefs aligned with the core beliefs of PS/RtI. To evaluate staff beliefs, SBLT members decided to administer the *RtI Beliefs Scale* at the beginning and end of the first year of PS/RtI implementation and at the end of each year thereafter. Figure 4 displays data on beliefs regarding the academic abilities and performance of students with disabilities from the first two years of implementation. The three items that comprise the domain are displayed (i.e., items 3, 4, 5). The three bars located above each item represent the level of agreement at the beginning of Year 1 (BOY 1), end of Year 1 (EOY 1), and end of Year 2 (EOY 2). For each bar, the green section represents the percentage of staff members who reported agreement (i.e., selected strongly agree or agree) with the specific belief statement, the yellow section represents those staff members who selected neutral for the specific belief statement, and the red section represents those staff members who disagreed (i.e., selected strongly disagree or disagree) with a specific belief statement. These data were shared with SBLT members and school staff shortly after each administration, in a PowerPoint presentation during a staff meeting.

**Citrus Elementary’s Use of the Data for Decision Making**

Examination of broad *RtI Beliefs Scale* domains. When examining staff beliefs after each survey administration, Citrus Elementary SBLT members started by visually analyzing the data across items assessing the academic abilities and perfor-
Figure 4. Example RtI Beliefs Scale Graph.
formance of students with disabilities. Immediately evident from the graph in Figure 4 is that the levels of agreement were on the low end for most items. Less than 50% of staff members agreed with two of the three belief statements across administrations. Agreement levels for the remaining item was substantially higher (exceeding 60% across administrations). Therefore, SBLT members decided that they needed to examine the specific items to determine why differences existed.

Identification of specific needs. The graph in Figure 4 above suggests that approximately 30-45% of staff reported agreeing (25-50% disagreed) with the belief statements assessed by items 3 and 4 across administrations. Approximately 65-70% of staff reported agreeing with the beliefs statements assessed by item 5. Following the first administration at the beginning of Year 1, SBLT members identified the fact that there seemed to be a large discrepancy between staff beliefs about students with disabilities current achievement of academic benchmarks (assessed by items 3 and 4) and their capability of meeting benchmarks with the right supports (item 5). Given this discrepancy, SBLT members decided to present the data reflected above to the staff. The data were presented with guiding questions to facilitate small group discussions before sharing out with the entire faculty. The guiding questions included questions about (1) why staff believed students with disabilities are capable of meeting academic benchmarks but are not currently doing so, (2) what factors contributed to the discrepancy, and (3) what could be done to address the identified factors. SBLT members then presented basic information on how the PS/RtI model can increase the performance of all students, including students with disabilities. Finally, SBLT members shared information with staff about the school’s PS/RtI initiative and indicated that future professional development activities would focus on practices associated with the model.

Monitoring of beliefs over time. Following each subsequent administration of the **RtI Beliefs Scale**, Citrus Elementary’s SBLT monitored how beliefs changed. Changes in the beliefs reported at the end of Year 1 and end of Year 2 varied by the belief assessed. A 10% increase in staff who agreed that students with learning disabilities met reading benchmarks occurred (item 3) across the two-year period. In addition to the increase in agreement levels, a decrease of approximately 20% of staff disagreeing with the same belief statement was observed. SBLT members discussed this trend and decided that the beliefs regarding students with learning disabilities meeting reading benchmarks was consistent with the school’s AMO (Annual Measurable Objectives) data for students with disabilities. The SBLT concluded that the staff was starting to recognize that efforts to implement practices to improve the outcomes of all students resulted in increased performance of students with learning disabilities.

A slight increase in the percentage of staff (approximately 5%) who believed students with disabilities can achieve reading benchmarks occurred across the two-year period (item 5). Conversely, a slight decrease (approximately 5%) in agreement occurred during the same time frame for item 4. Item 4 assessed beliefs about whether students with emotional/behavioral disabilities achieve reading benchmarks. SBLT members discussed reasons why the increase noted for beliefs
about students with learning disabilities did not occur for beliefs about students with emotional/behavioral disabilities. Potential reasons generated for the slight decreasing trend observed included that the school was focusing much more on reading when implementing PS/RtI practices than behavior (i.e., behavior problems not being addressed may be inhibiting student learning) and that fewer staff have had experience with students with emotional/behavioral disabilities. Potential reasons generated for the small changes in beliefs about the capability of students with disabilities included high levels of initial agreement, staff turnover, and that the approximately 30% of staff who did not agree may be rethinking their traditional ideas about the ability of students with disabilities to perform academically (the percent of disagreement decreased across the two years) but need additional time and information to believe they can perform. SBLT members concluded that more information was needed before a decision could be made regarding the reasons for the patterns observed and what, if anything, to do about the trends. In particularly, SBLT members wanted to compare beliefs regarding students with emotional/behavioral disabilities not meeting reading benchmarks with the actual outcomes of the students to determine how accurate staff perceptions were.
## RtI Beliefs Scale

### i. 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.*

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Directions: For items 1-4 below, please shade in the circle next to the response option that best represents your answer.

#### ii. Job Description:

- PS/RtI Coach
- Teacher-General Education
- Teacher-Special Education
- School Counselor
- School Psychologist
- School Social Worker
- Principal
- Assistant Principal
- Other (Please specify):

#### iii. 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

#### iv. 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

#### v. Highest Degree Earned:

- B.A./B.S.
- M.A./M.S.
- Ed.S.
- Ph.D./Ed.D.
- Other (Please specify):

---

1
**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. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.  
2. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.  
3. The majority of students with learning disabilities achieve grade-level benchmarks in reading.  
4. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading.  
5. 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.  
6. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.  
7. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.  
8. The use of additional interventions in the general education classroom would result in success for more students.  
9. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.  
10. 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.

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
11. 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.

12. Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”

13. 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).

14. 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.

15. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.

16. The goal of assessment is to generate and measure effectiveness of instruction/intervention.

THANK YOU!
Perceptions of Practices Survey

Description & Purpose

Theoretical Background

The Perceptions of Practices Survey is a self-report measure developed by Project staff to assess educators’ perceptions of the extent to which their schools implement Problem-Solving/Response to Intervention (PS/RtI) practices. Research suggests that educators implement new practices when they (1) understand the need and (2) perceive they have the skills and/or support to implement. Potential elements that impact whether educators understand the need to implement new practices involve data suggesting students are not meeting performance expectations, beliefs that the new practices will help improve student performance, and acknowledging that the new practices are not currently being fully implemented.

Description

The Perceptions of Practices Survey contains 17 items that assess educators’ perceptions regarding the extent to which PS/RtI practices are currently being implemented at their school. Specifically, the instrument contains items that examine the perceptions of educators regarding implementation of PS/RtI practices applied to academic and behavior content across tiers (i.e., implementation at the large group, small group, and individual student levels). Respondents use the following scale when completing items from the survey: 1 = Never Occurs (NO); 2 = Rarely Occurs (RO); 3 = Sometimes Occurs (SO); 4 = Often Occurs (OO); 5 = Always Occurs (AO). Educators may also select Do Not Know (DK) for each item if they are not sure about how often a particular practice occurs.

Purpose

The purpose of the instrument is two-fold. The first purpose is to assess staff perceptions of their practices to facilitate consensus-building. Assessing whether educators are reporting practices consistent with their beliefs about educating students (Beliefs can be assessed using the Beliefs Survey discussed elsewhere in this manual) informs consensus-building needs. Discrepancies found between what educators report believing about educational practices and what they report happening in their schools can provide an impetus for change. Additionally, the Perceptions
Facilitator:
Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

Timekeeper:
Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

Data Coach:
Data coaches provide assistance with interpreting data and using it to inform decisions.

Recorder:
Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.

The Perceptions of Practices Survey can be used as an indicator of implementation of PS/RtI practices. Given that self-report can be upwardly biased (Noell & Gansle, 2006), it is important that educators using the data collected from this survey to assess implementation integrity consider supplementing it with other integrity measures.

Intended Audience

Who Should Complete the Perceptions of Practices Survey?
School-Based Leadership Team (SBLT) members complete the Perceptions of Practices Survey individually. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

All instructional staff not represented on the SBLT also complete the instrument. Common instructional staff includes general education teachers, special education teachers, and those that assist with delivering curriculum and interventions to students (e.g., student services personnel, reading specialists, interventionists).

Who Should Use the Results for Decision Making?
The SBLTs who complete the Perceptions of Practices Survey should receive the results for their school. District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Results of the Perceptions of Practices Survey also should be shared with instructional staff in the buildings that complete the instrument. Sharing the results with instructional staff can be used as a strategy for facilitating discussions about how the school should teach students, what practices staff perceive are currently occurring, obtain input from staff regarding the school’s PS/RtI initiative, and facilitate consensus building regarding the rationale for why PS/RtI practices are being implemented.
Directions for Administration

Methods of Administration

The Perceptions of Practices Survey can be administered in venues such as trainings, staff meetings, or grade-level meetings. The survey also may be administered through dissemination in staff mailboxes with directions for returning the survey. Finally, the instrument can be administered electronically through district supported or commercially available technology resources (e.g., SurveyMonkey®). Regardless of the method chosen to administer the surveys, every effort should be made to ensure high return rates from SBLT and staff members to ensure that the information gathered adequately reflects the perceived practices of the school. Following the procedures outlined below for providing directions to educators completing the survey is suggested regardless of the method used.

Directions to Educators Completing the Survey

Prior to administration, it is highly recommended that the building principal explain the reason that the Perceptions of Practices Survey is being administered, and why the information obtained is important to the school and district. The Florida PS/RtI Project staff have found that having principals explain the importance of collecting these data can lead to more complete and accurate information returned. After the Perceptions of Practices Survey is introduced by the school’s principal, individuals responsible for administration (e.g., district-based PS/RtI Coaches, RtI Coordinators, DBLT members) should provide staff with a description of the survey, the purpose of collecting the data, how the survey data will be used, and specific instructions for completing the instrument. Specific instructions for completing the survey will vary based on the method used for administration. Regardless of the method selected, it should be clarified that the Perceptions of Practices Survey should be completed individually. It is also recommended that individual responses remain anonymous and that opportunities to ask questions be provided.

Frequency of Use

When determining how often educators should complete the Perceptions of Practices Survey, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. In other words, decisions about how often to collect Perceptions of Practices Survey data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the Perceptions of Practices Survey are provided below. General recommendations are to administer the survey:
• Prior to beginning professional development designed to build consensus regarding the need to implement PS/RtI practices.
• At the end of the first year of professional development activities to determine the extent to which educators’ perceptions of the practices they implement changed.
• At least one time each subsequent year to monitor educator perceptions of implementation levels. Administration at the end of each year can be used to provide information on the relationship between professional development activities, policy and procedure changes, and other coordinated efforts to facilitate implementation and educators’ perceptions of the practices implemented during the year. These data also can serve as a baseline for the impact of the next year’s activities.

Technical Adequacy

Content Validity Evidence

To inform development of the Perceptions of Practices Survey, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of critical PS/RtI practices. Next, a draft of the instrument was sent to an Educator Expert Validation Panel (EEVP), which consisted of educators from varying disciplines in a neighboring school district who had basic background knowledge in PS/RtI, for review. The Panel provided feedback on the representativeness of the practices covered by the instrument, clarity and quality of the individual items, and suggested modifications to items before the final survey was developed. More information on the EEVP used to examine the content validity of the survey instrument is available from the Florida PS/RtI Project.

Construct Validity Evidence

Exploratory common factor analytic procedures were used to determine the underlying factor structure of the Perceptions of Practices Survey. A common factor analysis was conducted using the responses from a sample of 2,140 educators in 62 schools from seven school districts across Florida. The educators were participants in the Florida PS/RtI Project during the Fall of 2007. Factors were extracted using principal axis factor extraction method. Based on examination of eigenvalues and a scree plot, two factors were retained and rotated using an oblique rotation (Promax) to aid in the interpretability of the factors. Collectively, the two factors accounted for 75% of the common variance in respondent perceived practices. The resultant factors were labeled 1) Perceptions of RtI Practices Applied to Academic Content, and 2) Perceptions of RtI Practices Applied to Behavior Content (see Perceptions of Practices Survey: Table 1 in Supplements, page 80 for the final factor solution).

Thus, the results of the common factor analysis suggest that the Perceptions of Practices Survey taps into educator perceptions of the extent to which RtI practices are occurring in two domains: Perceptions of RtI practices applied to academic content and perceptions of RtI practices applied to behavior content.
**Internal Consistency Reliability**

Internal consistency reliability estimates (as measured by Cronbach’s alpha) for each of the two factors (domains) yielded by the factor analysis are as follows:

**Factor 1** (*Perceptions of RtI Practices Applied to Academic Content*): $\alpha = .97$

- **Factor 2** (*Perceptions of RtI Practices Applied to Behavior Content*): $\alpha = .96$

**Scoring**

**Analysis of Responses to the Survey**

The Florida PS/RtI Project primarily utilizes two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of perceived practices reported by educators that completed the *Perceptions of Practices Survey*. Second, the frequency of (i.e., frequency distribution) each response option selected (see above for the response scale) by educators can be calculated for each survey item.

Calculating item means provides an overall impression of the level of perceived implementation within a school, district, etc. Calculating average levels of perceived practices can be done at the domain (i.e., factor) and/or individual item levels. Examining perceived practices at the domain level allows educators to examine general perceptions of implementation when applying PS/RtI practices to (1) academic and (2) behavior content. A score for each of the two domains measured by the instrument may be computed for each respondent to the survey by calculating the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to **determine the average level of perceived practices for each domain**. The items that comprise each domain are as follows:

- **Factor 1** (*Perceptions of RtI Practices Applied to Academic Content*): Items 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A1, 10B1, 10C1, 11A, 12A, 13A, 14A, 15A, 16A, 17A1, 17B1, 17C1, and 18A

Average levels of perceived practices also can be examined by item. Calculating the mean rating for each item within a domain allows educators to identify the extent to which educators perceive certain practices are being implemented. This information can be used to identify specific practices that educators perceive are or are not being implemented.

Calculating the frequency of educators who selected each response option for an item, on the other hand, provides information on the range of levels of perceived practices. This information can be used to determine what percentage of educators...
perceive that a given practice is occurring. When making decisions about consensus and/or implementation levels, information on the number of educators who perceive that a given practice is being implemented can help inform decisions regarding strategies for discussing implementation issues as well as moving forward with implementation (see *Year 1 Evaluation Report, Beliefs* graphs, pages 19-22 — Although the graphs lead to Beliefs data, the same approach could apply to *Perceptions of Practices* graphs).

It is recommended that key stakeholders analyze *Perceptions of Practices Survey* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators perceive that PS/RtI practices are being implemented in their school. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in perceived PS/RtI practices when addressing academic content may best be answered by calculating and displaying domain scores. Questions about perceptions of specific practices across a school or district may best be answered by calculating and displaying the number of educators that report that the practice(s) never occur, rarely occur, sometimes occur, often occur, and always occur. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making (see *Year 2 Evaluation Report, Beliefs* graphs, pages 22-24 — Although the graphs lead to Beliefs data, the same approach could apply to *Perceptions of Practices* graphs).

**Technology Support**

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

**Training Required**

*Training Suggested for Administering the Perceptions of Practices Survey*

A brief training is recommended prior to administering the *Perceptions of Practices Survey*. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore, trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings on the *Perceptions of Practices Survey*. 
• Theoretical background on the relationship between beliefs, perceived practices, and consensus development
• Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of perceived practices the items assess)
• Administration procedures developed and/or adopted
• Common issues that arise during administration such as questions asked and how to facilitate better return rates.

Training Suggested for Analyzing, Interpreting, and Disseminating Perceptions of Practices Survey Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the Perceptions of Practices Survey may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

• Appropriate use of the survey given its purpose and technical adequacy
• Guidelines for analyzing and displaying data derived from the survey
• Guidelines for interpreting and disseminating the results

Interpretation & Use of the Data

Examination of Broad Domains

When interpreting data from the Perceptions of Practices Survey, it is recommended to start by examining the two broad domains, or factors, measured by the survey (i.e., Perceptions of Practices Applied to Academic Content, Perceptions of Practices Applied to Behavior Content). Stakeholders can examine graphically displayed data to evaluate trends in educator perceptions of practices in each domain. Each of the methodologies for scoring mentioned above (i.e., calculating average levels of perceived practices at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the Perceptions of Practices Survey is to take note of the percent of educators who reported practices always (5) or often occurring (4); the percent who reported practices sometimes occurring; (3); as well as the percent of educators who reported practices rarely (2) or never occurring (1). This type of visual analysis (an example of a graph displaying the perceived practices of educators using this format is provided below) allows stakeholders to determine the extent to which educators tend to perceive that PS/RtI practices are occurring. This approach can be used to examine perceptions for any given administration as well as to examine trends over time.
**Identification of Specific Needs**

After examining data from the broad domains measured by the *Perceptions of Practices Survey*, it is recommended that teams examine responses to individual items. One strategy to identify specific needs is to identify PS/RtI practices that educators report occurring more versus less frequently. If a large proportion of educators identify a practice or set of practices as occurring infrequently, then those practices could be targeted by professional development and coaching activities to address consensus and/or implementation issues. Decisions about which practices to target and strategies to facilitate consensus and implementation should be based on multiple sources of information (e.g., implementation integrity measures, staff input, resources available, current belief levels of the staff).

**Data Dissemination to Stakeholders**

It is recommended that the data be shared with DBLTs, SBLTs, instructional school staff, and any other relevant stakeholders as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs, SBLTs) to discuss the results from the *Perceptions of Practices Survey*, develop and/or modify consensus-building and implementation goals, and design professional development activities to facilitate goal attainment. SBLT members also may share their school’s *Perceptions of Practices Survey* data with instructional school staff who are not members of the SBLT. SBLT members can use the data presented to facilitate consensus-building discussions and to obtain staff input regarding factors that contribute to the implementation levels they reported.

One specific strategy of note employed by the Florida PS/RtI Project using the *Perceptions of Practices Survey* data is to compare the extent to which data on the perceived practices of educators are consistent with beliefs about educating students (Project staff derive this information from the *Beliefs Survey* provided in this manual). This strategy is useful for informing targets for consensus development. Discrepancies in what educators report believing about education and the practices they perceive occurring within their school can provide motivation to work toward more consistently implementing PS/RtI practices. *Perceptions of Practices Survey* and *Beliefs Survey* data can be presented to educators and guiding questions used to engage them in open and honest conversations regarding the implications for PS/RtI implementation. These types of activities help to build consensus among educators regarding the importance of participating in professional development and implementing PS/RtI practices. Below is an example of guiding questions used to facilitate consensus building discussions among schools implementing PS/RtI practices.

One helpful strategy for facilitating discussions about *Perceptions of Practices Survey* data is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about issues such as current perceived implementation levels, the extent to which practices occurring are consistent with beliefs about educating students, and additional professional develop-
ment that might be necessary. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions among SBLT members when examining *Perceptions of Practices Survey* data. The questions were developed to provide scaffolding when interpreting the data and focus discussions toward using the information to facilitate consensus building. However, stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

1. What “practices” occurring in your building do you think are most consistent with the PS/RtI model and which ones do you think might be a threat to the implementation of the model?
2. How consistent are the overall beliefs of your building with your building’s perceptions of the practices occurring? What does the level of consistency mean in terms of implementing a PS/RtI model in your building?
3. Based on what your building has learned about using data to make decisions, how consistent are the skills your building possesses with the practices that are occurring in your building (i.e., to what degree does your building evaluate the effectiveness of core and supplemental instruction)?

**School-Level Example of *Perceptions of Practices Data***

The following example demonstrates how key stakeholders may use data derived from the Perceptions of Practices Survey to inform PS/RtI implementation. Data from the Perceptions of Practices Survey are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).
Figure 5: Example Perceptions of Practices Survey data graph.
Explanation of the Graph

The SBLT at Everglades Elementary wanted to assess the extent to which the school’s staff perceived that PS/RtI practices were being implemented. To evaluate perceived practices, SBLT members decided to administer the Perceptions of Practices Survey at the beginning and end of the first year of PS/RtI implementation and at the end of each subsequent year. During the school’s first year of implementation, SBLT members primarily focused the school’s efforts on implementing PS/RtI when addressing Tier I academic content. Given this focus, SBLT members decided to examine data that highlighted perceived practices when addressing academic content for groups of students. The graph represented in Figure 5 above, contains 6 items from the Perceptions of Practices Survey (items 2a-8a). These items are from the Perceptions of RtI Practices Applied to Academic Content factor. Only those items that assessed RtI practices when addressing groups of students are included. The two bars located above each item represent staff perceived practices at the beginning (BOY) and end (EOY) of the year. For each bar, the green section represents the percentage of staff who reported the practice occurs (i.e., selected always occurs or often occurs), the yellow section represents staff who selected that the practice sometimes occurs, and the red section represents staff who reported the practice does not tend to occur (i.e., selected rarely occurs or never occurs). These data were shared with SBLT members and school staff shortly after each administration.

Everglades Elementary’s Use of the Data for Decision Making

The SBLT at Everglades Elementary thought it was critical that staff members and other stakeholders engaged in open and honest discussions regarding how they currently educate students. After examining the data from the beginning of the year administration and discussing potential implications, the SBLT decided to present the Perceptions of Practices Survey data along with guiding questions to facilitate discussion during an early Fall staff meeting. The guiding questions highlighted above (see the Interpretation and Data Use section) were provided with other aggregated staff data on beliefs regarding educating students to facilitate consensus-building discussions among SBLT members and staff.

Examination of broad Perceptions of Practices Survey domains. SBLT members started by discussing the perceived practices of educators applied to academic content. The primary focus of this discussion was on practices that addressed groups of students rather than individuals. Immediately evident from the graph in Figure 5 is that less than 50% of staff at Everglades Elementary perceived that a given RtI practice often or always occurred when addressing academic content for groups of students. In fact, less than 20% of staff reported that some practices often or always occurred.

The SBLT then displayed the staff’s Beliefs Survey (see the Beliefs Survey section of this manual for an example beliefs graph) data to discuss the extent to which practices aligned with their beliefs about educating students. SBLT members highlighted that the Beliefs Survey data indicated that staff beliefs (e.g., 82% of staff
agreed that core instruction should be effective enough to result in 80% of students attaining benchmarks) may not be consistent with staff reported practices. After discussion among the staff, consensus was reached that more could be done to align practices with beliefs reported. SBLT members then presented information on the school’s PS/RtI initiative, including the Tier I focus for the year and were provided the opportunity for input into the plan. Opportunities for further discussion would be provided through multiple venues (e.g., additional staff meetings, grade-level meetings) throughout the year.

Identification of specific needs. The data reflected in Figure 5 above at the beginning of the year suggested that efforts to increase implementation of all PS/RtI practices applied to academic content for groups of students was needed. SBLT members informed staff of their plan to administer the survey again at the end of the year. SBLT and staff members agreed that it would be a good idea to examine staff levels of perceived practices at that point to determine the impact of professional development, creating and supporting meeting times for teachers to examine data on groups of students, and other systemic efforts. Particular needs may have become evident at that time if some practices occurred more frequently than others (see the Monitoring Perceived Practices over Time section below for a discussion regarding specific needs identified by Everglades Elementary following the end of year administration).

Monitoring of perceived practices over time. Following the end of the year administration of the Perceptions of Practices Survey, SBLT members once again presented the data at a staff meeting. First, the SBLT members highlighted the trends in perceived practices that occurred from the beginning to the end of the year. Importantly, the percentage of staff reporting that a practice always or often occurred increased for all practices applied to academic content for groups of students. Furthermore, the percentage of staff who reported a practice as rarely or never occurring decreased across the year for all items examined. SBLT members and staff agreed that the data suggested that staff perceived that efforts to increase implementation of PS/RtI practices seemed to be working. SBLT members shared that the trend in staff perceptions were consistent with data on implementation collected by their PS/RtI Coach (see the implementation fidelity section of this manual for implementation fidelity measures) suggesting increasing levels of implementation. Thus, participants concluded that the efforts undertaken to increase the use of PS/RtI practices should be maintained the following year to continue progress made during the first year.

SBLT members and staff also noted that staff reported that some practices occurred less frequently than others. Participants identified that staff reported that the use of progress monitoring data to determine if students are achieving academic benchmarks (Item 7a) and standard protocol interventions for ALL students requiring academic interventions (Item 8a) occurred less frequently according to the data. In addition to continuing the efforts that were successful during the year, participants agreed that additional focus on the practices reflected by Items 7a and 8a would be beneficial during the following school year. SBLT members attained staff input
on factors contributing to these practices occurring less frequently. Participants discussed factors such as difficulty collecting data, finding the time to implement interventions for students identified as at-risk, and difficulty determining if students are making adequate progress. SBLT members discussed these issues with staff and used the information to inform the school’s implementation planning for the subsequent school year.
### Perceptions of Practices Survey

#### 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:

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

#### In my School:

<table>
<thead>
<tr>
<th>NO</th>
<th>RO</th>
<th>SO</th>
<th>OO</th>
<th>AO</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

#### 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
- b. Behavior

#### 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
- b. Behavior

Website: http://floridarti.usf.edu
In my School:

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
   b. Behavior

5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:
   a. Academics
   b. Behavior

6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:
   a. Academics
   b. Behavior

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
   b. Behavior

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
   b. Behavior

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.
**Perceptions of Practices Survey — Supplements**

**Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual**

Florida’s Problem Solving/Response to Intervention Project  
*Developed by the Florida PS/RtI Statewide Project — [http://floridarti.usf.edu](http://floridarti.usf.edu)*

<table>
<thead>
<tr>
<th>In my School:</th>
<th>NO</th>
<th>RO</th>
<th>SO</th>
<th>OO</th>
<th>AO</th>
<th>DK</th>
</tr>
</thead>
</table>

9. The target behavior was routinely defined in terms of the **desired** behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the **problem** behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:

a. Academics

b. Behavior

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

   • Behavior

b. identify the **desired** level of performance (i.e., the benchmark) in the area of concern for:

   • Academics

   • Behavior

c. identify the current performance of same-age peers using the same data as the target student for:

   • Academics

   • Behavior

11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the **desired** behavior for:

   a. Academics

   b. Behavior

12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:

   a. Academics

   b. Behavior

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

   b. Behavior

Website: [http://floridarti.usf.edu](http://floridarti.usf.edu)
### Florida’s Problem Solving/Response to Intervention Project

**Perceptions of Practices Survey** — Supplements

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

In my School:

<table>
<thead>
<tr>
<th></th>
<th>NO</th>
<th>RO</th>
<th>SO</th>
<th>OO</th>
<th>AO</th>
<th>DK</th>
</tr>
</thead>
</table>

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

b. Behavior

15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:

a. Academics

b. Behavior

16. Data were graphed routinely to simplify interpretation of student performance for:

a. Academics

b. Behavior

17. Progress monitoring data were used to determine

a. the degree to which the target student’s rate of progress had improved for:

   - Academics
   - Behavior

b. whether the gap had decreased between the target student’s current performance and the desired level of performance (i.e., benchmark) for:

   - Academics
   - Behavior

c. whether the gap had decreased between the target student’s current performance and the performance of same-age peers for:

   - Academics
   - Behavior

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

b. Behavior

**THANK YOU!**

Website: http://floridarti.usf.edu
<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Factor Loadings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7b</td>
<td>Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) are used to determine the percent of students who receive supplemental and/or intensive interventions who achieve grade-level benchmarks for behavior.</td>
<td>.88</td>
<td>-.06</td>
</tr>
<tr>
<td>6b</td>
<td>Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for behavior.</td>
<td>.84</td>
<td>-.05</td>
</tr>
<tr>
<td>10a2</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the target student’s current performance in the area of concern for behavior.</td>
<td>.83</td>
<td>-.01</td>
</tr>
<tr>
<td>17a2</td>
<td>Progress monitoring data are used to determine the degree to which the target student’s rate of progress has improved for behavior.</td>
<td>.83</td>
<td>.05</td>
</tr>
<tr>
<td>4b</td>
<td>Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for behavior.</td>
<td>.83</td>
<td>-.13</td>
</tr>
<tr>
<td>17b2</td>
<td>Progress monitoring data are used to determine whether the gap has decreased between the target student’s current performance and the desired level of performance (i.e., benchmark) for behavior.</td>
<td>.82</td>
<td>.07</td>
</tr>
<tr>
<td>5b</td>
<td>The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for behavior.</td>
<td>.82</td>
<td>-.07</td>
</tr>
<tr>
<td>17c2</td>
<td>Progress monitoring data are used to determine whether the gap has decreased between the target student’s current performance and the performance of same-age peers for behavior.</td>
<td>.80</td>
<td>.09</td>
</tr>
<tr>
<td>10b2</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the desired level of performance (i.e., the benchmark) in the area of concern for behavior.</td>
<td>.79</td>
<td>.07</td>
</tr>
<tr>
<td>10c2</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the current performance of same-age peers using the same data as the target student for behavior.</td>
<td>.78</td>
<td>.07</td>
</tr>
<tr>
<td>12b</td>
<td>Data are collected to confirm the reasons that the student is not achieving the desired level of performance for behavior.</td>
<td>.75</td>
<td>.12</td>
</tr>
<tr>
<td>3b</td>
<td>Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in behavior.</td>
<td>.74</td>
<td>.01</td>
</tr>
<tr>
<td>18b</td>
<td>A student’s response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and can learn new skills or whether the student’s performance is due to a disability for behavior.</td>
<td>.74</td>
<td>.13</td>
</tr>
<tr>
<td>13b</td>
<td>Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for behavior.</td>
<td>.74</td>
<td>.11</td>
</tr>
<tr>
<td>Item #</td>
<td>Item</td>
<td>Factor Loadings</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in behavior.</td>
<td>.73  -.10</td>
<td></td>
</tr>
<tr>
<td>16b</td>
<td>Data are graphed routinely to simplify interpretation of student performance for behavior.</td>
<td>.72  .08</td>
<td></td>
</tr>
<tr>
<td>15b</td>
<td>Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for behavior.</td>
<td>.71  .19</td>
<td></td>
</tr>
<tr>
<td>8b</td>
<td>A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for behavior.</td>
<td>.69  .03</td>
<td></td>
</tr>
<tr>
<td>11b</td>
<td>The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the desired behavior for behavior.</td>
<td>.66  .19</td>
<td></td>
</tr>
<tr>
<td>14b</td>
<td>The teacher of a student referred for problem solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for behavior.</td>
<td>.64  .14</td>
<td></td>
</tr>
<tr>
<td>9b</td>
<td>The target behavior is routinely defined in terms of the desired behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the problem behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for behavior.</td>
<td>.55  .19</td>
<td></td>
</tr>
<tr>
<td>17b1</td>
<td>Progress monitoring data are used to determine whether the gap has decreased between the target student’s current performance and the desired level of performance (i.e., benchmark) for academics.</td>
<td>-.01 .85</td>
<td></td>
</tr>
<tr>
<td>17a1</td>
<td>Progress monitoring data are used to determine the degree to which the target student’s rate of progress has improved for academics.</td>
<td>-.03 .85</td>
<td></td>
</tr>
<tr>
<td>17c1</td>
<td>Progress monitoring data are used to determine whether the gap has decreased between the target student’s current performance and the performance of same-age peers for academics.</td>
<td>.03  .82</td>
<td></td>
</tr>
<tr>
<td>15a</td>
<td>Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for academics.</td>
<td>.04  .80</td>
<td></td>
</tr>
<tr>
<td>10a1</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the target student’s current performance in the area of concern for academics.</td>
<td>-.04 .79</td>
<td></td>
</tr>
<tr>
<td>10b1</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the desired level of performance (i.e., the benchmark) in the area of concern for academics.</td>
<td>-.01 .77</td>
<td></td>
</tr>
</tbody>
</table>
Table 1
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Factor Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a</td>
<td>Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) are used to determine the percent of students who receive supplemental and/or intensive interventions who achieve grade-level benchmarks for academics.</td>
<td>0.00</td>
</tr>
<tr>
<td>6a</td>
<td>Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for academics.</td>
<td>-0.03</td>
</tr>
<tr>
<td>13a</td>
<td>Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for academics.</td>
<td>0.05</td>
</tr>
<tr>
<td>10c1</td>
<td>Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the current performance of same-age peers using the same data as the target student for academics.</td>
<td>0.01</td>
</tr>
<tr>
<td>12a</td>
<td>Data are collected to confirm the reasons that the student is not achieving the desired level of performance for academics.</td>
<td>0.10</td>
</tr>
<tr>
<td>18a</td>
<td>A student’s response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and can learn new skills or whether the student’s performance is due to a disability for academics.</td>
<td>0.11</td>
</tr>
<tr>
<td>5a</td>
<td>The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for academics.</td>
<td>0.02</td>
</tr>
<tr>
<td>4a</td>
<td>Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for academics.</td>
<td>-0.03</td>
</tr>
<tr>
<td>3a</td>
<td>Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in academics.</td>
<td>0.08</td>
</tr>
<tr>
<td>16a</td>
<td>Data are graphed routinely to simplify interpretation of student performance for academics.</td>
<td>0.06</td>
</tr>
<tr>
<td>2a</td>
<td>Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in academics.</td>
<td>-0.03</td>
</tr>
<tr>
<td>11a</td>
<td>The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the desired behavior for academics.</td>
<td>0.21</td>
</tr>
<tr>
<td>14a</td>
<td>The teacher of a student referred for problem solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for academics.</td>
<td>0.20</td>
</tr>
</tbody>
</table>

*Note.* All items were accounted for by the 2-factor solution. Only items with factor loadings > .30 were retained for each factor.
CHAPTER THREE

Tools for Examining Infrastructure Development
The revised version contains fewer items than the original Perceptions of RtI Skills Survey. See the first version of this manual, located on the Project website, for information on the original version.

Perceptions of RtI Skills Survey

Description & Purpose

Theoretical Background

The Perceptions of RtI Skills Survey is a self-report measure that was developed by Project staff to assess educators’ perceptions of the skills they possess to implement Problem Solving/Response to Intervention (PS/RtI) practices. Research suggests the likelihood of embracing new practices increases when two conditions exist: (1) Educators understand the need for the practice and (2) perceive that they either have the skills to implement the practice or will receive support to develop the required skills. Various professional development designs exist that have resulted in the majority of educators developing the skills to implement new practices (e.g., professional learning communities, coaching, action research, study groups; Croft et al., 2010; Greenwood & Min Kim, 2012; Learning Forward, 2011). However, variables such as the quality of professional development delivered and how difficult skills are to acquire will influence the extent to which educators develop the skills necessary to implement PS/RtI practices. Therefore, understanding current educator perceptions of the skills they possess and how those perceptions change as a function of professional development should provide valuable information to educators facilitating PS/RtI implementation.

Description

The Perceptions of RtI Skills Survey contains items that assess the amount of support educators perceive is required for them to successfully implement PS/RtI practices. The survey was designed to assess perceived skills across five broad areas: (a) data-based decision making, (b) tiered service delivery, (c) the problem-solving process, (d) data collection, (e) data analysis and technology use. The current version of the instrument described by Castillo, March, Stockslager, and Hines (2016) contains 46 items organized within 16 stems that specifically assess skills in applying PS/RtI practices to academic and behavior content, as well as data display skills. Examples of skills assessed include accessing and using student data to make decisions related to academic and behavioral instruction/intervention, utilizing the problem-solving process to address student concerns, and using graphing and technology to facilitate progress monitoring. Educators select from the following scale when responding to items on the survey: 1 = I do not have the
skill at all (NS); 2 = I have minimal skills in this area; need substantial support to use it (MnS); 3 = I have the skills, 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).

**Purpose**

The purpose of the *Perceptions of RtI Skills Survey* is two-fold. The first purpose is to assess the impact of professional development efforts on educators’ perceptions of the data-based decision making skills they possess. Second, identifying educators’ comfort level with PS/RtI practices can inform professional development needs as well as the allocation of resources to support skill development. By using data to inform ongoing professional development, stakeholders can determine the extent to which professional development activities are resulting in increased skill levels as well as make adjustments to professional development plans when necessary.

**Intended Audience**

*Who Should Complete the Perceptions of RtI Skills Survey?*

All instructional staff, including the School-Based Leadership Team (SBLT) members, should complete the *Perceptions of RtI Skills Survey*. Common instructional staff includes general education teachers, special education teachers, and those that assist with delivering curriculum and intervention to students (e.g., student services personnel, reading specialist, interventionists).

SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavioral health, physical health). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

*Who Should Use the Results for Decision Making?*

The SBLTs who complete the *Perceptions of RtI Skills Survey* should receive the results for their school. District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and

**Facilitator:** Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

**Timekeeper:** Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

**Data Coach:** Data coaches provide assistance with interpreting data and using it to inform decisions.

**Recorder:** Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.
skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Results of the *Perceptions of RtI Skills Survey* also should be shared with instructional staff in the buildings that complete the instrument. Sharing the results with instructional staff can be used as a strategy for facilitating discussions about professional development needs (e.g., training and coaching targets) and obtain input from staff regarding alternative ways to support the school’s PS/RtI initiative (e.g., using technology to scaffold components of PS/RtI practices).

**Directions for Administration**

**Methods of Administration**

The *Perceptions of RtI Skills Survey* can be administered in venues such as trainings, staff meetings, or grade-level meetings. The survey also may be administered through dissemination in staff mailboxes with directions for returning the survey. Finally, the instrument can be administered electronically through district supported or commercially available technology resources (e.g., SurveyMonkey®, Google Forms®, Zoho®). Regardless of the method chosen to administer the surveys, every effort should be made to ensure high return rates from SBLT and staff members to ensure that the information gathered adequately reflects the perceived skills of the school. The following recommendations outlined below for educators completing the survey are suggested regardless of the method used.

**Directions to Educators Completing the Survey**

Prior to administration, it is highly recommended that the building principal explain the reason that the *Perceptions of RtI Skills Survey* is being administered, and why the information obtained is important to the school and district. The Florida PS/RtI Project staff have found that having principals explain the importance of collecting these data can lead to more complete and accurate information returned. After the survey is introduced by the school’s principal, individuals responsible for administration (e.g., district-based PS/RtI Coaches, RtI Coordinators, SBLT and DBLT members) should provide educators with a description of the instrument, the purpose of collecting the data, how the data will be used, and specific instructions for completing the instrument. Specific instructions for completing the survey will vary based on the method used for administration. Regardless of the method selected, it should be clarified that the survey should be completed individually. It is also recommended that individual responses remain anonymous and that opportunities to ask questions be provided.

**Frequency of Use**

When determining how often educators should complete the *Perceptions of RtI Skills Survey*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time
required to enter, analyze, graph, and disseminate data; the personnel available to support data collection; and other data collection activities in which SBLT members and school staff are required to participate. In other words, decisions about how often to collect the data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the instrument are provided below. General recommendations are to administer the survey:

- Prior to beginning professional development targeting the skills required to implement PS/RtI practices.
- At the end of the first year of professional development activities to determine the extent to which perceived skills changed.
- At least one time each subsequent year to monitor perceived skill levels as implementation efforts continue. Administration at the end of each year can be used to provide information on the relationship between professional development activities and perceived skills during the year as well as serve as a baseline for the impact of next year’s activities.

In addition to measuring long-term changes in educators’ perceived skills, the measure can be administered at both the beginning and the end of trainings targeting educators’ perceived PS/RtI skills. This procedure allows educators to measure the immediate, short-term changes in educators’ skills as a result of the training provided. The information obtained can be used to inform the content and delivery of future professional development.

**Technical Adequacy**

**Content Validity Evidence**

To inform development of the original version of the *Perceptions of RtI Skills Survey*, Project staff reviewed relevant literature, presentations, instruments, and previous program evaluation projects to develop an item set that would be representative of perceived skills important to consider when implementing PS/RtI practices. Next, a draft of the instrument with 57 items was sent to an Educator Expert Validation Panel (EEVP), which consisted of 14 educators from varying disciplines (e.g., general and special education teachers, school- and district-level administrators, student support services personnel, content specialists) in a neighboring school district who had basic background knowledge in PS/RtI, for review. The panel provided feedback on the representativeness of the skills covered by the instrument, clarity and quality of the individual items, and suggested modifications to items. Project staff analyzed panel member feedback and made revisions to the survey using a structured process. See Castillo et al. (2016) for additional information on the panel process.
Construct Validity Evidence

Exploratory common factor analytic (EFA) and confirmatory factor analysis (CFA) procedures were used to determine the underlying factor structure of the Perceptions of RtI Skills Survey. These procedures resulted in the 46-item version of the survey that measured three perceived skill factors: 1) Perceptions of RtI Skills Applied to Academic Content, 2) Perceptions of RtI Skills Applied to Behavior Content, and 3) Perceptions of Data Display Skills. Both fit indices from the final model and internal consistency estimates provided evidence for the construct validity of the tool. Furthermore, all three factors significantly related to PS/RtI implementation at the school-level. See Castillo et al. (2016) for more information on the psychometric properties of the Perceptions of RtI Skills Survey.

Internal Consistency Reliability

According to Castillo et al. (2016), internal consistency reliability estimates (as measured by Cronbach’s alpha) for each of the three factors (domains) were as follows:

- **Factor 1** (Perceptions of RtI Skills Applied to Academic Content): $\alpha = .97$
- **Factor 2** (Perceptions of RtI Skills Applied to Behavior Content): $\alpha = .98$
- **Factor 3** (Perceptions of Data Display Skills): $\alpha = .96$

Reliability estimates for all three factors exceeded the .70 threshold typically used (Nunnally, 1978).

Scoring

Analysis of Responses to the Survey

The Florida PS/RtI Project has utilized two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average perceived skill level reported by staff that completed the instrument. Second, the frequency (i.e., frequency distribution) of each response option selected (see rating scale above) by staff can be calculated for each survey item.

Calculating item means provides an overall impression of the perceived skill level of educators within a school, district, etc. Calculating average perceived skills can be done at the domain (i.e., factor) and/or individual item levels. Examining perceived skills at the domain level allows educators to examine general patterns in perceived skills applied to (1) academic content, (2) behavior content, and (3) ability to display data. A domain score for each of the three domains measured by the instrument may be computed for each respondent to the survey by calculating the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to determine the average level of perceived skills for each domain. The items that comprise each domain are as follows:
• **Factor One** *(Perceptions of RtI Skills Applied to Academic Content):* 2A, 3A, 4A1, 4B1, 4C1, 4D1, 4E1, 4F1, 5A, 6A, 7A, 8A, 8C, 8E, 9A, 10A, 11A, 12A, 13A, 15, 16A, and 16B

• **Factor Two** *(Perceptions of RtI Skills Applied to Behavior Content):* 2B, 3B, 4A2, 4B2, 4C2, 4D2, 4E2, 4F2, 5B, 6B, 7B, 8B, 8D, 8F, 9B, 10B, 11B, 12B, and 13B

• **Factor Three** *(Perceptions of Data Display Skills):* 14A, 14B, 14C, 14D, and 4E

Average levels of perceived skills also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify perceived skill levels and support needed by educators. This information can be used to identify specific skills that educators perceive possessing as well as those skills educators tend to report lower levels of that may hinder PS/RtI implementation efforts (see *Year 1 Evaluation Report, Perceptions of RtI Skills* graph [exemplars are based on the original version of the survey], page 35 — Note: the *Year 1 Evaluation Report* does not break down the items by domains).

Calculating the frequency of educators who selected each response option for an item, on the other hand, provides information on the range of perceived skill levels. This information can be used to determine what percentage of educators may require little, some, or high levels of support to implement PS/RtI practices. When planning for professional development, information on the number of educators who report possessing a given skill can help inform decisions regarding what skills to focus on and how much additional support to provide (see *Year 2 Evaluation Report, Perceptions of RtI Skills Survey* graphs [exemplars are based on the original version of the survey], pages 45-47).

It is recommended that key stakeholders analyze perceptions of skills data in ways that best inform the evaluation questions they are asking. The data collected from the *Perceptions of RtI Skills Survey* can be used to answer a number of broad and specific questions regarding the extent to which educators perceive that they possess the skills necessary to implement PS/RtI practices. To facilitate formative decision making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in perceived skills when addressing behavior content may best be answered by calculating and displaying domain scores. Questions about specific perceived skills across a school or district may best be answered by calculating and displaying the number of educators that report having minimal skill, some skill, etc. for a given skill being evaluated. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Training Required**

A brief training is recommended prior to administering the survey. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive...
about survey content vary. Therefore, trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings.

- Theoretical background on the relationship between perceptions of skills and whether educators will adopt new practices
- Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of perceived skills the items assess)
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as frequently asked questions and how to facilitate better return rates from school settings

Training Suggested for Analyzing, Interpreting, and Disseminating Perceptions of RtI Skills Survey - Revised Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the survey may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

- Appropriate use of the survey given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the survey
- Guidelines for interpreting and disseminating the results

Interpretation & Use of the Data

Examination of Broad Domains

When interpreting data from the Perceptions of RtI Skills Survey, it is recommended to begin by examining the three broad domains assessed by the instrument (i.e., Perceptions of RtI Skills Applied to Academic Content, Perceptions of RtI Skills Applied to Behavior Content, and Perceptions of Data Display Skills). Educators can examine graphically displayed data to evaluate trends in educator perceived skills within each domain. Each of the methodologies for scoring mentioned above (i.e., calculating average perceived skills at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data on perceptions of RtI skills is to take note of the percent of educators who reported being very highly skilled (5) or highly skilled (4); the percent who reported having the skill but still need support to use it (3); as well as the percent of educators who reported having minimal skill (2) or not having the skill at all (1) within each domain. This type of visual analysis (an example this type of graph is provided in the Year Two Evaluation Report) allows stakeholders to determine the extent to which educators report possessing...
the skills, lacking the skills, or possessing some skills but require support to implement PS/RtI practices. This approach can be used to examine perceived skills for any given administration as well as to examine trends over time.

Identification of Specific Needs

After examining data from the broad domains measured by the instrument, it is recommended that teams examine educator responses to individual items. The Perceptions of RtI Skills Survey can be used as an indicator of specific skills and/or skill sets on which educators may require support to be able to implement PS/RtI practices. Identifying items, for example, in which the majority of educators report that they are “Not Skilled” would suggest skills that require further training and coaching support to develop. Conversely, items on which educators report being highly skilled would suggest skills that may require less professional development and support. Comparing data on educator perceived skills with other sources of information is recommended when making decisions about potential professional development targets.

Data Dissemination to Stakeholders

It is recommended that the data be shared with DBLTs, SBLTs, instructional school staff, and any other relevant stakeholders as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs, SBLTs) to discuss the results from the survey, develop or adjust professional development goals, and design training and coaching activities to increase identified skill levels. SBLT members also may share their school’s data with instructional school staff who are not members of the SBLT. SBLT members can use the data presented to facilitate consensus-building discussions regarding the rationale for professional development activities and to obtain their input regarding factors that may be contributing to the patterns observed (e.g., access to technology resources, lack of consensus regarding importance of identified skills, more practice opportunities needed).

How to Facilitate Discussions When Sharing Data with Stakeholders

One helpful strategy for facilitating discussions about perceptions of RtI skills data is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about issues such as current skill levels, additional professional development that might be necessary, and goals for developing various skill sets. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions among SBLT members when examining perceptions of RtI skills data. The questions were developed to provide scaffolding when interpreting the data and focus discussions toward using the information to facilitate skill building. However, stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

- To what extent do you believe that your building possesses the skills to use school-based data to evaluate core (Tier 1) and supplemental (Tier 2) instruction?
Based on what your building has learned about using data to make decisions, how consistent are the skills your building possesses with what you are doing in your building (i.e., to what degree does your building evaluate the effectiveness of core and supplemental instruction)?

**School-Level Example of Perceptions of RtI Skills Survey - Revised Data**

The following example demonstrates how key stakeholders may use data derived from the *Perceptions of RtI Skills Survey* to inform PS/RtI implementation. Data from the instrument are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

**Explanation of the Graph**

The SBLT at Alligator Elementary committed to providing staff members ongoing training and support to help facilitate PS/RtI implementation. Prior to initiating professional development activities, the SBLT decided to assess staff perceived skill levels to inform their professional development activities. Team members administered the *Perceptions of RtI Skills Survey* to instructional staff members at the beginning of the year. They also decided to administer the survey at the end of the year to examine changes in perceived skills. Because Alligator Elementary had previously identified addressing behavior issues at the school as a need, SBLT members agreed to focus on RtI skills applied to behavior content first. Figure 1 above represents data from the beginning and end of year administrations of the survey. The graph displays items related to their perceptions of RtI skills when addressing behavior content. Notice that two bars are located above each item. These bars represent the two time points in which data were collected (i.e., beginning and end of the year). The yellow bars represent the average perceived skills of the staff at the beginning of the year while the green bars represent their average perceived skills at the end of the year. The values on the y-axis correspond with the five response options outlined above.

**Alligator Elementary’s Use of the Data for Decision Making**

Examination of broad *Perceptions of RtI Skills Survey* domains. When examining staff perceived skills after the first survey administration, Alligator Elementary SBLT members started by visually analyzing the data across items addressing behavior content. Immediately evident across all items displayed in Figure 1 is that the average perceived skill level of staff members at the beginning of the year indicated support would be required. The average staff member reported that they possessed minimal (i.e., represented by a value of 2 on the graph) to some (i.e., represented by a value of 3 on the graph) skills depending on the specific item examined. These responses indicated that staff would require support to apply all PS/RtI practices assessed by the survey to behavior content. SBLT members decided...
Figure 6. Example Perceptions of RtI Skills Survey graph.
to present the Year 1 data at a staff meeting to build consensus regarding the need for professional development targeting the application of RtI skills to behavior issues as well as gather staff input regarding training and coaching activities.

During the staff meeting at the beginning of the year, SBLT members guided staff through a structured planning and problem-solving process to determine how to address the low levels of skill reported by staff. When interpreting the data, the SBLT member facilitating suggested that staff examine the average skill level across items. Given the pattern of lower average ratings, staff agreed with SBLT members that professional development targeting all skills applied to behavior content would be necessary. The meeting resulted in staff at Alligator Elementary identifying that it would be most helpful for them to develop the required skills by having an SBLT member regularly attend grade-level meetings to model the steps and provide feedback as teachers begin practicing. The staff suggested that having SBLT members demonstrate skills such as conducting a gap analysis (item 4e2) and identifying appropriate data to determine reasons for the problem (item 6b) using data from their classrooms would help them better understand how to perform the skills independently. SBLT members took this suggestion and incorporated it into a professional development plan in which appropriate meetings to provide the suggested support were identified, personnel assigned, and strategies for providing the support specified.

Identification of specific needs. The data reflected in Figure 6 above at the beginning of the year suggested that staff members required professional development across all applications of PS/RtI skills to behavior content. SBLT members informed staff of their plan to administer the survey again at the end of the year. SBLT and staff members agreed that it would be a good idea to determine how staff perceive their skills at that point to determine the impact of professional development and if any particular needs become evident (see the Monitoring of perceived skills over time section below for a discussion regarding specific needs identified by Alligator Elementary following the end of year administration).

Monitoring of perceived skills over time. Prior to the conclusion of the school year, SBLT members and staff compared changes in average skill levels from the beginning to end of the year. Both SBLT members and staff noted an increase in the staff’s perceptions of skills when addressing behavior content across all items. Next, they identified those items that suggested substantial growth in perceived skills. Skills on which staff reported requiring less support across the year included defining concerns in terms of replacement behaviors (item 4a2); and using data to define current (item 4b2), desired (item 4c2), and peer (item 4d2) levels of performance. Then, participants identified those skills in which staff members’ responses indicated little or no growth. Examples of skills identified included accessing data to determine the percent of students achieving benchmarks in core instruction (item 2b) and identifying appropriate data to use for developing hypotheses (item 6b). The SBLT and staff discussed the items that remained low despite professional development efforts to increase these skills throughout the year. A facilitator guided the staff through the same structured planning and problem-solving process used
previously to create a plan for addressing those skill areas during the next school year. The school identified that their goal was to talk with the district leadership regarding developing a better school-wide data system for behavior data. They believed that this action would help teachers more easily access and use student behavior data reflected in the skills assessed by items such as 2b (Access data to determine the percent of students achieving benchmarks in core instruction), 4e2 (Calculate the gap between current performance and benchmark expectations), and 6b (Identifying appropriate data to use for developing hypotheses). SBLT members and staff decided that a behavior data system that was structured and user-friendly would make the skill level required to access and use behavior data less difficult.
**Blank Perceptions of RtI Skills 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 followed by the last two digits of the year you were born. Then, shade in the corresponding circles.*

<table>
<thead>
<tr>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

   **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)

2. **Access** the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:
   a. Academics
   b. Behavior

3. **Use data to make decisions** about individuals and groups of students for the:
   a. Core academic curriculum
   b. Core/Building discipline plan

4. **Perform each of the following steps** when identifying the problem for a student for whom concerns have been raised:
   a. Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral problem for:
      - Academics
      - Behavior
### The skill to:

- Use data to define the current level of performance of the target student for:
  - Academics
  - Behavior
- Determine the desired level of performance (i.e., benchmark) for:
  - Academics
  - Behavior
- Determine the current level of peer performance for the same skill as the target student for:
  - Academics
  - Behavior
- Calculate the gap between student current performance and the benchmark (district grade level standard) for:
  - Academics
  - Behavior
- Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:
  - Academics
  - Behavior
- Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:
  - Academics
  - Behavior
- Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:
  - Academics
  - Behavior
- Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:
  - Academics
  - Behavior

<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Use data to define the current level of performance of the target student for:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>c. Determine the desired level of performance (i.e., benchmark) for:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>d. Determine the current level of peer performance for the same skill as the target student for:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

5. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:
   a. Academics
   b. Behavior

6. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:
   a. Academics
   b. Behavior

7. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:
   a. Academics
   b. Behavior
<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic core curricula</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavioral core curricula</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Academic supplemental curricula</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Behavioral supplemental curricula</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Academic individualized intervention plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Behavioral individualized intervention plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Ensure that the proposed intervention plan is supported by the data that were collected for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Provide the support necessary to ensure that the intervention is implemented appropriately for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Determine if an intervention was implemented as it was intended for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Construct graphs for large group, small group, and individual students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graph target student data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Graph benchmark data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Graph peer data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Draw an aimline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Draw a trendline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The skill to:</td>
<td>NS</td>
<td>MnS</td>
<td>SS</td>
<td>HS</td>
<td>VHS</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>15. Make modifications to intervention plans based on student response to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intervention.</td>
<td>3</td>
<td>5</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>16. Collect the following types of data:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Curriculum-Based Measurement</td>
<td>3</td>
<td>5</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>b. DIBELS</td>
<td>3</td>
<td>5</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU!
Coaching Evaluation Survey - Revised

Description & Purpose

Theoretical Background

The Coaching Evaluation Survey - Revised is a measure developed to evaluate educator perceptions of the PS/RtI coaching they receive. Research suggests that large-scale systems-change efforts such as PS/RtI require a significant degree of professional learning for educators to embrace the ideas of the new model and become proficient with the skills required for application (Croft et al., 2010; Kratchwill, Volpainsky, Clements, & Ball, 2007). Professional learning designs that include school-based coaching to provide ongoing training and technical assistance have been found to facilitate a greater number of educators successfully implementing new practices (Croft et al., 2010; Killion & Harrison, 2006; Learning Forward, 2011). Furthermore, coaching has been found to increase the instructional capacity of schools and staff members, which is a fundamental prerequisite toward enhancing student outcomes. Specifically, research indicates that professional learning must be intensive, job-embedded, ongoing, collaborative, and supported by modeling and collective problem solving — all of which can be facilitated by organized school-based coaching supports.

Description

The Coaching Evaluation Survey - Revised contains 27 items designed to measure educators’ perceptions of the support they receive from PS/RtI Coaches. Project staff developed the measure to determine the extent to which PS/RtI Coaches possessed the skills highlighted in the coaching literature (e.g., Brown et al., 2005). The instrument uses the following 5-point Likert-type scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Additional items beyond the 27 that use the 5-point scale are included that assess overall satisfaction with, and effectiveness of, coaching or request additional information through open-ended response prompts.

Purpose

There are three primary purposes for the use of the Coaching Evaluation Survey - Revised. First, this tool can be used to summatively evaluate school-based coaching as perceived by those who receive support over the course of a school year.
Specifically, the instrument can be used to evaluate the roles and responsibilities of coaches as well as activities in which they engage (e.g., training, technical assistance, modeling of PS/RtI practices, consultation with stakeholders). The second purpose is to provide formative feedback to coaches on their activities. Information gathered through this instrument can provide insight on coaches’ strengths and areas in need of improvement within and across schools they serve. Coaches can use the feedback obtained to guide their own professional development plans. Finally, those involved in supervising and/or providing professional development to PS/RtI Coaches can utilize these data to inform the nature and content of ongoing training and support to coaches.

**Intended Audience**

*Who Should Complete the Coaching Evaluation Survey - Revised?*

School-Based Leadership Team (SBLT) members complete the survey. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder**, in addition to providing expertise in the particular content areas or disciplines listed above.

Individuals in charge of providing professional development and/or supervising PS/RtI Coaches also may complete the survey. Examples of individuals who may be in these positions include PS/RtI coordinators, reading supervisors, professional development coordinators, district leaders and student services supervisors. Regardless of the title of individual(s), it is recommended that the *Coaching Evaluation Survey - Revised* be completed for the purpose of informing professional development of individuals involved in PS/RtI coaching, not performance evaluations.

Finally, PS/RtI Coaches may complete the survey. The instrument can be modified to facilitate completion by Coaches. Project staff have made changes to the wording of the items on the instrument so that Coaches answer the same questions SBLT members respond to regarding the activities in which they engage. This activity provides an opportunity for Coaches to self-reflect regarding the services they provide. An example of a *Coaching Self-Evaluation Survey* is available from the Project.

*Who Should Use the Results for Decision Making?*

PS/RtI Coaches should receive the results of the surveys. The PS/RtI Coach is a site-based professional with responsibility for facilitating the implementation of
PS/RtI practices in schools. The PS/RtI Coach’s responsibilities may include some or all of the following activities: facilitate building-level staff training; work collaboratively with SBLTs to develop and implement a PS/RtI training agenda based on school needs; provide technical assistance to building administrators, teachers, and support personnel to facilitate PS/RtI activities; collect, analyze, and disseminate data necessary for summative and formative evaluation of instructional goals; and consult with school and district members on systems and organizational issues to enhance the implementation and sustainability of PS/RtI practices. Given the diverse and often difficult nature of these activities, receiving feedback from the stakeholders that PS/RtI Coaches serve can provide valuable information to improve the services they provide. Importantly, the information provided should remain anonymous. One strategy for ensuring anonymity and keeping Coaches focused on improving the services they provide is to aggregate the data at the school and/or district level. In other words, data can be combined to display trends in the perceived strengths and weaknesses of the coaching support provided.

District-Based Leadership Team (DBLT) members also may receive the results of the Coaching Evaluation Survey - Revised. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities. Because DBLT members will likely be involved in hiring coaches, allocating resources to supporting them (e.g., professional development), and defining ways in which they will work with schools, data to inform school-based perceptions of their services can be used to guide decisions to be made.

Supervisors of PS/RtI Coaches may receive results from the surveys as well. Data from the Coaching Evaluation Survey - Revised can be used as one source of data to support coaching activities.

Directions for Administration

The Florida PS/RtI Project staff has identified two primary approaches to administering the Coaching Evaluation Survey - Revised. Both approaches described below involve completion of the instrument by SBLT members. The difference in the approaches involves how the data are collected. One method involves district centralized mailings whereas the other method involves administration at trainings or other meetings. The two approaches are described in more detail below:

Centralized Mailings to Schools

Cover letter. It is recommended that persons in charge of survey dissemination and collection draft a cover letter to school principals informing them of the purpose of administering the survey.
Directions for completing the survey. The principal should be made aware of which staff members should be targeted for data collection (e.g., SBLT members) and how this information will be used to inform the professional development activities of their Coach. The letters should also communicate the reason that the instrument is being administered, and why the information obtained is important to the Coach, the school’s progress toward PS/RtI implementation, and district goals. Finally, a date by which the completed surveys gathered by the principal should be returned should be included. It is also recommended that a cover-letter be attached to all surveys disseminated within a school, informing participants of the nature and purpose of the survey as well as any specific directions for returning the surveys to the principal (e.g., directions to place the completed survey in a sealed envelope before returning to the principal).

Methods of administration. Given that Coaching Evaluation Survey - Revised feedback should remain confidential, the Project has provided principals with sealed envelopes for SBLT members to use to return completed surveys. Principals can disseminate the surveys in meetings with SBLT members or through staff mailboxes. In either case, the principal should communicate the importance of the data being collected, how to return the surveys (e.g., principal’s mailbox, secretary), and the date by which completed surveys should be submitted. When all surveys are returned, the principals mail them back to the appropriate contact (e.g., RtI coordinator at the district office) using procedures outlined. These procedures further reinforce confidentiality and encourage honest feedback from educators.

The above procedures can be adapted for administration using district supported or commercially available (e.g., SurveyMonkey®) technological resources. Electronic administration may expedite completion and analysis of the survey. Decisions regarding how to administer and analyze the survey should be made based on resources such as personnel and time available.

Regardless of the method used, questions often arise about topics such as what particular items mean. The cover letters should include contact information of an individual who can answer questions or address concerns about the instrument.

Live Administration

Role of individuals administering the survey. In some settings, administration of the Coaching Evaluation Survey - Revised may be more feasible at trainings or meetings where SBLT members are present. In this case, staff who administer the survey should receive a brief training/orientation prior to administration. These staff members should have an understanding of what the instrument measures and its purpose, the audience for which the survey is intended, and the administration procedures.

Directions for administering the survey. Prior to administration, it is recommended that a district administrator explain the reason that the instrument is being administered, and why the information obtained is important to the coach, the school’s progress toward PS/RtI implementation, and district goals. This explanation can
Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual

**Content validity:** Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the Coaching Evaluation Survey - Revised, content-related validity evidence is based on expert judgment that the sample of items on the Coaching Evaluation Survey - Revised is representative of the coaching knowledge and skills facilitative of positive implementation of PS/RtI practices.

**Construct validity:** Construct-related validity evidence refers to the extent to which the individuals' scores derived from the instrument represent a meaningful measure of a domain or characteristic. In the case of the Coaching Evaluation Survey - Revised, exploratory and confirmatory factor analysis procedures were conducted to assess the internal structure of the instrument and to develop evidence to support the validity of interpretations based on individuals' scores on the resultant factors. Results of the factor analysis suggest that the Coaching Evaluation Survey - Revised measured three underlying coaching domains (or factors).

Content validity: Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. After the survey is introduced, survey administrators should provide SBLTs with a description of the survey, the purpose of collecting the data, how the survey data will be used, and specific instructions for completing the instrument. Individuals responsible for administering the survey should provide the directions aloud to SBLTs to ensure accurate completion of the survey. It should be clarified that the Coaching Evaluation Survey - Revised is an individually administered measure that should be completed independently. Additionally, SBLT members should be ensured that their responses are anonymous and provided the opportunity to ask any questions before beginning.

**Frequency of Use**

When determining how often to administer the Coaching Evaluation Survey - Revised, it is important to consider the resources available so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members are required to participate. In other words, decisions about how often to collect the data should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

The time required and resources available to support data collection must be considered when developing a plan to collect data on PS/RtI Coach activities using the Coaching Evaluation Survey - Revised. Although schools and districts will need to make adjustments given available resources, general recommendations for completing the survey are to administer the instrument one time at the end of each year. Administration at the end of each year can be used to provide information on SBLT perceptions of coaching activities that occurred during the year as well as serve as a baseline for the evaluation of coaching services provided the next year.

**Technical Adequacy**

**Content Validity Evidence**

To inform development of the original version of the Coaching Evaluation Survey, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects. Specifically, the literature on different coaching models (e.g., instructional coaching, systems coaching) was reviewed to determine the knowledge and skill sets required as well as the activities in which coaches engage. This information was used to develop an item set that would be representative of activities important to consider when evaluating PS/RtI coaching.

**Construct Validity Evidence**

Exploratory common factor analytic (EFA) and confirmatory factor analytic (CFA) procedures were used to determine the underlying factor structure of the Coaching Evaluation Survey - Revised. A common factor analysis was conducted using the
responses from a sample of 506 surveys completed by SBLT members participating in the Project during the Spring of 2008 and Spring of 2009. The SBLT members sampled during the Spring of 2008 were from 39 pilot schools across eight demonstration districts in the State. SBLT members sampled during the Spring of 2009 were from 34 pilot schools across seven demonstration districts. Factors were extracted using principal axis factor extraction method. Based on examination of eigenvalues and a scree plot, three factors were retained and rotated using an oblique rotation (Promax) to aid in the interpretability of the factors.

Factor loadings derived from the EFA ranged from .43 to .78. The initial version of the Coaching Evaluation Survey retained all factor loadings greater than or equal to .3 unless an item loaded onto multiple factors and a conceptual rationale for selecting one factor did not exist. Two items that loaded onto multiple factors were not included after careful review and discussion of the relevance of the items to the conceptualization of each factor. The three factors collectively accounted for 95% of the common variance in participant ratings. The resultant factors were labeled 1) Role, Function, and Activities of the PS/RtI Coach (Role of the PS/RtI Coach); 2) Modeling of the Problem Solving Process, and 3) Consultation Skills. However, further analysis by Project staff as well as feedback from stakeholders indicating difficulties with administration due to survey length suggested a compelling reason to shorten the survey. Therefore, Project staff eliminated items from the original scale by using a more conservative factor loading cut-off (<.5) as well as professional judgment (Henson & Roberts, 2006). A subsequent EFA of the remaining items was conducted using the procedures outlined above. The EFA procedures resulted in the same three factors previously described above but a decision was made to rename one of the factors (Project staff decided to rename the Consultation Skills factor to Interpersonal/Communication Skills) to more accurately reflect what the skills assessed by the factor are labeled in the literature. The three factors collectively accounted for 96% of the common variance (see Coaching Evaluation Survey - Revised: Table 1 in Supplements, page 121 for the final factor solution).

It should be noted that the use of professional judgment resulted in two items with loadings of less than .5 on the Role of the PS/RtI Coach factor being retained. Project staff decided to retain the items because they were considered critical to the conceptualization of the factor.

Project staff then used CFA procedures to examine the factor structure at the respondent level (Intra-class correlations below .05 for the majority of items suggested that controlling for nested data was not necessary). The CFA was conducted using a sample of 247 SBLT members from 34 elementary schools across Florida. Surveys were administered to the SBLT members during the Spring of 2010. Maximum likelihood estimation was used in the analysis. Correlated errors between items were controlled for when relationships between the items were theoretically defensible. The fit for each model was examined using the $\chi^2$ likelihood ratio statistic, Bentler’s (1992) comparative fit index (CFI), the root mean square error of approximation (RMSEA; Steiger & Lind, 1980), and the standardized root mean square residual (SRMR). Project staff considered CFI values greater than or equal to .95 and SRMR and RMSEA values less than or equal to .08 (Hu & Bentler, 1999) to indicate acceptable levels of fit.
Fit indices for the first model indicated general fit. Although the chi-square value indicated a significant lack of fit ($\chi^2 = 750.66$, $p < .001$, $df = 297$), alternate fit indices less sensitive to sample size suggested acceptable levels of fit. The CFI of .95 equaled the typical cutoff value of .95 for this index. The SRMR of .03 and RMSEA of .08 were less than or equal to the cutoff value of .08 suggested by Hu and Bentler (1999). All factor pattern coefficients remained significantly different from zero ($p < .001$). Standardized loadings ranged from .79 to .91 for items that loaded on the Role of the PS/RtI Coach factor, from .84 to .94 for the Modeling of the Problem-Solving Process factor, and from .82 to .93 for the Interpersonal/Communication Skills factor. Correlations between the factors were positive and significantly different from zero ($p < .001$). Specifically, Role of the PS/RtI Coach and Modeling of the Problem-Solving Process, Role of the PS/RtI Coach and Interpersonal/Communication Skills, and Modeling of the Problem-Solving Process and Interpersonal/Communication Skills correlated at .89, .92, and .86 respectively (see Coaching Evaluation Survey - Revised: Table 2 in Supplements, page 122 for the individual item loadings and standard errors).

Thus, the results of the factor analytic procedures suggest that the Coaching Evaluation Survey - Revised taps into coaching in three domains: agreement with statements about the role, function, and activities of PS/RtI Coaches; agreement with statements about modeling the problem-solving process; and agreement with statements about coaches’ interpersonal/communication skills.

**Internal Consistency Reliability**

Internal consistency reliability estimates (as measured by Cronbach’s alpha) for each of the three factors (domains) yielded by the factor analysis are as follows:

- **Factor 1 (Role, Function, and Activities of the PS/RtI Coach): $\alpha = .97$**
- **Factor 2 (Modeling of the Problem Solving Process): $\alpha = .97$**
- **Factor 3 (Interpersonal/Communication Skills): $\alpha = .96$**

Reliability estimates for all three factors exceeded the .70 threshold typically used (Nunnally, 1978).

**Scoring**

**Analysis of Responses to the Survey**

The Florida PS/RtI Project has utilized two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of agreement with statements about coaching reported by SBLT members that complete the Coaching Evaluation Survey - Revised. Second, the frequency of (i.e., frequency distribution) each response option selected (e.g., Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) by SBLT members can be calculated for each survey item.

Calculating item means provides an overall impression of the agreement level for each item. Calculating average levels of agreement can be done at the domain (i.e.,...
factor) and/or individual item levels. Examining agreement at the domain level allows stakeholders to examine general perceptions of SBLT members regarding (1) the role, function, and activities of coaches; (2) how they model the problem solving process; and (3) their interpersonal/communication skills. A domain score for each of the three domains measured by the instrument may be computed for each respondent to the survey by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the total possible value within the domain to produce an average level of agreement for each domain. The items that comprise each of the domains are as follows:

- **Factor 1 (Role, Function, and Activities):** Items 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.
- **Factor 2 (Modeling of the Problem Solving Process):** Items 8A, 8B, 8C, 8D, 8E, 8F, 8G, and 8H.
- **Factor 3 (Interpersonal/Communication Skills):** Items 1, 2, 3, 5, 6, and 7.

Average levels of agreement also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which SBLT members agree with particular statements about the coaching they receive. This information can be used to identify specific perceptions held by SBLT members that may help indicate which coaching activities facilitate or hinder implementation of PS/RtI practices.

Calculating the frequency of SBLT members who selected each response option for an item, on the other hand, provides information on the range of agreement levels. This information can be used to determine what percentage of SBLT members agree or disagree with a given statement. When making decisions about coaching activities and how they are perceived, information on the number of SBLT members who agree with statements about receiving evidence-based coaching can help inform decisions regarding moving forward with supporting coaches.

It is recommended that key stakeholders analyze Coaching Evaluation Survey - Revised data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which SBLT members agree with statements about their PS/RtI Coaches’ skills. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in coaches’ interpersonal/communication skills across time may best be answered by calculating and displaying domain scores. Questions about specific coaching skills of a coach or multiple coaches may best be answered by calculating and displaying the number of SBLT members that report disagreement, neutrality, or agreement with the skill(s) being evaluated. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Technology Support**

School personnel should consider using district supported or commercially avail-
able technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

Training Required

Training Suggested for Administering the Coaching Evaluation Survey - Revised

A brief training is recommended prior to administering the survey. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual can serve as a resource for developing and conducting trainings.

- Theoretical background on systems coaching and its relationship to implementation of new practices
- Description of the instrument including brief information on the items and how they relate to each other (e.g., domains of coaching the items assess)
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as frequently asked questions and how to facilitate better return rates from school settings

Training Suggested for Analyzing, Interpreting, and Disseminating Coaching Evaluation Survey - Revised Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the Coaching Evaluation Survey - Revised may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics that support might be provided on are listed below:

- Appropriate use of the survey given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the survey
- Guidelines for interpreting and disseminating the results

Interpretation and Use of the Data

Examination of Broad Domains

When examining the Coaching Evaluation Survey - Revised data for interpretation, it is recommended to start by examining the three broad domains, or factors, measured by the survey (i.e., role, function, and activity; problem solving process
modeling; interpersonal/communication skills). Key stakeholders can examine graphically displayed data to evaluate trends in SBLT member agreement with statements within each domain measured by the instrument. Each of the methodologies for scoring mentioned above (i.e., calculating average levels of agreement at the domain and item levels and calculating the frequency/percent of educators who selected each response option at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining survey data on coaching is to take note of the percent of SBLT members who reported strongly agreeing (5) or agreeing (4); the percent who reported a neutral view (3); as well as the percent of SBLT members who reported disagreeing (2) or strongly disagreeing (1) with statements about coaching within each domain (Note: “Do Not Know” responses are eliminated from graphs). This type of visual analysis (an example of a graph displaying SBLT perceptions of coaching is provided below) allows stakeholders to determine the extent to which SBLT members tend to agree, disagree, or remain neutral regarding the coaching practices in their building. This approach can be used to examine agreement for any given administration as well as to examine trends over time.

Identification of Specific Needs

After examining data from the broad domains measured by the Coaching Evaluation Survey - Revised, it is recommended that stakeholders examine SBLT responses to individual items. The extent that SBLT members agree that a given coaching practice is being exhibited can be used as one source of information for identifying strengths and weaknesses. Graphs can be created for visual analysis of data to determine what coaching aspects may need to be reinforced and which aspects need to be targeted for professional development. Items with large numbers of respondents indicating that neutrality or disagreement regarding coaching activities may be priorities for training and ongoing support.

As with any data collection methodology, caution should be used when interpreting results. Data from the Coaching Evaluation Survey - Revised will reflect the perceptions of SBLT members. The extent to which they understand the PS/RtI model and the role of coaches will likely impact the responses provided. Data from multiple sources (i.e., focus group interviews, direct observation, permanent product reviews, etc) should be used when making decisions whenever possible to ensure the most accurate picture of coaching provided.

Data Dissemination to Stakeholders

It is recommended that the data be shared with identified stakeholders (e.g., coaches, DBLT members, supervisors) as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs) to discuss the results to inform professional development goals and content as well as formative and summative judgments regarding the quality of coaching provided to schools.

One helpful strategy for facilitating discussions about Coaching Evaluation Sur-
vey - Revised data is to provide key stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions regarding issues such as current SBLT member perceptions of coaching, additional professional development that might be necessary, and goals for developing coaching structures (e.g., networks among coaches to problem-solve common issues). Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions among coaches. However, stakeholders can generate additional guiding questions to better meet their needs.

- What areas demonstrated the largest growth in coaching skills over time (i.e., interpersonal/communication, problem solving process modeling, roles/activities)? What areas did not change in a positive direction over time?
- What were rated as areas of strength? What areas were not rated as highly? Based on this information, what areas might be targeted for improvement?

### School-Level Example of Coaching Evaluation Survey - Revised Data

The following example demonstrates how key stakeholders may use data derived from the Coaching Evaluation Survey - Revised to inform PS/RtI implementation. Data from the instrument are displayed graphically. Following the graph, background information on the district’s initiative and an explanation of what is represented on the graph is provided.

**Explanation of the Graph**

Atlantic School District has been committed to implementing the PS/RtI model over the past two school years. Three schools from the district were assigned a PS/RtI coach, Mr. Dorman, at the beginning of the first year to help facilitate implementation. Mr. Dorman’s supervisor, the District’s RtI Coordinator, has been using the Coaching Evaluation Survey - Revised as one mechanism to gather data regarding coaching at each assigned school. The RtI Coordinator asked the SBLTs at Mr. Dorman’s three schools to complete the instrument at the end of each school year.

Seven items from the Coaching Evaluation Survey - Revised are graphically displayed in Figure 7. These items represent Atlantic School District SBLT ratings of Mr. Dorman’s interpersonal/communication skills (items 1–7). Notice that two bars are located above each item. For each item, these bars represent the two time points in which data were collected (i.e., the end of Year 1 and end of Year 2). For each bar, the green section represents the percentage of SBLT members who reported agreement (i.e., selected strongly agree or agree) with the specific statement, the yellow section represents those SBLT members who selected neutral for the statement, and the red section represents those SBLT members who disagreed (i.e., selected strongly disagree or disagree). Those individuals who selected “Do Not Know” on the survey are not reflected in this graph. These data were shared with Mr. Dorman shortly after each administration.
Figure 7. Example Coaching Evaluation Survey - Revised Graph
RtI Coordinator and Mr. Dorman’s Use of the Data for Decision-Making

Examination of broad Coaching Evaluation Survey - Revised domains. When examining data from the Coaching Evaluation Survey - Revised, the RtI Coordinator and Mr. Dorman started by visually analyzing the items across the interpersonal/communication skills domain displayed in Figure 7. Immediately evident from the graph is that the SBLT members at Mr. Dorman’s schools perceive that he possesses strong interpersonal/communication skills. Following Year 1, a minimum of 80% of SBLT members at the three schools reported agreement on five of the seven items. Both parties agreed that the data reflected positively on the general use of interpersonal/communication skills but wanted to further investigate those items on which lower ratings were provided.

Identification of specific needs. Less than 60% of SBLT members agreed with the statements provided in items 3 and 7. Item 3 assessed the extent to which Mr. Dorman effectively engaged team members and other faculty in reflecting upon their professional practices. Item 7 assessed facilitating working relationships among educators in the school setting. While discussing these two items, the RtI Coordinator and Mr. Dorman noted a pattern. Specifically, the two items focused on skills in facilitating staff working together to address issues in the school. Mr. Dorman began wondering why some SBLT members perceived he was skilled in facilitating working relationships and collaborative reflection while others did not. One idea the two parties discussed was whether some SBLT members were more aware of and involved in meetings in which Mr. Dorman helped facilitate the collaborative activities described by the items than others. After some reflection, Mr. Dorman agreed that some SBLT members may not have been as involved as others. The RtI Coordinator and Mr. Dorman developed a plan for Mr. Dorman to talk with each of his school principals to determine if greater involvement of some SBLT members should occur.

Monitoring of implementation using Coaching Evaluation Survey - Revised data over time. At the end of Year 2, the district RtI Coordinator and Mr. Dorman met again to review data from the survey. The data displayed in Figure 7 above suggested that SBLT members continued to view Mr. Dorman’s interpersonal/communication skills as a strength. At least 80% of SBLT members agreed with statements for six of the seven items. Importantly, the data for items 3 and 7 suggested improvements in the skills of facilitating productive working relationships and collaborative examination of instructional practices. At the end of Mr. Dorman’s first year as a coach, less than 60% of SBLT members agreed with these statements. However, at the end of Year 2, approximately 90% of respondents agreed with the statements. Thus, these data seemed to suggest that the strategies developed related to increases in SBLT members agreeing that Mr. Dorman facilitates working relationships and collaborative examination of instructional practices.

Although the overall responses were once again positive, Mr. Dorman and the RtI Coordinator decided to discuss the responses to item 4 following Year 2. Specifically, whereas 100% of the SBLT members agreed with the statement during Year 1, approximately 70% of respondents agreed during Year 2 indicating a 30%
decrease (30% of SBLT members disagreed). This item reflects responses related to the coach’s skill in facilitating consensus building among school personnel. Mr. Dorman and the RtI Coordinator discussed the possible reasons for this change and developed a plan for addressing the concerns.
**Coaching Evaluation Survey**

**Directions:** Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements about the performance of your school’s PS/RtI coach during the 2009-10 school year. Please shade in the circle that best represents your response to each item. If you have not observed or do not have knowledge of a given behavior, please respond “Do Not Know” by shading in the circle labeled DK.

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Neutral (N)
- 4 = Agree (A)
- 5 = Strongly Agree (SA)
- • = Do Not Know (DK)

<table>
<thead>
<tr>
<th>My school’s PS/RtI coach...</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...is an effective listener.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>2. ...communicates clearly with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>3. ...effectively engages team members and other faculty in reflecting upon their professional practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>4. ...is skilled in facilitating consensus building among school-based personnel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>5. ...is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>6. ...is skilled in building trust among members of the school-based RtI leadership team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>7. ...is skilled in facilitating productive work relationships with other individuals in the school setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>8. ...is skilled in modeling steps in the problem-solving process:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Problem Identification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>b. Data Collection and Interpretation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>c. Problem Analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>•</td>
</tr>
<tr>
<td>My school’s PS/RtI coach…</td>
<td>SD</td>
<td>D</td>
<td>N</td>
<td>A</td>
<td>SA</td>
<td>DK</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>d. Intervention Development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>e. Intervention Support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>f. Intervention Documentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>g. Response to Intervention Interpretation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>h. Intervention Modification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>9. …provides opportunities for the leadership team to practice steps in the problem-solving process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>10. …works effectively with the school-based team to implement problem solving.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>11. …works with the school-based team to gradually increase the team’s capacity to function independently in implementing the problem-solving process in our school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>12. …provides <em>timely</em> feedback to members of the team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>13. …provides <em>useful</em> feedback to members of the team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>14. …works effectively with school-based personnel in using the problem-solving process to identify needs at the <em>school-wide</em> level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>15. …works effectively with school-based personnel in using the problem-solving process to identify needs at the <em>classroom</em> level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>16. …is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>17. …responds to requests for technical assistance in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>18. …works with the school-based team and faculty to monitor student progress (Tier I).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
<tr>
<td>19. …works with the school-based team and faculty to assist in decision making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>](*)</td>
</tr>
</tbody>
</table>
20. … works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.

21. How satisfied are you with the overall assistance that your school’s PS/RtI coach has provided your school in the implementation of PS/RtI?

- 1 Very Dissatisfied
- 2 Dissatisfied
- 3 Satisfied
- 4 Very Satisfied
- 5 Not Able to Provide a Rating

22. Overall, how would you rate the effectiveness of the RtI coach in helping your school implement the PS/RtI model?

- 1 Not Effective
- 2 Minimally Effective
- 3 Somewhat Effective
- 4 Effective
- 5 Very Effective

23. If there is one area in which I would like to see our PS/RtI coach provide additional assistance it would be…

24. Additional Comments:

25. What is your current role in your school?

- General Education Teacher
- Administrator
- Special Education Teacher
- Other Instructional Personnel (e.g., Reading Teacher, Coach, Interventionist, Speech/Language Therapist)
- Student Services Personnel (e.g., Guidance Counselor, School Psychologist, Social Worker)
- Other (please specify)

THANK YOU FOR YOUR FEEDBACK!
### Coaching Evaluation Survey - Revised: Table 1

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Factor Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>16</td>
<td>is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model.</td>
<td>.77</td>
</tr>
<tr>
<td>17</td>
<td>responds to requests for technical assistance in a timely manner.</td>
<td>.75</td>
</tr>
<tr>
<td>18</td>
<td>works with the school-based team and faculty to monitor student progress (Tier I).</td>
<td>.65</td>
</tr>
<tr>
<td>12</td>
<td>provides <strong>timely</strong> feedback to members of the team.</td>
<td>.64</td>
</tr>
<tr>
<td>13</td>
<td>provides <strong>useful</strong> feedback to members of the team.</td>
<td>.62</td>
</tr>
<tr>
<td>19</td>
<td>works with the school-based team and faculty to assist in decision making.</td>
<td>.60</td>
</tr>
<tr>
<td>11</td>
<td>works with the school-based team to gradually increase the team’s capacity to function independently in implementing the problem-solving process in our school.</td>
<td>.57</td>
</tr>
<tr>
<td>14</td>
<td>works effectively with school-based personnel in using the problem-solving process to identify needs at the <strong>school-wide</strong> level.</td>
<td>.55</td>
</tr>
<tr>
<td>15</td>
<td>works effectively with school-based personnel in using the problem-solving process to identify needs at the <strong>classroom</strong> level.</td>
<td>.52</td>
</tr>
<tr>
<td>10</td>
<td>works effectively with the school-based team to implement problem solving.</td>
<td>.51</td>
</tr>
<tr>
<td>9</td>
<td>provides opportunities for the leadership team to practice steps in the problem-solving process.</td>
<td>.45</td>
</tr>
<tr>
<td>20</td>
<td>works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.</td>
<td>.45</td>
</tr>
<tr>
<td>8c</td>
<td>Models problem analysis</td>
<td>-.03</td>
</tr>
<tr>
<td>8f</td>
<td>Models intervention documentation</td>
<td>.31</td>
</tr>
<tr>
<td>8d</td>
<td>Models intervention development</td>
<td>.08</td>
</tr>
<tr>
<td>8a</td>
<td>Models problem identification</td>
<td>.02</td>
</tr>
<tr>
<td>8h</td>
<td>Models intervention modification</td>
<td>.22</td>
</tr>
<tr>
<td>8b</td>
<td>Models data collection and interpretation</td>
<td>.05</td>
</tr>
<tr>
<td>8g</td>
<td>Models Response to Intervention interpretation</td>
<td>.26</td>
</tr>
<tr>
<td>8e</td>
<td>Models intervention support</td>
<td>.22</td>
</tr>
<tr>
<td>2</td>
<td>effectively communicates clearly with others.</td>
<td>.02</td>
</tr>
<tr>
<td>3</td>
<td>effectively engages team members and other faculty in reflecting upon their professional practices.</td>
<td>.10</td>
</tr>
<tr>
<td>4</td>
<td>is skilled in facilitating consensus building among school-based personnel.</td>
<td>.26</td>
</tr>
<tr>
<td>1</td>
<td>is an effective listener.</td>
<td>.08</td>
</tr>
<tr>
<td>5</td>
<td>is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).</td>
<td>.21</td>
</tr>
<tr>
<td>7</td>
<td>is skilled in facilitating productive work relationships with other individuals in the school setting.</td>
<td>.30</td>
</tr>
<tr>
<td>6</td>
<td>is skilled in building trust among members of the school-based RtI leadership team.</td>
<td>.30</td>
</tr>
</tbody>
</table>
Table 2
Standardized Factor Loadings and Standard Errors for Coaching Evaluation Survey - Revised Items

<table>
<thead>
<tr>
<th>Factor</th>
<th>Item #</th>
<th>Item</th>
<th>Estimate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of the PS/RtI Coach</td>
<td>9</td>
<td>provides opportunities for the leadership team to practice steps in the problem-solving process.</td>
<td>.81</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>works effectively with the school-based team to implement problem solving.</td>
<td>.91</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>works with the school-based team to gradually increase the team’s capacity to function independently in implementing the problem-solving process in our school.</td>
<td>.89</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>provides timely feedback to members of the team.</td>
<td>.84</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>provides useful feedback to members of the team.</td>
<td>.85</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>works effectively with school-based personnel in using the problem-solving process to identify needs at the <em>school-wide</em> level.</td>
<td>.90</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>works effectively with school-based personnel in using the problem-solving process to identify needs at the <em>classroom</em> level.</td>
<td>.81</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>is able to provide the technical assistance necessary (e.g., support related to skills taught) for our school to implement the PS/RtI model.</td>
<td>.84</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>responds to requests for technical assistance in a timely manner.</td>
<td>.79</td>
<td>.03</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>works with the school-based team and faculty to monitor student progress (Tier I).</td>
<td>.84</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>works with the school-based team and faculty to assist in decision making.</td>
<td>.91</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.</td>
<td>.89</td>
<td>.02</td>
</tr>
<tr>
<td>Modeling of the Problem-Solving Process</td>
<td>8a</td>
<td>Models problem identification</td>
<td>.89</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8b</td>
<td>Models data collection and interpretation</td>
<td>.84</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8c</td>
<td>Models problem analysis</td>
<td>.88</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8d</td>
<td>Models intervention development</td>
<td>.88</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8e</td>
<td>Models intervention support</td>
<td>.86</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8f</td>
<td>Models intervention documentation</td>
<td>.89</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>8g</td>
<td>Models Response to Intervention interpretation</td>
<td>.92</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>8h</td>
<td>Models intervention modification</td>
<td>.94</td>
<td>.01</td>
</tr>
<tr>
<td>Factor</td>
<td>Item #</td>
<td>Item</td>
<td>Estimate</td>
<td>Standard Error</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Interpersonal/</td>
<td>1</td>
<td>is an effective listener.</td>
<td>.86</td>
<td>.02</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2</td>
<td>communicates clearly with others.</td>
<td>.83</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>effectively engages team members and other faculty in reflecting</td>
<td>.82</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>upon their professional practices.</td>
<td>.87</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>is skilled in facilitating consensus building among school-based</td>
<td>.90</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>is skilled in working collaboratively with diverse groups (e.g. SBLT,</td>
<td>.91</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>classroom teachers, grade level teachers).</td>
<td>.93</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is skilled in building trust among members of the school-based RtI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>leadership team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is skilled in facilitating productive work relationships with other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>individuals in the school setting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FOUR

Tools for Examining Integrity of Problem Solving/Response to Intervention Implementation
Tier I and II Observation Checklist

Description & Purpose

Theoretical Background

The Tier I and II Observation Checklist is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during data meetings addressing Tier I (i.e., core instruction) and/or II (i.e., small groups) instruction. Implementation of new practices such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: self-report, permanent product reviews, and observations (Noell & Gansle, 2006).

Description

The Tier I and II Observation Checklist is an observation protocol used to examine implementation integrity of the components of problem solving. The instrument contains 20 items that assess which key roles and responsibilities are represented (nine items) and which components of the four steps of the problem-solving process (i.e., Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI) are present (11 items) during data meetings. Trained observers complete the checklists while attending data meetings by checking present or absent. Spaces for additional notes or explanations are provided to allow observers to clarify their responses if needed. In addition, an option of “not applicable” is provided for selected items for which it may be defensible to not complete the identified component.

Purpose

The purpose of the Tier I and II Observation Checklist is two-fold. The first purpose is to provide a reliable source of information on the extent to which educators implement PS/RtI practices when examining Tier I and/or II instruction. The second purpose is to examine the extent to which educators with key roles and responsibilities during data meetings are participating. Importantly, observation pro-
Protocols tend to result in more reliable data than self-report and permanent product review methodologies. However, observations are a more resource-intensive data collection method that often requires training, time to travel to meetings, time to attend meetings when they occur, etc. Typically, a combination of the three implementation integrity assessment methods can be used to maximize use of resources and provide a reliable picture of what practices are being implemented. Therefore, decisions regarding how much to use observation protocols such as the Tier I and II Observation Checklist should be made based on resources available to conduct observations.

**Intended Audience**

**Who Should Complete the Tier I and II Observation Checklist?**

It is highly recommended that individuals completing the checklist have expertise in the PS/RtI model and skills in conducting observations. Specifically, observers must understand the problem-solving process to identify the extent to which steps are occurring during Tier I and/or Tier II data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/RtI Project are PS/RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

**Who Should Use the Results for Decision Making?**

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the Tier I and II Observation Checklist. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

**Facilitator:** Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

**Timekeeper:** Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

**Data Coach:** Data coaches provide assistance with interpreting data and using it to inform decisions.

**Recorder:** Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.
Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitating problem-solving to address barriers to implementation.

**Directions for Administration**

**Step 1**

Identify the content areas and grade levels the school(s) target for implementation. Schools and districts vary in terms of how quickly they plan to scale-up PS/RtI practices. The literature on PS/RtI implementation suggests that a long-term, multi-year plan for incrementally scaling-up new PS/RtI practices should be followed (Batsche et al., 2005). However, educators may decide to attempt scaling-up faster for myriad reasons (e.g., can dedicate more resources to the initiative, mandates requiring practices be implemented immediately). Therefore, it is important for stakeholders responsible for facilitating data collection or directly completing the checklist to understand which content areas and grade levels schools are targeting for implementation. This information can be used to help develop a plan for sampling data meetings.

**Step 2**

Determine which data meetings schools use to examine Tier I and/or II instruction. Schools and districts conduct different types of data meetings at different times of the year. Observers should determine which meetings address Tier I and II issues, who is involved in those meetings, and when they occur. Examples of common meetings include leadership team meetings, grade level meetings involving teachers, team meetings, and meetings during which small-group interventions are planned. Meetings focused on Tier I issues tend to occur 3-4 times per year whereas meetings focused on Tier II instruction may occur more frequently (e.g., monthly). Importantly, the *Tier I and II Observation Checklist* should NOT be completed at meetings where individual student focused problem-solving is occurring.

**Step 3**

Develop a plan for sampling data meetings examining Tier I and II instruction. Once relevant data meetings are identified, a plan for sampling meetings should be developed. Although observing all meetings to assess implementation integrity may be ideal, it may not be realistic for many schools and districts given available resources. Decisions regarding how to observe a sample of meetings should be made based on personnel and time available as well as what other implementation integrity data will be collected. For example, Project RtI Coaches were asked to observe three data meetings per pilot school (i.e., one meeting following each universal screening conducted throughout the year). Because pilot schools did not always schedule meetings months in advance, Project staff believed that randomly selecting meetings was not feasible for Coaches. Therefore, Coaches were asked to sample one grade level’s data meetings throughout the year. In other words, if
a school had identified reading as their target subject area and grades K-2 as their
target grade levels, then the Tier I and II Observation Checklist was to be com-
pleted during data meetings in which reading data for one of those grade levels
and/or groups of students from within those grade levels were discussed. Because
implementation integrity also was being assessed using self-report and permanent
product methodologies, Project staff decided that this sampling would provide ade-
quate information on the extent to which PS/RtI practices were observed (i.e.,
the data could be compared with other sources of information on implementation
integrity). Tiers I & II Observation Checklist Administration Summary (in Supple-
ments, page 140) contains an example of sampling procedures developed by the
Project for PS/RtI Coaches.

**Step 4**

Determine who to contact at schools to schedule observation days and times. Per-
haps one of the most difficult aspects of conducting observations is scheduling
days and times to conduct them. Schools and districts vary in terms of when these
meetings are scheduled and the extent to which they may be rescheduled or can-
celled. Therefore, it is recommended that observers identify a contact person at
each building (e.g., principal, literacy specialist) to determine when and where the
observations should be conducted based on the plan developed in Step 3. A contact
person will not only allow observers to schedule observations but also could be a
valuable conduit should meetings be rescheduled or cancelled.

**Step 5**

Conduct the observation at scheduled meetings. Checklists should be completed
for each content area and grade-level specified in the plan developed in Step 3.
General guidelines for scoring items on the checklist were created by the Project
and are available in Supplements, page 142. It is important that the person complet-
ing the checklist have a thorough understanding of the problem-solving process
because those participating in the meeting may not follow the problem-solving
process in the exact order in which the steps are listed on the checklist. In other
words, the observer needs to be knowledgeable enough of the problem-solving
process to be able to identify components of problem solving that may not be
clearly indicated or occur in a particular order during the meetings.

**Step 6**

Complete inter-rater agreement procedures when applicable. Ensuring that obser-
vations are completed accurately is critical to data collection. For this reason, it is
recommended that two observers rate the same meeting periodically. This proce-
dure allows observers to discuss differences and come to consensus regarding how
to score particular items when conducting future observations. The extent to which
these inter-rater agreement procedures take place depend on the time and resour-
ces available to observers. It is recommended that observers reach 85% inter-rater
agreement to continue completing observations independently. Inter-rater agree-
ment levels below 85% may indicate that retraining is necessary. An example of
how inter-rater agreement procedures were established for Project PS/RtI Coaches is available in Supplements, page 141.

**Common issues to address when completing observations:** There are a few things to keep in mind when conducting observations. As individuals completing the checklist may be part of the school staff or assigned to coach them, they may find themselves participating in the meetings they are observing. If the person completing the checklist is also participating in the meeting, it is important that they not influence the meeting to reflect components of the checklist. The observer should try to remain more of a passive participant and refrain from offering ideas or suggestions that would influence the completion of the checklist. The checklist should be completed with an objective perspective of what occurred during the meeting. In addition, other staff participating in the meeting may behave differently simply because they know they are being observed. Thus, the observer should try to complete the checklist as unobtrusively as possible to avoid influencing the members’ actions in ways that are not reflective of those that occurred during typical meetings.

**Frequency of Use**

When determining how often observers should complete the *Tier I and II Observation Checklist*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection; and other data collection activities in which SBLT members and school staff are required to participate. Completing the *Tier I and II Observation Checklist* requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the *Tier I and II Observation Checklist* should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Tier I and II Observation Checklist* are provided below.

General recommendations are to have a trained observer complete the *Tier I and II Observation Checklist* during a sample of scheduled Tier I and II focused data meetings. The number of meetings observed depends on the resources available and the total number of meetings scheduled. The occurrence of school-wide and small-group intervention data meetings can depend on the frequency of universal screenings and progress monitoring that occurs. For example, if a school collects universal screening data in reading three times a year, it is recommended that a sample of meetings is observed each time screening data are collected. See *Supplements*, page 141 for an example of how often Project PS/RtI Coaches were asked to complete the observation checklist.
Technical Adequacy

Content Validity Evidence

To inform development of the Tier I and II Observation Checklist, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of the critical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to problem-solving (e.g., Bergan & Kratochwill, 1990; Batsche et al., 2005) and systems change (e.g., Curtis, Castillo, & Cohen, 2008; Hall & Hord, 2006) to identify critical components of the problem-solving process (for more information, please see page 2 of this document) and important roles and responsibilities (for more information, please see page 127 of this document) that should be represented in meetings. Relevant information was identified, analyzed, and used to select those components that would be assessed by the instrument.

Inter-Rater Agreement

Preliminary analyses of Tier I and II Observation Checklist data suggests that use of the instrument has resulted in consistent scoring across trained observers. Two observers independently completed the checklist for the same meeting on selected checklists and calculated inter-rater agreement estimates using the following formula: agreements divided by agreements plus disagreements. The average inter-rater agreement estimate derived from 40 independently observed data meetings during the 2008-09 and 2009-10 school years was 95.22%.

Scoring

Analysis of Responses to the Tier I and II Observation Checklist

The Florida PS/RtI Project has primarily utilized two techniques when analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent and Present) by observers can be calculated for each checklist item.

Calculating item means provides an overall impression of the implementation level of problem solving steps. When calculating average implementation levels, a value of “0” should be used for items checked absent while a value of “1” should be used for items checked present. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows educators to examine general patterns in (1) having key roles and responsibilities represented (personnel present); and implementing the components of (2) Problem Identification, (3) Problem Analysis, (4) Intervention Development/Support, and (5) Program Evaluation/RtI. A domain score for each of the five domains measured by the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the
domain. These values can then be added together and divided by the number of items within the domain to **produce an average level of implementation for each domain**. The five domains and the items that comprise them are as follows:

- **Domain 1** (*Key Roles and Responsibilities; i.e., Personnel Present*): Items 1-9
- **Domain 2** (*Problem Identification*): Items 10-12
- **Domain 3** (*Problem Analysis*): Items 13-14
- **Domain 4** (*Intervention Development/Support*): Items 15a-16c
- **Domain 5** (*Program Evaluation/RtI*): Items 17-20.

Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present or absent for an item, on the other hand, provides information on the range of staff implementation levels. This information can be used to determine what percentage of schools, grade levels or other units of analysis (e.g., districts, intermediate versus primary grade levels) implemented or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools, grade levels, etc. implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” might be more easily answered with frequency data.

It is recommended that key stakeholders analyze **Tier I and II Observation Checklist** data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Technology Support**

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-
based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

Training Required

Training Recommended for Individuals Completing Observations Using the Tier I and II Observation Checklist

Qualifications of the observer. Personnel in charge of conducting observations using the Tier I and II Observation Checklist should have a thorough understanding of the PS/RtI model. If individuals with expertise in PS/RtI are not available, observers should receive thorough training in the PS/RtI model prior to being trained to use the checklist. Skills and experience in conducting structured observations are recommended but not required.

Content of the training. It is highly recommended that trainings on conducting observations using the Tier I and II Observation Checklist include the following components:

• Theoretical background on the relationship between implementation integrity and desired outcomes
• Each item should be reviewed so that observers have a clear understanding of what is being measured. The Item Scoring Description located in Supplements, page 142 is a useful tool for providing observers with guidance on how to score each item.
• In addition to explaining the rationale for the instrument and what each item measures, trainings should include modeling, opportunities to practice, and feedback to participants. First, participants in the training should be provided the opportunity to watch a video recorded data meeting while a trained observer models completion of the checklist. The trained observer can pause the video frequently, indicating which items s/he is completing and why s/he checked absent or present for that item. Next, participants should be provided the opportunity to practice completing the measure independently while watching another recorded data meeting. Trained observers can choose to pause the video and ask participants how they scored certain items or allow the video to finish before reviewing. Participants and the trained observer should discuss how they scored the items and come to consensus regarding how to score those items on which disagreements occurred in the future. Finally, participants should complete the checklist independently on a third recorded data meeting. Following the completion of the video, participants should calculate inter-rater agreement with a partner by dividing the number of agreements by the number of agreements plus disagreements. It is recommended that 85% agreement be reached among participants before conducting observations independently.
Finally, the training should include a review of the school, district, or other agencies’ plan for conducting observations so that the participants can learn what observations they will be responsible for and ask questions about the plan.

Training Suggested for Analyzing, Interpreting, and Disseminating Tier I and II Observation Checklist Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the Tier I and II Observation Checklist may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided on are:

- Appropriate use of the checklist given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the instrument
- Guidelines for interpreting and disseminating the results

The contents of this manual provide information that can be used to train stakeholders on the aforementioned topics should it be necessary.

Interpretation and Use of the Data

Examination of Broad Domains

When interpreting the Tier I and II Observation Checklist data, it is recommended to start by examining the five broad domains measured by the checklist (i.e., roles and responsibilities represented [personnel present], Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI). Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present measures at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the Tier I and II Observation Checklist is to take note of the percent of components present within each domain. The percent of components within each domain present is the conceptual interpretation of the domain score (i.e., the formula described above for calculating average implementation at the domain level can be interpreted as the percent of components present within the domain). This type of visual analysis (an example of a graph used is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring as well as whether important roles/responsibilities are represented at data meetings. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time.
Identification of Specific Needs

Each item within the domains also can be graphed to examine trends in which components tend to be implemented more or less frequently. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement and that implementation takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing already existing plans (e.g., professional development to be delivered, pending procedure changes) the time to take effect. Barriers to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Although conducting observations is a reliable method for examining implementation integrity, available resources may limit the extent to which they can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from observations be compared with other data/information on integrity (other tools for examining implementation fidelity are discussed elsewhere in this manual).

Data Dissemination to Stakeholders

It is important that dissemination and examination of implementation integrity data among key stakeholders on implementation integrity be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the observation data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of integrity. DBLT members may also want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions about each school’s implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were de-
signed to facilitate discussions about each school’s data, including current level of problem-solving implementation and consistency between observation data and other implementation integrity measures (e.g., other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.

- What are the patterns?
  - What patterns are evident among each of the individual items on the checklist and across all data sources?
  - What steps of the problem-solving process are occurring more frequently? Less frequently?
  - Are there any current indicators that show a zero or low level of implementation? Why?
  - Have these been targeted in the past?
    - Do barriers exist with consensus or infrastructure?
    - Other priorities?
    - Meetings not happening or focusing on implementation?
- How have you progressed in implementing the Problem-Solving Model with fidelity?
  - Looking across all fidelity measures (CCC, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
  - Do the data from the Critical Component Checklist and Observations support what is evident in the SAPSI items 22a-22i?
  - Are there discrepancies among the different sources of data with using the Problem-Solving model?
    - How might these discrepancies be interpreted?

**School-Level Example of Tier I and II Observation Checklist Data**

The following example demonstrates how key stakeholders may use data derived from the Tier I and II Observation Checklist to inform PS/RtI implementation. Data from the Tier I and II Observation Checklist are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

**Context for the Data**

Tropical Elementary has been working toward implementing a PS/RtI model for the past two school years. The first year was focused on developing consensus among staff regarding implementing PS/RtI, addressing some infrastructure needs, and piloting implementation in kindergarten. During the second year, Tropical Elementary began implementing the PS/RtI model when addressing Tier I reading content in grades K-2. The SBLT at the school decided that they would need to assess implementation of the problem-solving process during Tier I focused
Figure 8. School-Level Example of Tiers I and II Observation Checklist Data Display
data meetings throughout the school year. The PS/RtI Coach serving Tropical Elementary scheduled and completed observations for the Fall kindergarten, first, and second grade-level team meetings during which core instructional issues were discussed. Following the observations, the PS/RtI Coach graphed the observation data for the SBLT at Tropical Elementary to identify steps of the problem solving process that were being implemented, what roles/responsibilities were represented, and to identify areas that needed additional support. In Figure 8 above, the bars represent the percentage of components marked as present across the checklists completed for grades K-2. The percentage was calculated by adding up the number of components present within each domain and dividing by the total number of possible components present within the domain.

**Interpretation and Use of the Data**

**Examination of broad Tier I and II Checklist domains.** Immediately evident in Figure 8 above is that Tropical Elementary experienced some success implementing PS/RtI in grades K-2 but low levels of implementation occurred for the majority of steps. The SBLT and PS/RtI Coach discussed that Problem Identification was a relative strength (64% of components assessed were implemented across grades K-2) but that the data suggested that implementation needed to be addressed across all domains observed. With the exception of the Problem Identification step, 50% or less of the critical components of each step/domain were observed.

**Identification of specific needs.** The SBLT and Coach discussed many potential barriers to higher levels of implementation. After some deliberation, the team decided to investigate why only 50% of the roles and responsibilities were marked as present during data meetings. Specifically, the team decided to conduct an item-level analysis to identify which roles and responsibilities were present versus absent. Looking at the data by item demonstrated that an identified facilitator was present only 33% (i.e., one out of three meetings) of the time. Given the importance of facilitators to successful problem solving, this area was identified for further discussion. Additionally, the role of timekeeper was marked as absent during all meetings observed. This was also a concern as tasks were not completed during meetings. Upon discussing the reasons that these two responsibilities went mostly unfulfilled, the team discovered that they had not concretely assigned anyone to be a facilitator or timekeeper. In terms of the facilitator, the SBLT discussed that the school psychologist (also a member of the SBLT) had taken an active role in facilitating the one meeting she was able to attend; however, the grade-level meetings for two of the grade levels occurred on days that she served other schools. Based on these discussions, the principal agreed to work with the K-2 teachers to schedule the remaining Tier I focused data meetings for the school year on days the school psychologist was at the school. In addition, the PS/RtI Coach agreed to train another SBLT member to facilitate data meetings using the PS/RtI model. Regarding the role of timekeeper, the special education teacher on the SBLT volunteered to take on the role for future meetings as she attends all the primary grade-level team meetings. Finally, the SBLT developed a poster that included identifying who will be the facilitator and timekeeper to act as a reminder prior to starting team meetings.
Monitoring of implementation using *Tier I and II Observation Checklist* data over time. Following the Winter data meetings in grades K-2, the SBLT at Tropical Elementary and the PS/RtI Coach met to examine levels of PS/RtI implementation. A quick look at the results (not displayed here) indicated that 65% or greater of the components assessed by the checklist were observed for each domain. The team felt that these data were consistent with their perceptions of more fluidly engaging in problem-solving and agreed that the data represented progress. Furthermore, the team discussed that having an identified, trained facilitator and timekeeper at each meeting helped with implementation of the steps. Finally, SBLT members discussed remaining barriers to engaging in the process with higher levels of integrity and developed an action plan to address selected obstacles.
Tiers I & II Observation Checklist Administration Summary

This document is intended to provide you with a summary of the administration procedures for the Tiers I & II Observation Checklist during the 2009-10 school year. Below you will find information on what levels of implementation the instrument assesses, the methods used to assess implementation, when and how to complete the checklists, procedures for completing inter-rater agreement checks, and dates that the checklists are due to the Project. Please contact Jose Castillo (castillo@coedu.usf.edu) with any questions or issues related to the completion of this checklist.

What is the purpose of this instrument?

- Assesses implementation of a PS/RtI model at the Tier I (i.e., core instruction) and/or II (i.e., small groups) levels.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools.

For which schools, content areas, and grade levels is this instrument completed?

- Completed for pilot schools only.
- Content areas assessed can include reading, math, and/or behavior. For Project purposes, PS/RtI coaches should complete this instrument for only those content areas being targeted by the pilot schools.
- Grade levels assessed can include K-5. For Project purposes, PS/RtI coaches should complete this instrument for only those grade levels being targeted by the pilot schools.

What methods are used to complete this instrument?

- Observation is the primary method by which PS/RtI coaches complete this checklist.
- Coaches attend data meetings focusing on Tier I and/or II instruction/intervention. These meetings can include different compositions of school personnel (e.g., School Based Leadership Teams, Grade-Level Meetings) as long as the purpose of the meeting is to focus on Tier I and/or II instruction. This observation checklist should NOT be completed at meetings where individual student focused problem-solving is occurring.

How do I score this instrument?

- Each item is scored using a 2 point scale:
  - Absent
  - Present
- No scoring rubric accompanies this instrument. Because coaches complete the checklist in real time during a meeting, they need to be able to make quick decisions about whether a critical component was present or absent. To help prepare coaches prior to meetings and review what each critical component assesses, a review of each item is provided below.

When is this instrument completed?

- This checklist is completed 3 times during the school year by dividing it into windows.
Windows represent a time period within which coaches should attend data meetings relevant to Tier I and/or II instruction for the target content areas and grade levels. Windows used for the Project are:

- August-November
- December-March
- April-July

How many of these checklists do I complete?

- One checklist is completed per window per pilot school. Choose the primary content area focus for your pilot school and one target grade level. For whichever content area and grade level is selected, coaches will complete one checklist per window. For example, if a school is targeting reading and math in grades K and 1, a coach would need to choose either reading or math and either grades K or 1. If the coach chose math and kindergarten, then 1 checklist would be completed for that content area and grade level during each window.

How do we conduct inter-rater agreement for this checklist?

- Inter-rater agreement scoring procedures must be used for the first meeting that a coach completes a checklist on during the first (i.e., August-November) and third (i.e., April-July) windows for one of his/her schools. If the coach and his/her inter-rater partner achieve 85% agreement, then the coach does not need to have another trained rater independently complete a checklist at the same meeting until the next window for which inter-rater agreement is required. If the coach and his/her partner do NOT achieve 85% agreement, then the coach needs to have a partner independently complete a checklist at the next meeting(s) at which s/he observes until 85% agreement is reached.
- Inter-rater agreement procedures should be applied at the start of the first (i.e., August-November) and third (i.e., April-July) windows for each coach until 85% agreement is reached. Inter-rater agreement checks are NOT required during the second window (i.e., December-March).
- Coaches or RCs identified as the inter-rater partner should complete the checklist at the same meeting independently. Following independent scoring, coaches should use the Tiers I & II Observation Checklist Inter-Rater Agreement Protocol to record agreements and disagreements for each item and calculate the overall percentage of agreement. This estimate will be used to determine if the 85% agreement criterion was reached to discontinue inter-rater agreement procedures until the next window for which inter-rater agreement checks are required.
- Coaches/RCs should then discuss any disagreements and attempt to achieve consensus regarding how to score the item in the future when similar situations arise.

When are the checklists due to the Project?

- The checklists are due approximately one week after the conclusion of a window.
- Due dates for each window’s checklists are:
  - August-November: December 18, 2009
  - December-March: April 9, 2010
  - April-July: July 31, 2010

Item Scoring Description
Personnel Present

Items 1-9 are meant to assess what personnel and roles are represented at the data meetings. Because some of the personnel listed below may also serve as data coaches, facilitators, recorders, and/or timekeepers, one person at the meeting may result in present being checked for multiple items. However, to count an individual for more than one item, it must be clear to the coach that the individual is actually performing one of the four functions mentioned above in addition to his/her job title in the school.

1. **Administrator:** The Principal or Assistant Principal is present for the majority of the meeting.
2. **Classroom Teacher:** At least one classroom teacher is present for the majority of the meeting.
3. **Parent:** At least one parent is present for the majority of the meeting.
4. **Data Coach:** A person whose job it is to explain and/or address questions about data used is present for the majority of the meeting.
5. **Instructional Support:** A least one person is present who represents Instructional Support personnel (e.g., Reading Specialist/Coach, Title I teacher, Intervention teacher) for the majority of the meeting.
6. **Special Education Teacher:** At least one special education teacher is present for the majority of the meeting.
7. **Facilitator:** A person whose role it is to facilitate the team’s progression through the problem solving process is present for the majority of the meeting.
8. **Recorder:** A person whose responsibility it is to write down the outcomes of the process is present for the majority of the meeting.
9. **Timekeeper:** A person whose responsibility it is to prompt participants at the meeting about how much time is left to problem solve is present for the majority of the meeting.

Problem Identification

10. **Data were used to determine the effectiveness of core instruction:** Quantifiable data were used to calculate the degree to which core instruction was effective.
11. **Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions:** Decisions were made to modify core and/or supplemental instruction that were linked to the decision that was made about the effectiveness of core instruction.
12. **Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention:** Data from assessments such as DIBELS or local benchmarking assessments were included in decisions to identify students in need of additional support.

Problem Analysis

13. **The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks:** Potential reasons for students not meeting benchmarks were discussed prior to developing an intervention plan.
14. **Data were used to determine viable or active hypotheses for why students were not attaining benchmarks:** RIOT (Review, Interview, Observe, Test) procedures were used to determine which reasons discussed are the most likely barriers to students attaining benchmarks.
Intervention Development & Implementation

15. **Modifications were made to core instruction**
   a. **A plan for implementation of modifications to core instruction was documented:** A concrete plan for making modifications to core instruction was developed during the meeting (must include who, what, and when).
   b. **Support for implementation of modifications to core instruction was documented:** A concrete plan for providing support to the individual(s) making modifications to core instruction was developed during the meeting (must include who, what, and when).
   c. **Documentation of implementation of modifications to core instruction was provided:** Documentation of the degree to which the modifications to core instruction were implemented as intended was provided during the meeting.

16. Supplemental (Tier II) instruction was developed or modified
   a. **A plan for implementation of supplemental instruction was documented:** A concrete plan for developing or making modifications to supplemental instruction was developed during the meeting (must include who, what, and when).
   b. **Support for implementation of supplemental instruction was documented:** A concrete plan for providing support to the individual(s) developing or making modifications to supplemental instruction was developed during the meeting (must include who, what, and when).
   c. **Documentation of implementation of supplemental instruction was provided:** Documentation of the degree to which the supplemental instruction plan was implemented as intended was provided during the meeting.

Program Evaluation/RtI

17. **Criteria for positive response to intervention were defined:** A quantifiable amount (e.g., 1.5 words per week, jump from 60 to 70% of comprehension questions correct, 65% meeting benchmarks to 80% meeting benchmarks) that the students would have improve for the response to be considered positive is decided upon by the team.

18. **Progress monitoring and/or universal screening data were collected/scheduled:** Progress monitoring and/or universal screening data (universal screening data scheduled previously counts for this item) were collected or scheduled to examine student RtI

19. **A decision regarding student RtI was documented:** A decision regarding how well the students responded to instruction/intervention was reached by the team.

20. **A plan for continuing, modifying, or terminating the intervention plan was provided:** A concrete decision regarding whether to continue, modify, or stop the intervention plan was reached by the team.
Blank Tiers I & II Observation Checklist

Problem Solving/Response to Intervention Observation Checklist

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

## Tiers I & II Observation Checklist

<table>
<thead>
<tr>
<th>School Name: _________________________</th>
<th>Content Area:</th>
<th>Reading</th>
<th>Math</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ________________________________</td>
<td>Grade Level:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Prior to the Problem-Solving Team/Data meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.

### Critical Component

<table>
<thead>
<tr>
<th>Personnel Present</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Data Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instructional Support (e.g., Reading Coach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Special Education Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recorder (i.e., Notetaker)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Timekeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problem Identification

<table>
<thead>
<tr>
<th>Problem Identification</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Data were used to determine the effectiveness of core instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problem Analysis

<table>
<thead>
<tr>
<th>Problem Analysis</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intervention Development/Support

<table>
<thead>
<tr>
<th>Intervention Development/Support</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
</table>
| 15. Modifications were made to core instruction  
(Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify core instruction) | | | |
<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A plan for implementation of modifications to core instruction was documented</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>b. Support for implementation of modifications to core instruction was documented</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>c. Documentation of implementation of modifications to core instruction was provided</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>16. Supplemental (Tier II) instruction was developed or modified (Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify supplemental instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. A plan for implementation of supplemental instruction was documented</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>b. Support for implementation of supplemental instruction was documented</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>c. Documentation of implementation of supplemental instruction was provided</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Program Evaluation/RtI**

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Criteria for positive response to intervention were defined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Progress monitoring and/or universal screening data were collected/scheduled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. A decision regarding student RtI was documented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. A plan for continuing, modifying, or terminating the intervention plan was provided</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
__________________________________________
Tier I and II Critical Components Checklist

Description & Purpose

Theoretical Background

The Tier I and II Critical Components Checklist is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during data meetings addressing Tier I (i.e., core instruction) and/or II (i.e., small groups) instruction. Implementation of new practices such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: self-report, permanent product reviews, and observations (Noell & Gansle, 2006).

Description

The Tier I and II Critical Components Checklist is completed by a trained reviewer who indicates the extent to which components of the PS/RtI model are evident in permanent products (i.e., documentation such as charts/graphs, meeting notes, meeting worksheets) from data meetings addressing Tier I and/or II content. Specifically, the instrument contains 11 items that examine the extent to which each of the four steps of problem solving (i.e., Problem Identification, Problem Analysis, Intervention Development & Implementation, and Program Evaluation/RtI) are evident. The checklist can be applied to academic (e.g., reading, math) or behavior content areas. Reviewers use a standard scoring rubric (see Supplements, page 163) to evaluate implementation of critical PS/RtI components using the following scale: 0 = Absent; 1 = Partially Present; 2 = Present. For selected items, reviewers may select N/A (Not Applicable) if a defensible decision was made to not to address a specific component of the model. Finally, spaces are provided for reviewers to record evidence or comments to justify or further explain the rationale for the score provided.

Purpose

The purpose of the Tier I and II Critical Components Checklist is to provide stakeholders with a practical methodology for evaluating the extent to which educators
implement PS/ RtI practices in data meetings addressing Tier I and/or II content. Data from permanent product reviews tend to be moderately reliable and efficient. Permanent product reviews are typically more reliable than self-report measures of implementation; however, it should be noted that the methodology is often more resource-intensive (e.g., requires trained raters, time for personnel to gather and examine permanent products). Conversely, permanent product reviews are typically less reliable than direct observations but often require less resources (e.g., does not require travel to schools, live observations of meetings, etc.). Thus, it is typically recommended that permanent product reviews such as the Tier I and II Critical Components Checklist be combined with other sources of information when assessing implementation integrity.

Intended Audience

Who Should Complete the Tier I and II Critical Components Checklist?

It is highly recommended that individuals completing the checklist have expertise in the PS/ RtI model and conducting permanent product reviews. Specifically, reviewers must understand the problem-solving process to identify the extent to which steps are occurring during Tier I and/or Tier II data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/ RtI Project are PS/ RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

Who Should Use the Results for Decision Making?

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the Tier I and II Critical Components Checklist. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/ RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/ RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/ RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the

Facilitator:
Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

Timekeeper:
Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

Data Coach:
Data coaches provide assistance with interpreting data and using it to inform decisions.

Recorder:
Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.
district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitate problem-solving to address barriers to implementation.

**Directions for Administration**

**Step 1**

Identify the content areas and grade levels being targeted by the school(s) for which the *Tier I and II Critical Components Checklist* is being completed. It is recommended that the checklists be completed from products derived from Tier I and II data meetings that are related to the goals of the school. For example, if the school has identified reading as their target subject area and grades K-2 as their target grade levels, then the *Tier I and II Critical Components Checklist* should be completed using permanent products from data meetings in which reading data for those grade levels (or groups of students from within those grade levels) were discussed.

**Step 2**

Identify when Tier I and II data meetings occur and who is involved in the meetings. Schools and districts conduct different types of data meetings at different times of the year. Stakeholders in charge of facilitating completion of the checklist should determine which meetings address Tier I and II issues, who is involved in those meetings, and when they occur. Examples of common meetings include leadership team meetings, grade level meetings involving teachers, team meetings, and meetings during which small-group interventions are planned. Meetings focused on Tier I issues tend to occur three to four times per year whereas meetings focused on Tier II instruction may occur more frequently (e.g., monthly). Importantly, the *Tier I and II Critical Components Checklist* should NOT be completed for meetings where individual student focused problem-solving is occurring.

**Step 3**

Find out who to contact for permanent products that come from identified meetings and what products will likely be available. Schools and districts have different policies on how meetings are run, what documentation must be kept, how any documentation retained is organized (e.g., teachers keep their own data, grade level binders kept by the team leader, all documentation turned into the principal), and who is allowed to access it. Stakeholders completing the checklist must determine who to gather any available products from and what documents should be collected. It is recommended that individuals completing the checklists consult with district administrators and principals regarding school and district policies for documenting meeting outcomes. They can either explain how permanent products
are organized and what should be asked for or refer stakeholders completing the checklist to someone who can provide assistance (e.g., grade-level team leader, content specialist such as a literacy coach, school psychologist).

**Step 4**

Gather any relevant documentation for the period of time for which the checklists are being completed. Reviewers may choose to complete the *Tier I and II Critical Components Checklist* to align with universal screening time points. For example, if schools collect universal screening data three times (i.e., Fall, Winter, and Spring), then *Tier I and II Critical Components Checklists* could be completed from the products derived from each data meeting in which the universal screening data were discussed. In this example, if the stakeholder completing the checklist was completing them for meetings that occurred in the Fall, s/he would gather any relevant products from the person(s) identified in Step 3 for data meetings that occurred between an identified time frame (e.g., August through November). Identifying a time frame is recommended, because dates of universal screenings and data meetings vary across schools and districts.

**Step 5**

Complete the checklists using the *Tier I and II Critical Components Checklist Standard Scoring Rubric*. Project staff recommend that checklists be completed for each content area and grade-level the school is targeting. For example, if a school is targeting reading in grades K-2, 3 checklists should be completed (i.e., one for K, one for grade 1, and one for grade 2; see *Supplements*, page 160 for an example of procedures that Project PS/RtI Coaches used to complete the checklists). A standard scoring rubric is used to facilitate consistent scoring of the extent to which each critical component of problem solving is evident (see *Supplements*, page 163). Criteria are provided for how to score each item and this process has resulted in high inter-rater agreement estimates among Project PS/RtI Coaches completing the checklists. It is important that stakeholders completing the checklist have a thorough understanding of the PS/RtI model because those participating in the meeting may not follow the problem-solving process in the exact order in which the steps are listed on the checklist. In other words, the reviewer needs to be knowledgeable enough regarding the problem-solving process to be able to identify components of problem solving that may not be clearly labeled or in a particular order in the products examined.

**Step 6**

Complete inter-rater agreement procedures when applicable. Ensuring that permanent product reviews are completed accurately is critical to data collection. For this reason, it is recommended that two reviewers review permanent products from the same meeting periodically. This procedure allows reviewers to discuss differences and come to consensus regarding how to score particular items when conducting future permanent product reviews. The extent to which inter-rater agreement procedures take place depends on the time and resources available to reviewers.

---

**Universal screening:** The practice of assessing all students’ performance in a given content area. Typically the assessments can be administered relatively quickly and are used to (1) evaluate student response to core instruction (Tier I) and (2) identify students at-risk for not meeting benchmarks or standards (Batsche et al., 2005).
It is recommended that reviewers reach 80-85% inter-rater agreement before continuing to complete permanent product reviews independently. Inter-rater agreement levels below 80-85% may indicate that additional training is necessary. An example of how inter-rater agreement procedures were conducted by Project PS/RtI Coaches is included in Supplements, page 161.

**Frequency of Use**

When determining how often observers should complete the *Tier I and II Critical Components Checklist*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. Completing the *Tier I and II Critical Components Checklist* requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the *Tier I and II Critical Components Checklist* should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Tier I and II Critical Components Checklist* are provided below.

It is recommended that a trained reviewer complete the *Tier I and II Critical Components Checklist* from permanent products collected from each meeting that targets Tier I and II instruction. The meetings should be aligned with the school’s target content areas and grade levels (i.e., one checklist would be completed per content area and grade level). The occurrence of school-wide and small-group intervention data meetings typically depends on the frequency of universal screenings and progress monitoring. For example, if a school collects universal screening data in reading three times a year, it is recommended that permanent products from the data meetings following the universal screenings would be reviewed (e.g., products from the meetings following Fall, Winter, and Spring universal screening could be reviewed for evidence of problem-solving) and used to complete checklists for each grade-level. See Supplements, page 162 for information on how often PS/RtI Coaches completed the *Tier I and II Critical Components Checklist*.

- **Technical Adequacy**

  **Content Validity Evidence**

  To inform development of the *Tier I and II Critical Components Checklist*, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of the criti-
ical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to PS/RtI (e.g., Barger & Kratochwill, 1990; Batsche et al., 2005) to identify critical components of the model. Relevant information was identified, analyzed, and used to select the components of the problem-solving process (for more information, please see page 2 of this document) that would be assessed by the instrument.

**Inter-Rater Agreement**

The ability of reviewers to provide reliable data on implementation levels using the *Tier I and II Critical Components Checklist* has been supported by high levels of inter-rater agreement among Project PS/RtI Coaches completing the instrument. Two Coaches independently completed checklists using the permanent products derived from randomly selected Tier I and II data meetings. The two reviewers then derived inter-rater agreement estimates by dividing the number of agreements by the number of agreements plus disagreements. The average percent agreement from *Tier I and II Critical Components Checklists* independently completed by pairs of Coaches during the 2008-09 and 2009-10 school years (n = 108) was 91.16%.

**Scoring**

*Analysis of Responses to the Tier I and II Critical Components Checklist*

The Florida PS/RtI Project has primarily utilized two techniques when analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent, Partially Present, and Present) by reviewers can be calculated for each item.

Calculating item means provides an overall impression of the implementation level of problem solving steps. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows stakeholders to examine general patterns in the extent to which educators implement the components of (1) Problem Identification, (2) Problem Analysis, (3) Intervention Development/Support, and (4) Program Evaluation/RtI. A domain score for each of the four domains measured by the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to produce an average level of implementation for each domain. The four domains and the items that comprise them are as follows:

- **Domain 1** (*Problem Identification*): Items 1-3
- **Domain 2** (*Problem Analysis*): Items 4-5
- **Domain 3** (*Intervention Development & Implementation*): Items 6a-7c
- **Domain 4** (*Program Evaluation/RtI*): Items 8-11.

For example, if an observer selected *Absent, Present, and Partially Present* when completing Items 1-3 that comprise the “Problem Identification” section, the values corresponding with those responses would be added together to obtain a total value of 3 (i.e., 0+2+1=3). The total value of 3 would be divided by the number of items (3) to obtain the domain score (i.e., 3/3 = 1). A domain score of 1 could be interpreted as the components of Problem Identification, on average, being partially present in permanent products derived from Tier I & II focused data meetings.
Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present, partially present, or absent for an item, on the other hand, provides information on the range of implementation levels. This information can be used to determine what percentage of schools, grade levels or other units of analysis (e.g., districts, intermediate versus primary grade levels) implemented, partially implemented, or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools, grade levels, etc. implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” can be addressed more readily with frequency data.

It is recommended that key stakeholders analyze Tier I and II Critical Components Checklist data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present, partially present, and absent. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Technology Support**

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.
Training Required

Training Recommended for Individuals Completing Permanent Product Reviews Using the Tier I and II Critical Components Checklist

Qualifications of the observer. Personnel in charge of completing permanent product reviews using the Tier I and II Critical Components Checklist should have a thorough understanding of the PS/RtI model. If individuals with expertise in PS/RtI are not available, reviewers should receive thorough training in the PS/RtI model prior to being trained to use the checklist.

Content of the training. It is highly recommended that trainings on completing permanent product reviews using the Tier I and II Critical Components Checklist include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes.
- Each item should be reviewed so that participants have a clear understanding of what is being measured. The Tier I and II Critical Components Checklist Scoring Rubric document should be used to review the content of each item.
- In addition to the theoretical background and review of what each item measures, trainings should include modeling completion of the checklist, opportunities for participants to practice, and feedback to participants. First, trainers should model completion of the checklist from a sample set of permanent products. Participants should be given copies of the sample set and be asked to follow along while the trainer talks through why s/he selected a given response from the scoring rubric for each item. Next, participants can be provided another set of products from a data meeting and be asked to complete the checklist along with the trainer. The trainer and participants may discuss answers as they go along to clarify decisions being made. Finally, participants should complete the checklist independently from a third set of products and calculate inter-rater agreement with a partner. Inter-rater agreement estimates should be calculated using the same formula described above. It is recommended that participants reach 80-85% inter-rater agreement before completing the Tier I and II Critical Components Checklist independently.
- Finally, the training should include a review of the school, district, or other agencies’ plan for conducting product reviews using the checklist so that the participants can learn what they will be responsible for completing and ask questions about the plan.

Training Suggested for Analyzing, Interpreting, and Disseminating Tier I and II Critical Components Checklist Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific
to the Tier I and II Critical Components Checklist may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided are:

- Appropriate use of the checklist given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the instrument
- Guidelines for interpreting and disseminating the results

Information is available in this manual that can be used to inform training in the aforementioned areas should training be necessary.

**Interpretation and Use of the Data**

**Examination of Broad Domains**

When interpreting Tier I and II Critical Components Checklist data, it is recommended to start by examining the four broad domains measured by the checklist (i.e., Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI) to determine the extent to which permanent products indicate that PS/RtI practices are being implemented. Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining Tier I and II Critical Components Checklist data is to take note of the average levels of implementation of components within the problem solving domains. This type of visual analysis (an example of a graph used at the school level is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time (i.e., within and across school years).

**Identification of Specific Needs**

The Tier I and II Critical Components Checklist can be used to identify which components of the problem-solving process are more versus less evident in permanent products derived from data meetings. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement and that implementation takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing time for already existing plans (e.g., professional development to be delivered, pending procedure changes) to take effect. Barriers to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of
time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Reviewing permanent products tends to provide moderately reliable information on which implementation integrity can be examined. The extent to which schools maintain products from meetings in an organized manner may impact the accuracy of the information obtained. Furthermore, available resources may limit the extent to which product reviews can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from the Tier I and II Critical Components Checklist be compared with other data/information on integrity (other tools for examining implementation integrity are discussed elsewhere in this manual).

**Data Dissemination to Stakeholders**

It is important that implementation integrity data dissemination and examination among key stakeholders be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the observation data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members may also want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions about each school’s implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were designed to facilitate discussions about each school’s data, including current level of problem-solving implementation and consistency between permanent product review data and other implementation integrity measures (e.g., other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.

- What are the patterns?
  - What patterns are evident among each of the individual items on the checklist and across all data sources?
  - What steps of the problem-solving process are occurring more frequently? Less frequently?
• Are there any current indicators that show a zero or low level of implementation? Why?
• Have these been targeted in the past?
  - Do barriers exist with consensus or infrastructure?
  - Other priorities?
  - Meetings not happening or focusing on implementation?
• How have you progressed in implementing the Problem-Solving Model with fidelity?
  - Looking across all fidelity measures (CCC, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
• Do the data from the Critical Component Checklist and Observations support what is evident in the SAPSI items 22a-22i?
• Are there discrepancies among the different sources of data with using the Problem-Solving model?
  - How might these discrepancies be interpreted?

School-Level Example of Tier I and II Critical Components Checklist Data

The following example demonstrates how key stakeholders may use data derived from the Tier I and II Critical Components Checklist to inform PS/RtI implementation. Data from the Tier I and II Critical Components Checklist are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

Context for the Data

Hurricane Elementary just completed their first year of implementing the PS/RtI model. During the first year, the school focused on evaluating the effectiveness of core (Tier I) and supplemental (Tier II) instruction in kindergarten. At the beginning of the year, the SBLT at Hurricane Elementary decided to assess implementation of PS/RtI at the Tier I and II levels to determine the degree to which staff were implementing the model during data meetings. The PS/RtI Coach serving Hurricane Elementary reviewed permanent products from a Fall kindergarten grade-level team meeting (kindergarten was targeted for initial PS/RtI implementation) during which universal screening data were discussed to inform instruction. Subsequent product reviews occurred during following similar Winter and Spring meetings that took place after the remaining two universal screening windows. Figure 9 above contains checklist data from across Year 1. Each bar represents the score recorded for each item (0 = Absent, 1 = Partially Present, 2 = Present) during the three administration windows. Blue bars represent Fall data, burgundy bars represent Winter data, and tan bars represent Spring data.
Figure 9. Hurricane Elementary’s Tier I and II Critical Components Checklist Data from across year 1.
**Interpretation and use of the data**

Examination of broad *Tier I and II Critical Components Checklist* domains. Following the first permanent product review, the PS/RtI Coach at Hurricane Elementary graphed the *Tier I and II Critical Components Checklist* data for the SBLT to help identify components of the PS/RtI model that were being implemented versus potential targets for improvement. Immediately evident from the Fall data displayed in Figure 9 is that Hurricane Elementary partially implemented some components of the PS/RtI model; however, many components were not evident in the permanent products. Specifically, evidence of implementation was partially present or present for all of the components of the Problem Identification and Problem Analysis steps. Conversely, little evidence of implementation of the Intervention Development and Implementation and Program Evaluation/RtI steps was evident.

SBLT members and PS/RtI Coaches discussed the extent to which the data reflected what truly occurred (i.e., a question was asked about whether things occurred that were not captured in the permanent products) and came to consensus that the data appeared to be mostly accurate. Given this conclusion, SBLT members agreed that they had more success implementing the Problem Identification and Problem Analysis steps than the final two steps of the problem solving process. Although the educators implemented the first two steps with relatively higher levels of integrity, the SBLT and Coach agreed that they needed to address integrity with the entire process rather than focusing on a particular component. SBLT members discussed barriers to implementing the model and decided that neither they nor the kindergarten teachers participating in the Fall meeting felt comfortable with problem solving. Therefore, an action plan was developed to have members of the SBLT and the PS/RtI Coach meet with the kindergarten teachers during identified grade-level meeting times to address consensus issues regarding using the process as well as to review the steps to be used.

**Identification of specific needs.** The Fall data reflected in Figure 9 above suggested that implementation of all steps of the PS/RtI model needed to be addressed. SBLT members agreed to implement the plan outlined above and meet again following the Winter and Spring data meetings to examine changes in implementation levels. See the Monitoring Implementation Over Time section below for a discussion regarding specific needs identified by Hurricane Elementary following the Spring administration window.

**Monitoring of implementation using Tier I and II Critical Components Checklist data over time.** The SBLT and PS/RtI Coach met following the Spring data meeting to determine what changes occurred in implementing components of the PS/RtI model. The data displayed in Figure 9 above were visually analyzed to evaluate any changes as well as to identify specific needs to be addressed. When examining the data, the SBLT noted an increase in using data to determine the effectiveness of core instruction (Item 1), making decisions to modify core instruction or develop Tier II interventions (Item 2), and using universal screening data to identify students in need of additional support (Item 3). The data for these items suggested that full implementation of the Problem Identification step was evident in the products
derived from the meetings. The SBLT also noted increases that resulted in full implementation being evident for the following components: developing reasons for students not meeting benchmarks (Item 4), documenting modifications to core instruction and support plans (Items 6a and 6b), and collecting/scheduling progress monitoring data (Item 9). These items represented some components of the Problem Analysis, Intervention Development and Implementation, and Program Evaluation/RtI steps but needs within each of these steps became evident.

Specifically, the SBLT identified potential needs in the areas of using data to validate hypotheses (Item 5); documenting modifications to core instruction (Item 6c), defining criteria for positive student RtI (Item 9), and making decisions about student RtI (Item 10) and modifications to the instructional plan (Item 11). After some discussion, the SBLT decided that a barrier to implementing many of the identified needs continued to relate to lack of proficiency with the data-based decision making necessary to fully implement the model. Members discussed potential actions and developed a plan that included the PS/RtI Coach providing additional training to SBLT members and the kindergarten teachers at the beginning of the following school year targeting the data-based decisions on which they continued to struggle. The SBLT also agreed to continue to collect Tier I and II Critical Components Checklist data during Year 2 of implementation to evaluate their progress and ensure that PS/RtI was being implemented with integrity at Hurricane Elementary.
**What is the purpose of this instrument?**

- Assesses implementation of a PS/RtI model at the Tier I (i.e., core instruction) and/or II (i.e., small groups) levels.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools.

**For which schools, content areas, and grade levels is this instrument completed?**

- Completed for **pilot and comparison schools**
- **Content areas** assessed can include reading, math, and/or behavior. For Project purposes, PS/RtI coaches should complete this instrument for only those content areas being targeted by the pilot schools. For each comparison school, complete the checklist for the same content areas as the pilot school to which it was matched.
- **Grade levels** assessed can include K-5. For Project purposes, PS/RtI coaches should complete this instrument for only those grade levels being targeted by the pilot schools. For each comparison school, complete the checklist for the same grade levels as the pilot school to which it was matched.

**What methods are used to complete this instrument?**

- **Permanent product (i.e., documentation) review** is the primary method by which PS/RtI coaches complete this checklist.
- Coaches collect documents from data meetings focusing on Tier I and/or II instruction/intervention. These documents can come from multiple sources (e.g., data binders; notes from coaches, principals, reading specialists, etc.; printouts from databases; forms used to record outcomes of the process) as long as they relate to meetings focusing on Tier I and/or II instruction. NO documentation reflecting individual student problem-solving should be used to complete this instrument.
- With few exceptions, documentation used to complete this instrument should be in hard copy form (see examples above). The purpose of this requirement is to increase the probability that documents collected reflect components of the problem solving process used by participants and not activities completed to comply with district and/or state mandates (e.g., Kindergarten SRUSS data; automatically generated graphs in the PMRN). The assumption is that printed electronic files (e.g., PMRN graphs in hard copy format) or manually typed or written documents better reflect actual use of the process. Exceptions to this rule include electronic files that were created by participants during the problem solving process at the school (e.g., PowerPoint used to present data; electronic form used to document the outcomes of the process) because these files indicate participation by...
team members.

**How do I score this instrument?**

- Each item is scored using a 3 point Likert-type scale:
  - 0 = Absent
  - 1 = Partially Present
  - 2 = Present
- A **scoring rubric** accompanies this instrument that provides criteria for determining the degree to which each critical component of problem solving is evident in the documentation being reviewed. This rubric **must be used** to complete each checklist to ensure an acceptable level of standardization across scorers, districts, schools, etc. See the materials included in the shipment to you for a copy of this rubric.

**When is this instrument completed?**

- This checklist is completed **3 times** during the school year by dividing it into windows
  - Windows represent a time period for which coaches should gather all documentation relevant to Tier I and/or II for the target content areas and grade levels to complete the checklists. Windows used for the Project are:
    - August-November
    - December-March
    - April-July

**How many of these checklists do I complete?**

- One checklist is completed **per content area and grade level targeted by the pilot school** in each window. For example, if a school is targeting reading and math in grades K and 1, four checklists would be completed during each window. Two checklist in kindergarten (one for reading and one for math) and two checklists in first grade (one for reading and one for math) would be completed.

- For each comparison school, the same number of checklists would be completed as for the pilot school to which it was matched. For example, for the comparison school matched to the school above, 4 checklists would be completed (one for reading in K, one for reading in 1st, one for math in K, and one for math in 1st).

**How do we conduct inter-rater agreement for this checklist?**

- Inter-rater agreement scoring procedures need to be used for checklists completed on products from the 2nd window (i.e., December-March).
- Inter-rater agreement procedures should be applied to one pilot and comparison school per coach (enclosed in this shipment is the list of pilot and comparison schools that you need to complete inter-rater agreement procedures on in case you do not have them from last year).
- Coaches or RCs identified as the inter-rater partner should score the same products used by the primary coach for a school independently using a separate checklist. Following independent scoring, coaches should use the **Tiers I & II Inter-Rater Agreement Protocol** to record agreements.
and disagreements for each item and calculate the overall percentage of agreement.

- Coaches/RCs should then discuss any disagreements and attempt to come to consensus regarding how to score the item in the future when similar situations arise.

When are the checklists due to the Project?

- The checklists are due approximately one month after the conclusion of a window.

- Due dates for each window’s checklists are:
  - August-October: **January 15, 2010**
  - December-March: **April 30, 2010**
  - April-July: **July 31, 2010**
**Tiers I & II Critical Components Checklist Scoring Rubric**

**Directions:** Criteria for completing each item on the *Tiers I and II Critical Components Checklist* are provided below. These criteria are meant to be applied to paperwork (i.e., permanent products) from a single data meeting (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). If completing this instrument on paperwork from multiple data meetings, use the scale provided at the end of this document to complete the final copy you submit to the PS/RtI Project.

**Criteria for a Single Data Meeting**

1. Data were used to determine the effectiveness of core instruction
   - 0 Absent = No data quantifying the effectiveness of core academic instruction are documented
   - 1 Partially Present = Data quantifying the effectiveness of core academic instruction for all students, or for demographic subgroups of students are documented
   - 2 Present = Data quantifying the effectiveness of core academic instruction for all students, and for demographic subgroups of students are documented

2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions
   - 0 Absent = No decision regarding modifying core instruction or developing supplemental interventions was indicated
   - 1 Partially Present = A decision to modify core instruction or to develop supplemental interventions was indicated, but the decision was not appropriate given the data used to evaluate the effectiveness of core instruction
   - 2 Present = A decision to modify core instruction or to develop supplemental interventions was indicated and the decision was appropriate given the data used to evaluate the effectiveness of core instruction

3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention
   - 0 Absent = Data were not used to identify students in need of supplemental intervention
   - 1 Partially Present = Students were identified for supplemental intervention based on data; however, the data used to make the decision came from outcome assessments such as the SAT-10 or FCAT
   - 2 Present = Data from universal screening assessments or other data sources were factored into the decision to identify students as needing supplemental intervention

4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks
0 Absent = Reasons for the students not meeting benchmarks were not developed

1 Partially Present = Reasons for the students not meeting benchmarks were developed, but the reasons do not span multiple hypotheses domains (e.g., curriculum hypotheses only)

2 Present = Reasons for the students not meeting benchmarks were developed and the reasons provided span multiple hypotheses domains (e.g., child, curriculum, peers, family/community, classroom, teacher)

5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks

0 Absent = Data not collected to determine the reasons that are likely to be barriers to the students attaining benchmarks

1 Partially Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for some hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks

2 Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for all hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks

6a. A plan for implementation of modifications to core instruction was documented

0 Absent = No plan for implementing the modifications to core instruction was documented

1 Partially Present = A plan for implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for implementing modifications to core instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

6b. Support for implementation of modifications to core instruction was documented

0 Absent = No plan for providing support to the personnel implementing the modifications to core instruction was documented

1 Partially Present = A plan for providing support to the personnel implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for providing support to the personnel implementing modifications to
### 6c. Documentation of implementation of modifications to core instruction was provided

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No information on the degree to which the modifications to core instruction were implemented was documented</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = Data were documented demonstrating that the modifications to core instruction were implemented, <strong>but</strong> none of the data were quantifiable</td>
</tr>
<tr>
<td>2</td>
<td>Present = Data were documented demonstrating that the modifications to core instruction were implemented <strong>and</strong> at least some of the data were quantifiable</td>
</tr>
</tbody>
</table>

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

### 7a. A plan for implementation of supplemental instruction was documented

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No plan for implementation of supplemental instruction was documented</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = A plan for implementation of supplemental instruction was documented, <strong>but</strong> the personnel responsible, the actions to be completed or the deadline for completing those actions was not included</td>
</tr>
<tr>
<td>2</td>
<td>Present = A plan for implementation of supplemental instruction was documented, <strong>and</strong> included the personnel responsible, the actions to be completed and the deadline for completing those actions</td>
</tr>
</tbody>
</table>

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

### 7b. Support for implementation of supplemental instruction was documented

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No plan for providing support to the personnel implementing supplemental instruction was documented</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = A plan for providing support to the personnel implementing supplemental instruction was documented, <strong>but</strong> the personnel responsible, the actions to be completed or the deadline for completing those actions was not included</td>
</tr>
<tr>
<td>2</td>
<td>Present = A plan for providing support to the personnel implementing supplemental instruction was documented, <strong>and</strong> included the personnel responsible, the actions to be completed and the deadline for completing those actions</td>
</tr>
</tbody>
</table>
7c. Documentation of implementation of supplemental instruction was provided

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No information on the degree to which supplemental instruction was implemented was documented</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = Data were documented demonstrating that the supplemental instruction protocol was implemented, but none of the data were quantifiable</td>
</tr>
<tr>
<td>2</td>
<td>Present = Data were documented demonstrating that the supplemental instruction protocol was implemented and at least some of the data were quantifiable</td>
</tr>
</tbody>
</table>

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

8. Criteria for determining positive RtI were defined

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No criteria for determining positive RtI were provided</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = Quantifiable data defining improvement in the target skill needed for positive RtI was provided, but the data did not include a rate index</td>
</tr>
<tr>
<td>2</td>
<td>Present = The rate at which improvement on the target skill is needed for student RtI to be considered positive was provided in measurable terms</td>
</tr>
</tbody>
</table>

9. Progress monitoring and/or universal screening data collected/scheduled

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = Little or no progress monitoring data were collected/scheduled</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = Progress monitoring data were collected/scheduled, but were not collected/scheduled frequently enough or were collected/scheduled using measures that were are not sensitive to small changes in the target skill</td>
</tr>
<tr>
<td>2</td>
<td>Present = Progress monitoring data were collected/scheduled at an appropriate frequency using measures that are sensitive to small changes in the target skill</td>
</tr>
</tbody>
</table>

10. Decisions regarding student RtI documented

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent = No discussion of the students RtI was provided</td>
</tr>
<tr>
<td>1</td>
<td>Partially Present = A discussion of student RtI was provided, but no decisions regarding positive, questionable, or poor RtI were made</td>
</tr>
<tr>
<td>2</td>
<td>Present = Documented decisions regarding whether the students demonstrated positive, questionable, or poor RtI were made based on progress monitoring data</td>
</tr>
</tbody>
</table>
11. Plan for continuing, modifying, or terminating the intervention plan provided

0 Absent = No plan for continuing, modifying, or terminating the intervention plan was provided

1 Partially Present = A plan for continuing, modifying, or terminating the intervention plan was provided, but it did not link directly to the students’ RtI

2 Present = A plan for continuing, modifying, or terminating the intervention plan was provided based on the students’ RtI

Criteria for Multiple Data Meetings

When completing this instrument on paperwork from multiple data meetings for a given school, use the following criteria when marking each item for the final copy you submit to the PS/RtI Project:

0. The critical component being examined is absent in more than 75% of the meetings for which permanent products are being reviewed

1. The critical component being examined is absent in 75% or less of the meetings for which permanent products are being reviewed, but is not marked present for 75% or more of the meetings for which permanent products are being reviewed

2. The critical component being examined is present in 75% or more of the meetings for which permanent products are being reviewed
Tiers I and II Critical Components Checklist

School: __________________________    Target Area:  ☐ Reading  ☐ Math  ☐ Behavior

Window:  ☐ 1  ☐ 2  ☐ 3    Grade Level (if applicable): __________________________

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

<table>
<thead>
<tr>
<th>Component</th>
<th>0 = Absent</th>
<th>1 = Partially Present</th>
<th>2 = Present</th>
<th>N/A = Not Applicable</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Data were used to determine the effectiveness of core instruction</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Development and Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Modifications were made to core instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. A plan for implementation of modifications to core instruction was documented</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>b. Support for implementation of modifications to core instruction was documented</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>c. Documentation of implementation of modifications to core instruction was provided</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Tier I and II Critical Components Checklist — Supplements

**Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual**

**Developed by the Florida PS/RtI Statewide Project — [http://floridarti.usf.edu](http://floridarti.usf.edu)**

<table>
<thead>
<tr>
<th>Component</th>
<th>0 = Absent</th>
<th>1 = Partially Present</th>
<th>2 = Present</th>
<th>N/A = Not Applicable</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Supplemental (Tier II) instruction was developed or modified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. A plan for implementation of supplemental instruction was documented</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>b. Support for implementation of supplemental instruction was documented</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>c. Documentation of implementation of supplemental instruction was provided</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Program Evaluation/RtI</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Criteria for positive response to intervention were defined</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Progress monitoring and/or universal screening data were collected/scheduled</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A decision regarding student RtI was documented</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A plan for continuing, modifying, or terminating the intervention plan was provided</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________________________________
Problem-Solving Team Meeting Checklists — Initial & Follow-Up Versions

Description & Purpose

Theoretical Background

The Problem-Solving Team Checklist – Initial and Follow-Up Versions is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during meetings focused on the educational progress of individual students. Implementation of an innovation such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity of any innovation (e.g., implementation of new practices) be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: self-report, permanent product reviews, and observations (Noell & Gansle, 2006).

Description

The Initial Version is intended to assess implementation of the first three steps of the problem solving process during individual student focused data meetings. This version of the measure contains 26 items that assess which key roles and responsibilities are represented (nine items) and which components of the problem-solving process are present (17 items) during individual student focused data meetings.

The Follow-Up Version is intended to assess implementation of the fourth step of the problem solving process during meetings intended to determine the progress a student made following implementation of an intervention plan. The Follow-Up Version contains the same nine items intended to assess roles and responsibilities...
present as the Initial Version as well as six items assessing implementation of the components of examining student RtI. Trained observers complete the checklists while attending meetings by checking present or absent. A space for additional notes or explanations is provided to allow observers to clarify their response if needed.

**Purpose**

The purpose of the Problem-Solving Team Meeting Checklists is to provide a reliable source of information on the extent to which educators implement PS/RtI practices when examining individual student progress. Observational protocols tend to result in more reliable data than self-report and permanent product review methodologies. However, observations are a more resource-intensive data collection method that requires training, time to travel to meetings, time to attend meetings when they occur, etc. Typically, a combination of the three implementation integrity assessment methods can be used to maximize use of resources and provide a reliable picture of what practices are being implemented. Therefore, decisions regarding how much to use observations such as the Problem-Solving Team Meeting Checklists should be made based on resources available to conduct observations.

**Intended Audience**

*Who Should Complete the Problem-Solving Team Meeting Checklists?*

It is highly recommended that individuals completing the checklist have expertise in the PS/RtI model and skills in conducting observations. Specifically, observers must understand the problem-solving process to identify the extent to which steps are occurring during individual student focused data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/RtI Project are PS/RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

*Who Should Use the Results for Decision Making?*

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the Problem-Solving Team Meeting Checklists. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

**Facilitator:**
Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

**Timekeeper:**
Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

**Data Coach:**
Data coaches provide assistance with interpreting data and using it to inform decisions.

**Recorder:**
Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.
District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitating problem-solving to address barriers to implementation.

**Directions for Administration**

**Step 1**

Identify the content areas and grade levels the school(s) target for implementation. Schools and districts vary in terms of how quickly they plan to scale-up PS/RtI practices. The literature on PS/RtI implementation suggests that a long-term, multi-year plan for incrementally scaling-up new PS/RtI practices should be followed (Batsche et al., 2005). However, educators may decide to attempt scaling-up faster for myriad reasons (e.g., can dedicate more resources to the initiative, mandates requiring practices be implemented immediately). Therefore, it is important for stakeholders responsible for facilitating data collection or for directly completing the checklist to understand which content areas and grade levels schools are targeting for implementation.

**Step 2**

Determine what individual data meetings schools use to examine individual student progress. Traditionally, special education eligibility has been the driving force behind many meetings examining individual student progress. The PS/RtI model suggests that decisions about special education services should be made based on how students respond to evidence-based interventions. Therefore, meetings to problem solve individual student issues should first be focused on finding services that work and secondarily on whether special education resources are needed to maintain the level of services required. However, schools vary in terms of their buy-in to this philosophy as well as how they structure meetings to examine individual student progress. Because of this variability, observers must determine what meetings schools use to problem solve individual student issues. Some schools only have intervention-focused meetings and make decisions about special education when it become necessary to maintain services, some schools have separate meetings for problem-solving for intervention development versus making decisions about evaluations for special education eligibility, while other schools only focus on eligibility issues when addressing problems at the individual
student level. Understanding how schools address individual student issues will allow observers to identify the appropriate meeting(s) and schedule times to conduct observations. Importantly, the Problem-Solving Team Meeting Checklist should NOT be completed during data meetings at which Tier I and/or II problem-solving is the primary focus.

**Step 3**

Develop a plan for sampling data meetings examining individual student progress. Once relevant data meetings are identified, a plan for sampling meetings should be developed. Although observing all meetings for implementation integrity assessment may be ideal, it may not be realistic for many schools and districts given available resources. Decisions regarding how to observe a sample of meetings should be made based on personnel and time available as well as what other implementation integrity data will be collected. For example, Project RtI Coaches were asked to observe one or two student cases (i.e., observing all meetings conducted for a given student throughout the year) per school. Because pilot schools did not always schedule meetings months in advance, Project staff believed that randomly selecting meetings was not feasible for Coaches. Therefore, Coaches were asked to select one or two students (the frequency of cases to observe was adjusted from year to year based on other data Coaches were required to collect) based on availability and schedules. Because implementation integrity also was being assessed using self-report and permanent product methodologies (referred to elsewhere in this manual), Project staff decided that this sampling would provide adequate information on the extent to which PS/RtI practices were observed (i.e., the data could be compared with other sources of information on implementation integrity).

**Step 4**

Determine who to contact at schools to schedule observation days and times. Perhaps one of the most difficult parts to conducting observations is scheduling days and times to conduct them. Schools and districts vary in terms of when these meetings are scheduled and the extent to which they may be rescheduled or cancelled. Therefore, it is recommended that observers identify a contact person at each building (e.g., principal, guidance counselor, school psychologist) to determine when and where the observations should be conducted based on the plan developed in Step 3. A contact person will not only allow observers to schedule observations but also could be a valuable conduit should meetings be rescheduled or cancelled.

**Step 5**

Conduct the observation at scheduled meetings. Checklists should be completed in accordance with the plan developed in Step 3. General guidelines for scoring items on the checklist were created by the Project and are available in Supplements, page 186. It is important that the person completing the checklist have a thorough understanding of the PS/RtI model because those participating in the meeting may not follow the problem-solving process in the exact order in which the steps are listed on the checklist. In other words, the reviewer needs to be knowledgeable
enough of the problem-solving process to be able to identify components of problem solving that may not be clearly indicated nor occur in a particular order during the meetings.

**Step 6**

Complete inter-rater agreement procedures when applicable. Ensuring that observations are completed accurately is critical to data collection. For this reason, it is recommended that two reviewers observe the same meeting periodically. This procedure allows observers to discuss differences and come to consensus regarding how to score particular items when conducting future observations. The extent to which inter-rater agreement procedures take place depends on the time and resources available to observers. It is recommended that observers reach 85% inter-rater agreement to continue completing observations independently. Inter-rater agreement levels below 85% may indicate that retraining is necessary. An example of how inter-rater agreement procedures were established for Project PS/RtI Coaches is available in Supplements, page 187.

**Common Issues to Address When Completing Observations**

There are a few things to keep in mind when conducting observations. As individuals completing the checklist may be part of the school staff or assigned to coach them, they may find themselves participating in the meetings they are observing. If the person completing the checklist is also participating in the meeting, it is important that they not influence the meeting to reflect components of the checklist. The observer should try to remain more of a passive participant and refrain from offering ideas or suggestions that would influence the completion of the checklist. The checklist should be completed with an objective perspective of what occurred during the meeting. In addition, other staff participating in the meeting may behave differently simply because they know they are being observed. Thus, the observer should try to complete the checklist as unobtrusively as possible to avoid influencing the members’ actions in ways that are not reflective of those that occur during typical meetings.

**Frequency of Use**

When determining how often observers should complete the Problem-Solving Team Meeting Checklists, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. Completing the Problem-Solving Team Meeting Checklists requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the Problem-Solving
Team Meeting Checklists should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Given that school and district resources to facilitate data collection vary, it is difficult to provide specific recommendations for how often to administer the Problem-Solving Team Meeting Checklists. Sampling representative individual student focused meetings is one way to make the observation methodology more manageable. Supplements, page 187 contains information on how Florida PS/RtI Project Coaches completed the observation protocols including how often they were completed.

Technical Adequacy

Content Validity Evidence

To inform development of the Problem-Solving Team Checklists, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of the critical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to problem-solving (e.g., Bergan & Kratochwill, 1990; Batsche et al., 2005) and systems change (e.g., Curtis, Castillo, & Cohen, 2008; Hall & Hord, 2006) to identify critical components of the problem-solving process (for more information, please see page 2 of this document) and important roles and responsibilities (for more information, please see page 171 of this document) that should be represented in meetings. Relevant information was identified, analyzed, and compared to existing individual student focused measures of problem-solving integrity to select those components that would be assessed by the instrument.

Inter-Rater Agreement

Preliminary analyses of Problem-Solving Team Meeting Checklists data suggests that use of the instrument has resulted in consistent scoring across trained observers. Two observers independently completed the checklist while observing the same meeting on selected checklists and calculated inter-rater agreement estimates using the following formula: agreements divided by agreements plus disagreements. The average inter-rater agreement estimates derived from independently observed data meetings during the 2008-09 and 2009-10 school years were 94.24% (n=21) for the Initial Version and 95.44% (n=18) for the Follow-Up Version.

Scoring

Analysis of Responses to the Observation Checklist

The Florida PS/RtI Project has primarily utilized two techniques for analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in individual student focused data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent and Present) by observers can be calculated for each survey item.
Calculating item means provides an overall impression of the implementation level of problem solving steps. When calculating average implementation levels, a value of “0” should be used for items checked *absent* while a value of “1” should be used for items checked *present*. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows educators to examine general patterns in (1) having key roles and responsibilities represented (personnel present); and implementing the components of (2) Problem Identification, (3) Problem Analysis, (4) Intervention Development/Support, and (5) Program Evaluation/RtI. A domain score for each of the five domains measured by the two versions of the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to produce an average level of implementation for each domain. The four domains examined by the *Initial Version* and the items that comprise them are as follows:

- **Domain 1** (*Key Roles and Responsibilities; i.e., Personnel Present*): Items 1-9
- **Domain 2** (*Problem Identification*): Items 10-14
- **Domain 3** (*Problem Analysis*): Items 15-18

The two domains measured by the *Follow-Up Version* are as follows:

- **Domain 1** (*Key Roles and Responsibilities; i.e., Personnel Present*): Items 1-9

Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows educators to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present or absent for an item, on the other hand, provides information on the range of implementation levels. This information can be used to determine what percentage of schools, grade levels or other units of analysis (e.g., districts, intermediate versus primary grade levels) implemented or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” may be answered more readily with frequency data.
It is recommended that key stakeholders analyze *Problem-Solving Team Meeting Checklists* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Technology Support**

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

**Training Required**

*Training Recommended for Individuals Completing Observations Using the Problem-Solving Team Meeting Checklists*

**Qualifications of the observer.** Personnel in charge of conducting observations using the *Problem Solving Team Meeting Checklists* should have a thorough understanding of the problem-solving process. If individuals with expertise in PS/RtI are not available, observers should receive thorough training in the PS/RtI model prior to being trained to use the checklist. Skills and experience in conducting behavioral observations is recommended but not required.

**Content of the training.** Trainings on conducting observations using the *Problem-Solving Team Meeting Checklists* should include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes
- Each item should be reviewed so that observers have a clear understanding of what is being measured. The *Item Scoring Description* located in Supplements, page 188 is a useful tool for providing observers with guidance on how to score each item.
- In addition to explaining the rationale for the instrument and what each item measures, trainings should include modeling, opportunities to practice, and feedback to participants. First, participants in the training may be provided
the opportunity to watch a video recorded individual student focused data meeting while a trained observer models completion of the checklist. The trained observer can pause the video frequently, indicating which items s/he is completing and why s/he checked absent or present for that item. Next, participants should be provided the opportunity to practice completing the measure independently while watching another recorded data meeting. Trained observers can choose to pause the video and ask participants how they scored certain items or allow the video to finish before reviewing the items. Participants and the trained observer should discuss how they scored the items and come to consensus regarding how to score disagreements in the future. Finally, participants may complete the checklist independently on a third recorded data meeting. Following the completion of the video, participants should calculate inter-rater agreement with a partner by dividing the number of agreements by the number of agreements plus disagreements. It is recommended that 85% agreement be reached among participants before conducting observations independently. Importantly, it is recommended that this process be applied to both the Initial and Follow-Up Versions as different components of PS/RtI are measured by the two versions.

• Finally, the training should include a review of the district, school, or other agency’s plan for conducting observations so that the participants can learn what observations they will be responsible for and ask questions about the plan.

• Training Suggested for Analyzing, Interpreting, and Disseminating Tier I & II Observation Checklist Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for these activities possess the knowledge and skills required then training specific to the Problem-Solving Team Meeting Checklists may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided are:

• Appropriate use of the checklist given its purpose and technical adequacy
• Guidelines for analyzing and displaying data derived from the instrument
• Guidelines for interpreting and disseminating the results

The contents of this manual provide information that can be used to inform trainings on the aforementioned topics.

**Interpretation and Use of the Data**

**Examination of Broad Domains**

When interpreting Problem-Solving Team Meeting Checklists data, it is recommended to start by examining the five broad domains measured by the checklists (i.e., roles and responsibilities represented [personnel present], Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evalu-
Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the Problem-Solving Team Meeting Checklists is to take note of the percent of components present within each domain. The percent of components present within each domain is the conceptual interpretation of the domain score (i.e., the formula described above for calculating average implementation at the domain level can be interpreted as the percent of components present within the domain). This type of visual analysis (an example of a graph used is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring as well as whether important roles/responsibilities are represented at data meetings. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time.

**Identification of Specific Needs**

Each item within the domains also can be graphed to examine trends in which components tend to be implemented more or less frequently. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement and that implementation takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing already existing plans (e.g., professional development to be delivered, pending procedure changes) to take effect. Barriers to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Although conducting observations is a reliable method for examining implementation integrity, available resources may limit the extent to which they can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from observations be compared with other data/information on integrity (other tools for examining implementation integrity are discussed elsewhere in this manual).

**Data Dissemination to Stakeholders**

It is important that implementation integrity data dissemination and examination among key stakeholders be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with
them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the observation data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members also may want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide stakeholders with guiding questions. The use of guiding questions is designed to facilitate discussions about each school’s implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were designed to facilitate discussions about each school’s data, including current level of problem-solving implementation and consistency between observation data and other implementation integrity measures (e.g., other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.

- What are the patterns?
  - What patterns are evident among each of the individual items on the checklist and across all data sources?
  - What steps of the problem-solving process are occurring more frequently? Less frequently?
  - Are there any current indicators that show a zero or low level of implementation? Why?
  - Have these been targeted in the past?
    - Do barriers exist with consensus or infrastructure?
    - Other priorities?
    - Meetings not happening or focusing on implementation?
- How have you progressed in implementing the Problem-Solving Model with fidelity?
  - Looking across all fidelity measures (CCC, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
  - Do the data from the Critical Component Checklist and Observations support what is evident in the SAPSI Items 22a-22i?
  - Are there discrepancies among the different sources of data with using the Problem-Solving model?
    - How might these discrepancies be interpreted?
School-Level Example of Initial and Follow-Up Problem-Solving Team Checklists Data

The following example demonstrates how key stakeholders may use data derived from the Problem-Solving Team Meeting Checklists to inform PS/RtI implementation. Data from the Problem-Solving Team Meeting Checklists are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

Context for the Data

During the third year of PS/RtI implementation, Theme Park Elementary began focusing on using the problem-solving process during individual student focused data meetings. To examine implementation integrity, the PS/RtI Coach assigned to Theme Park Elementary conducted observations at selected meetings. The Coach was notified when students were brought up for data meetings and scheduled observations of the initial and follow-up meetings for multiple selected student cases across the year. At the end of the year, the PS/RtI Coach graphed the data for the SBLT at Theme Park Elementary to identify steps of the problem solving process that were being implemented versus those implemented with lower levels of integrity. The data are displayed in Figures 10 and 11 above. The bars in each graph represent the percentage of components marked as present across the checklists completed for the observed student focused meetings. The percentage was calculated by adding up the number of components present within each domain and dividing by the total number of possible components present within the domain.

Interpretation and use of the data

Examination of broad Problem-Solving Team Meeting Checklist domains. The data displayed in Figures 10 and 11 suggest that some implementation of the steps of problem-solving occurred during initial and follow-up meetings. The percentage of components present ranged from 50-65% for the five domains measured by the two versions of the instrument. SBLT members and the PS/RtI Coach agreed that these data suggested that the school engaged in some problem solving during the school year but that less than full implementation occurred. The data seemed to indicate that some roles and responsibilities were not represented during initial and follow-up meetings nor were the four steps of problem solving implemented with integrity. The team’s consensus was that implementation of the entire PS/RtI model needed to be addressed.

Identification of specific needs. When discussing barriers to implementing problem-solving, one issue raised was that individuals participating in the meetings were not clear on the roles and responsibilities that were included on the checklist, which resulted in low implementation levels. Specifically, representation of
Figure 10. Example Problem-Solving Team Meeting Checklist - Initial Version Graph

Data
Implementation of P/RU during individual student data meetings at Thorne Park Elementary: Problem-Solving Team Meeting Checklist - Initial Version
Figure 11. Example Problem-Solving Team Meeting Checklist Follow-Up Graph
administrators, general education teachers, and other personnel tended to occur; however, clearly identified facilitators, timekeepers and note-takers occurred less frequently. Team members suggested that open discussions at the start of each meeting regarding everyone’s role and/or responsibility during the problem solving session would be helpful. A suggestion was made to hang a poster in the meeting room that states the responsibilities of all members so that the responsibilities can be reviewed when necessary. The poster would include a description of the roles. For example, the time keeper would be responsible for providing reminders of the remaining time to team members. The facilitator would prepare the necessary materials and coordinate with identified staff prior to the meeting, and guide the team through the problem-solving process (Burn, Wiley, Viglietta, 2008; Rosenfield et al., 2008).

Next, the extent to which steps of the problem-solving process were present during the individual student meetings was assessed. Team members discussed the extent to which difficulty in implementing the four steps of problem solving occurred because roles and responsibilities were not clearly identified versus lack of proficiency with components of the steps. After reviewing the components (i.e., specific items) within each step, the SBLT decided that the school tended to have difficulty with those steps that required specific information to be available at the meeting. Examples include information on peer performance levels (Problem Identification), using data to verify hypotheses for why students were not achieving benchmarks (Problem Analysis), concretely developing a plan for implementing an intervention (Intervention Development/Support) and documenting evidence that the intervention plan was implemented as intended (Program Evaluation). The PS/RtI Coach suggested that the facilitator responsible for the meetings work to ensure that the necessary information is available by collaborating with appropriate staff ahead of time and disseminating the information to participants prior to the meeting. The team agreed on a plan for how the facilitator could access and disseminate the necessary information.

Monitoring of implementation using Problem-Solving Team Meeting Checklists data over time. Rather than wait another school year to examine individual student level implementation issues, the SBLT and PS/RtI Coach agreed to meet in January of the following school year. A quick look at the results (not displayed here) indicated that 70% or greater of the components assessed by the checklist were observed for each domain. The team felt that these data were consistent with their perceptions of more fluidly engaging in problem-solving and agreed that the data represented progress. Furthermore, the team discussed that having an identified, trained facilitator and timekeeper at each meeting helped with implementation of the steps. Coordinating with staff ahead of time to have necessary data available to engage in problem-solving also appeared to help with implementation levels. Finally, SBLT members discussed remaining barriers to engaging in the process with higher levels of integrity and developed an action plan to address selected obstacles.
Problem-Solving Team Meeting Checklists

Administration Summary

This document is intended to provide you with a summary of the administration procedures for the Problem-Solving Team Meeting Checklist – Initial & Follow-Up Versions during the 2009-10 school year. Below you will find information on what levels of implementation the instruments assess, the methods used to assess implementation, how and when to complete the checklists, procedures for completing inter-rater agreement checks, and the dates that the checklists are due to the Project. Please contact Jose Castillo (castillo@coedu.usf.edu) with any questions or issues related to the completion of this checklists.

What is the purpose of these instruments?

- Assess implementation of a PS/RtI model at the individual student level. The Initial Version is intended to assess implementation of the first three steps of the problem solving process during individual student focused Problem Solving Team meetings. The Follow-Up Version is intended to assess implementation of the fourth step of the problem solving process during individual student focused Problem Solving Team meetings.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools.

For which schools, content areas, and grade levels are these instruments completed?

- Completed for pilot and comparison schools.
- Content areas assessed can include reading, math, and/or behavior. For Project purposes, PS/RtI coaches should complete this instrument for only those content areas being targeted by the pilot schools.
- Grade levels assessed can include K-5. For Project purposes, PS/RtI coaches should complete this instrument for only those grade levels being targeted by the pilot schools whenever possible.

What methods are used to complete these instruments?

- Observation is the primary method by which PS/RtI coaches complete these checklists.
- Coaches attend individual student focused Problem Solving Team (i.e., Child Study Team, Intervention Assistance Team, School-Based Intervention Team, Student Assistance Team) meetings. These meetings can include different compositions of school personnel as long as the purpose of the meeting is to focus on problem solving for individual students. This observation checklist should NOT be completed at meetings where more than one student is being problem-solved for the same issue (e.g., Tier I or II meetings).

How do I score these instruments?

- Each item is scored using a 2 point scale:
  - Absent
  - Present
- No scoring rubric accompanies these instruments. Because coaches complete the checklists in real time during a meeting, they need to be able to make quick decisions about whether a critical
component was present or absent. To help prepare coaches prior to meetings and review what each critical component assesses, a review of each item is provided below for both the Initial and Follow-Up Versions.

- **When are these instruments completed?**

  - **Initial Version:** This checklist is completed on one student referral per school. The student whose initial meeting is being observed should have been referred to the team for the first time.
  - **Follow-Up Version:** This instrument should be completed on the same student selected for the Initial Version the first time s/he is brought back to the team for a follow-up meeting.

- **How many of these checklists do I complete?**

  - **Initial Version:** Only one of these checklists should be completed per school. This instrument should be completed during the first meeting where a student is discussed by the team.
  - **Follow-Up Version:** This instrument should be completed the first time the student’s progress is discussed during a follow-up meeting. In other words, once one follow-up meeting is observed, coaches do NOT have to observe again if the student is brought back for another follow-up meeting.

- **How do we conduct inter-rater agreement for this checklist?**

  - Inter-rater agreement scoring procedures must be used during the first meeting that a coach completes both the Initial and Follow-Up Versions for one of his/her schools. In other words, the first time a coach completes the Initial Version and Follow-Up Version regardless of which student is being observed, inter-rater agreement procedures should be followed. If the coach and his/her inter-rater partner achieve 85% agreement, then the coach does not need to have a partner independently observe for the other schools. If the coach and his/her partner do NOT achieve 85% agreement, then the coach needs to have a partner observe at the next meeting(s) at which s/he completes a checklist until 85% agreement is reached.
  - Coaches or RCs identified as the inter-rater partner should complete the checklists at the same meeting independently. Following independent scoring, coaches should use the Problem Solving Team Meeting Checklist – Initial Version Inter-Rater Agreement Protocol for the Initial Version of the checklist and the Problem Solving Team Meeting Checklist – Follow-Up Version Inter-Rater Agreement Protocol for the Follow-Up Version. These forms should be used to record agreements and disagreements for each item and calculate the overall percentage of agreement for both versions. This estimate will be used to determine if the 85% agreement criterion was reached to discontinue inter-rater agreement procedures.
  - Coaches/RCs should then discuss any disagreements and attempt to come to consensus regarding how to score the item in the future when similar situations arise.

- **When are the checklists due to the Project?**

  - All Initial and Follow-Up Version protocols completed by the PS/RtI Coach during the year are due by June 15, 2010.
“Initial Version” Item Scoring Description

Personnel Present

Items 1-9 are meant to assess what personnel and roles are represented at the Problem-Solving Team Meetings. Because some of the personnel listed below may also serve as data coaches, facilitators, recorders, and/or timekeepers, one person at the meeting may result in present being checked for multiple items. However, to count an individual for more than one item, it must be clear to the coach that the individual is actually performing one of the four functions mentioned above in addition to his/her job title in the school.

1. Administrator: The Principal or Assistant Principal is present for the majority of the meeting.
2. Classroom Teacher: At least one classroom teacher is present for the majority of the meeting.
3. Parent: At least one parent is present for the majority of the meeting.
4. Data Coach: A person whose job it is to explain and/or address questions about data used is present for the majority of the meeting.
5. Instructional Support: At least one person is present who represents Instructional Support personnel (e.g., Reading Specialist/Coach, Title I teacher, Intervention teacher) for the majority of the meeting.
6. Special Education Teacher: At least one special education teacher is present for the majority of the meeting.
7. Facilitator: A person whose role it is to facilitate the team’s progression through the problem solving process is present for the majority of the meeting.
8. Recorder: A person whose responsibility it is to write down the outcomes of the process is present for the majority of the meeting.
9. Timekeeper: A person whose responsibility it is to prompt participants at the meeting about how much time is left to problem solve is present for the majority of the meeting.

Problem Identification

10. Replacement behavior(s) was identified: Concrete, measurable target skill(s) was agreed upon by the team.

11. Data were collected to determine the current level of performance for the replacement behavior: Quantifiable data were presented to describe the student’s current performance of the target skill(s).

12. Data were obtained for benchmark (i.e., expected) level(s) of performance: Quantifiable data were presented to describe the expected level of performance for the student.

13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance: Quantifiable data were presented that adequately describe how the student’s peer group is performing on the target skill.

14. A gap analysis between the student’s current level of performance and the benchmark, and the peers’ current level of performance (or adequate representation of peer performance) and the benchmark was conducted: The difference between the (1) student’s performance and
the expected level of performance, and (2) peer group’s performance and the expected level of performance on the target skill are quantified.

Problem Analysis

15. **Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed:** Potential barriers to the student not meeting expectations were generated in at least 2 ICEL (Instruction, Curriculum, Environment, Learner (ICEL) domains or the results of a functional behavior analysis were presented.

16. **Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit:** While the problem was being analyzed, the team investigated whether the student was not meeting expectations because s/he did not possess the skill(s) or possessed the skill(s) but was not using it.

17. **Data were available or identified for collection to verify/nullify hypotheses:** Data were examined to determine the likelihood that reasons for the student not meeting expectations identified by the team were valid or a plan for collecting needed data was developed.

18. **At least one hypothesis was verified with data available at the meeting:** RIOT (Review, Interview, Observe Test) procedures were used to determine that at least one hypothesis suggested by the team was valid.

Intervention Development & Implementation

19. **Goals were clearly selected and related directly to benchmarks:** Concrete goals for student progress that were linked to the expected level of performance were developed by the team.

20. **Interventions were developed in areas for which data were available and hypotheses were verified:** An intervention plan (including who was responsible for doing what by when) was developed that addressed reasons confirmed during problem analysis to be barriers to the student not meeting expectations.

21. **At least some discussion occurred about the use of evidence-based interventions:** Either a discussion of using evidence-based interventions occurred or the source of the interventions discussed was an organization that reviews research-based interventions (e.g., FCRR, What Works Clearinghouse).

22. **A plan for assessing intervention integrity was agreed upon:** What information would be collected to determine the degree to which the intervention plan was implemented as intended, who is responsible, and when the information would be collected was discussed during the meeting.

23. **Frequency, focus and dates of progress monitoring were agreed upon:** A plan for monitoring student progress was developed including who was responsible, what data would be collected, and when the data would be collected.

24. **Criteria for positive response to intervention were agreed upon:** The amount of growth that the student would need to make to be considered good RtI was quantified by the team.

25. **An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur):** A plan to support the individuals responsible for implementing the intervention plan was developed by the team.

26. **A follow-up meeting was scheduled:** The date that the student will be discussed again by the team was scheduled.
Personnel Present

Items 1-9 are meant to assess what personnel and roles are represented at the Problem Solving Team Meetings. Because some of the personnel listed below may also serve as data coaches, facilitators, recorders, and/or timekeepers, one person at the meeting may result in present being checked for multiple items. However, to count an individual for more than one item, it must be clear to the coach that the individual is actually performing one of the four functions mentioned above in addition to his/her job title in the school.

1. **Administrator**: The Principal or Assistant Principal is present for the majority of the meeting.
2. **Classroom Teacher**: At least one classroom teacher is present for the majority of the meeting.
3. **Parent**: At least one parent is present for the majority of the meeting.
4. **Data Coach**: A person whose job it is to explain and/or address questions about data used is present for the majority of the meeting.
5. **Instructional Support**: A least one person is present who represents Instructional Support personnel (e.g., Reading Specialist/Coach, Title I teacher, Intervention teacher) for the majority of the meeting.
6. **Special Education Teacher**: At least one special education teacher is present for the majority of the meeting.
7. **Facilitator**: A person whose role it is to facilitate the team’s progression through the problem solving process is present for the majority of the meeting.
8. **Recorder**: A person whose responsibility it is to write down the outcomes of the process is present for the majority of the meeting.
9. **Timekeeper**: A person whose responsibility it is to prompt participants at the meeting about how much time is left to problem solve is present for the majority of the meeting.

Program Evaluation/RtI

10. **Progress monitoring data were presented graphically**: A graph displaying the student’s RtI was presented at the meeting.
11. **Documentation of implementation of the intervention plan was presented**: Records indicating the degree to which the intervention plan was implemented as intended was presented during the meeting.
12. **A decision regarding good, questionable, or poor RtI was made**: The team discussed and agreed upon the degree to which the student responded to the intervention.
13. **A decision to continue, modify, or terminate the intervention plan was made**: A clear decision was made to continue, alter, or end implementation of the intervention plan.
14. **A decision to continue, modify, or terminate the intervention support plan was made**: A clear decisions was agreed upon regarding whether to continue, alter, or end implementation of the support plan.
15. **A follow-up meeting was scheduled**: A date on which the team will discuss the student again was scheduled.
# Problem-Solving Team Checklist — Initial Version

School Name: _________________________ Florida or District Student ID: ______________  
Date: ________________________________ Concerns: □ Reading □ Math □ Behavior  
Grade Level: ____________________________

**Directions:** Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial individual student focused problem-solving sessions.

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Present</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Data Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instructional Support (e.g., Reading Coach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Special Education Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recorder (i.e., Notetaker)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Timekeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Replacement behavior(s) was identified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Data were collected to determine the current level of performance for the replacement behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Data were obtained for benchmark (i.e., expected) level(s) of performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. A gap analysis between the student’s current level of performance and the benchmark, and the peers’ current level of performance (or adequate representation of peer performance) and the benchmark was conducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Critical Component

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Data were available or identified for collection to verify/nullify hypotheses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>At least one hypothesis was verified with data available at the meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intervention Development/Support

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Goals were clearly selected and related directly to benchmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Interventions were developed in areas for which data were available and hypotheses were verified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>At least some discussion occurred about the use of evidence-based interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>A plan for assessing intervention integrity was agreed upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Frequency, focus and dates of progress monitoring were agreed upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Criteria for positive response to intervention were agreed upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>A follow-up meeting was scheduled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
__________________________________________
### Problem-Solving Team Checklist – Follow-Up Version

School Name: ________________________ Florida or District Student ID: ___________________

Date: _______________________________

**Directions:** Prior to the Problem-Solving Team meeting, please indicate whether the personnel identified in items 1-9 were present or absent at the meeting. For items 10-15, please indicate whether the critical components of problem-solving/Response to Intervention identified was present or absent during the meeting. This form should only be used for individual student focused follow-up problem-solving sessions.

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Present</th>
<th>Absent</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Data Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instructional Support (e.g., Reading Coach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Special Education Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recorder (i.e., Notetaker)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Timekeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Evaluation/RtI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Progress monitoring data were presented graphically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Documentation of implementation of the intervention plan was presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. A decision regarding good, questionable, or poor RtI was made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. A decision to continue, modify, or terminate the intervention plan was made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. A decision to continue, modify, or terminate the intervention support plan was made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. A follow-up meeting was scheduled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

________________________________________

*Developed by the Florida PS/RtI Statewide Project
http://floridausi.fsu.edu*
Tier III Critical Components Checklist

Description & Purpose

Theoretical Background

The Tier III Critical Components Checklist is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during data meetings addressing Tier III (i.e., individual student) instruction and/or intervention. Implementation of new practices such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: self-report, permanent product reviews, and observations (Noell & Gansle, 2006).

Description

The Tier III Critical Components Checklist is completed by a trained reviewer who indicates the extent to which components of the PS/RtI model are evident in permanent products (i.e., documentation such as charts/graphs, meeting notes, meeting worksheets) from data meetings addressing individual students (typically those students that require Tier III services) who were discussed by the school’s problem-solving team (i.e., Child Study Team, School-Based Intervention Team, Intervention Assistance Team, Student Success Team, etc.). Specifically, the instrument contains 16 items that examine the extent to which each of the four steps of problem solving (i.e., Problem Identification, Problem Analysis, Intervention Development and Implementation, & Program Evaluation/RtI) are evident. The checklist can be applied to academic (e.g., reading, math) or behavior content areas. Reviewers use a standard scoring rubric (available in Supplements, page 211) to evaluate implementation of critical PS/RtI components using the following scale: 0 = Absent; 1 = Partially Present; 2 = Present. Finally, spaces are provided for reviewers to record evidence or comments to justify or further explain the rationale for the score provided.

Self-report: Individuals responsible for implementation provide information on the extent to which the practices occurred.

Permanent Product Reviews: Relevant documents (e.g., graphs, notes, worksheets) related to implementation are examined for evidence of the target practices.

Observations: Individuals directly observe applications of the target practices when they are expected to occur.
**Purpose**

The purpose of the *Tier III Critical Components Checklist* is to provide stakeholders with a practical methodology for evaluating the extent to which educators implement PS/RtI practices in data meetings focusing on students typically in need of Tier III services. Data from permanent product reviews tend to be moderately reliable and efficient. Permanent product reviews are typically more reliable than self-report measures of implementation; however, it should be noted that the methodology is often more resource-intensive (e.g., requires trained raters, time for personnel to gather and examine permanent products). Conversely, permanent product reviews are typically less reliable than direct observations, but often require fewer resources than observations (e.g., time for travel to schools, live observations of meetings, etc.). Thus, it is typically recommended that permanent product reviews such as the *Tier III Critical Components Checklist* be combined with other sources of information when assessing implementation integrity.

**Intended Audience**

**Who Should Complete the Tier III Critical Components Checklist?**

It is highly recommended that individuals completing the checklist have expertise in the PS/RtI model and conducting permanent product reviews. Specifically, reviewers must understand the problem-solving process to identify the extent to which steps are occurring during individual student-focused data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/RtI Project are PS/RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

**Who Should Use the Results for Decision-Making?**

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the *Tier III Critical Components Checklist*. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a facilitator, time-keeper, data coach, and recorder, in addition to providing expertise in the particular content areas or disciplines listed above.

District-Based Leadership Team (DBLT) members also should receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI prac-
practices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitating problem-solving to address barriers to implementation.

Directions for Administration

Step 1

Identify the content areas and grade levels being targeted by the school(s) for which the Tier III Critical Components Checklists are being completed. It is recommended that reviewers consider completing the checklists from products derived from individual student-focused (typically Tier III focused) data meetings that are related to the goals of the school. For example, if the school has identified reading as their target subject area and grades K-2 as their target grade levels, then the Tier III Critical Components Checklists could be completed using permanent products from data meetings in which reading data for individual students from within those grade levels were discussed. However, federal and state mandates related to special education eligibility require that components of the PS/RtI model be implemented with all students when being considered for special education services. Therefore, some schools may not consider delaying implementation of PS/RtI practices when discussing any individual student cases realistic. In cases in which schools decide to target implementation when discussing any student cases (regardless of content area concerns and the grade level), the checklist may be completed for all content areas and grade levels.

Step 2

Identify when Tier III data meetings occur and who is involved in the meetings. Schools and districts conduct different types of data meetings at different times of the year. Stakeholders in charge of facilitating completion of the checklist should determine which meetings address Tier III issues, who is involved in those meetings, and when they occur. Examples of common meetings include Problem-Solving Team, Student Success Team, Intervention Assistance Team, School-Based Intervention Team, and Child Study Team meetings. Meetings focused on Tier III student issues typically occur frequently (e.g., weekly to monthly) when compared to data meetings focusing on large groups of students.

Step 3

Find out who to contact for permanent products that come from identified meetings and what products will likely be available. Schools and districts have dif-
different policies on how meetings are run, what documentation must be kept, how any documentation retained is organized (e.g., teachers keep their own data, grade level binders kept by the team leader, all documentation turned into the principal, documentation kept by meeting facilitators or other identified personnel), and who is allowed to access it. Stakeholders completing the checklist must determine who to gather any available products from and what documents should be collected. It is recommended that individuals completing the checklists consult with district administrators and principals regarding school and district policies for documenting meeting outcomes. They can either explain how permanent products are organized and what should be asked for or refer stakeholders completing the checklist to someone who can provide assistance (e.g., grade-level team leader, content specialist such as a literacy coach, school psychologist, guidance counselor).

**Step 4**

Randomly select student cases and gather relevant documentation for the period of time for which the checklists are being completed. Schools vary in terms of the number of students who are discussed at meetings addressing individual student needs. In many schools, however, the number of students discussed exceeds the resources needed to examine every case. Thus, it is recommended that reviewers complete the *Tier III Critical Components Checklist* on a number of randomly selected individual student problem-solving meetings. Decisions regarding the number of cases to select should be driven by the resources available to complete the checklists. See *Supplements*, page 209 for an example of how PS/RtI Coaches randomly selected cases and the number of cases for which *Tier III Critical Components Checklists* were completed.

**Step 5**

Complete the checklists using the *Tier III Critical Components Checklist Standard Scoring Rubric*. Once the permanent products from data meetings focused on the selected students are gathered, a standard scoring rubric is used to facilitate consistent scoring of the extent to which each critical component of problem solving is evident (see *Supplements*, page 211). Criteria are provided for how to score each item and this process has resulted in high inter-rater agreement estimates among Project PS/RtI Coaches completing the checklists. It is important that stakeholders completing the checklist have a thorough understanding of the PS/RtI model because those participating in the meeting may not follow the problem-solving process in the exact order in which the steps are listed on the checklist. In other words, the reviewer needs to be knowledgeable enough regarding the problem-solving process to be able to identify components of problem solving that may not be clearly labeled or in a particular order in the products examined.

**Step 6**

Complete inter-rater agreement procedures when applicable. Ensuring that permanent product reviews are completed accurately is critical to data collection. For this reason, it is recommended that two reviewers rate permanent products from
the same data meetings periodically. This procedure allows reviewers to discuss differences and come to consensus regarding how to score particular items when conducting future permanent product reviews. The extent to which inter-rater agreement procedures take place depends on the time and resources available to reviewers. It is recommended that reviewers reach 80-85% inter-rater agreement before continuing to complete permanent product reviews independently. Inter-rater agreement levels below 80-85% may indicate that additional training is necessary. An example of how inter-rater agreement procedures were conducted by Project PS/RtI Coaches is included in *Supplements*, page 210.

**Frequency of Use**

When determining how often reviewers should complete the *Tier III Critical Components Checklist*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. Completing the *Tier III Critical Components Checklist* requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the *Tier III Critical Components Checklist* should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Tier III Critical Components Checklist* are provided below.

- It is recommended that a trained reviewer complete the *Tier III Critical Components Checklist* from permanent products collected from meetings that target individual student-level (typically Tier III) instruction and/or intervention. The occurrence of individual student data meetings typically depends on the number of students referred to the problem-solving team. Often, the number of students discussed by the team exceeds the resources available to complete the checklists. PS/RtI Coaches working with the Florida PS/RtI Project completed checklists on five student cases per year per school given the amount of time expected to complete the checklists and their other coaching responsibilities. See *Supplements*, page 210 for additional information on how often PS/RtI Coaches completed the *Tier III Critical Components Checklist*. 
Content validity:
Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the Tier III Critical Components Checklist, content-related validity evidence is based on expert judgment that the sample of items on the Tier III Critical Components Checklist is representative of the critical components of problem solving at the individual student level.

For example, if an observer selected Absent, Present, and Partially Present when completing Items 1-3 that comprise the "Problem Identification" section, the values corresponding with those responses would be added together to obtain a total value of 3 (i.e., 0+2+1=3). The total value of 3 would be divided by the number of items (3) to obtain the domain score (i.e., 3/3 = 1). A domain score of 1 could be interpreted as the components of Problem Identification, on average, being partially present in permanent products derived from individual student focused data meetings.

Technical Adequacy

Content Validity Evidence

To inform development of the Tier III Critical Components Checklist, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of the critical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to PS/RtI (e.g., Bergan & Kratochwill, 1990; Batsche et al., 2005) as well as available instrumentation to identify critical components of the model. Relevant information was identified, analyzed, and used to select those components that would be assessed by the instrument.

Inter-Rater Agreement

The ability of reviewers to provide reliable data on implementation levels using the Tier III Critical Components Checklist has been supported by high levels of inter-rater agreement among Project PS/RtI Coaches completing the instrument. Two Coaches independently completed checklists using the permanent products derived from randomly selected Tier III data meetings. The two reviewers then derived inter-rater agreement estimates by dividing the number of agreements by the number of agreements plus disagreements. The average percent agreement from Tier III Critical Components Checklists independently completed by pairs of Coaches from the 2008-09 and 2009-10 school years (n = 86) was 86.74%.

Scoring

Analysis of Responses to the Tier III Critical Components Checklist

The Florida PS/RtI Project has primarily utilized two techniques when analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent, Partially Present, and Present) by reviewers can be calculated for each item.

Calculating item means provides an overall impression of the implementation level of problem solving steps. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows educators to examine general patterns the extent to which educators implement the components of (1) Problem Identification, (2) Problem Analysis, (3) Intervention Development and Implementation, and (4) Program Evaluation/RtI. A domain score for each of the four domains measured by the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to produce an average level of implementation for each domain. The four domains and the items that comprise them are as follows:
Tier III Critical Components Checklist

- **Domain 1** (Problem Identification): Items 1-3
- **Domain 2** (Problem Analysis): Items 4-5
- **Domain 3** (Intervention Development & Implementation): Items 6-11
- **Domain 4** (Program Evaluation/RtI): Items 12-16.

Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present, partially present, or absent for an item, on the other hand, provides information on the range of implementation levels. This information can be used to determine what percentage of schools or other units of analysis (e.g., districts) implemented, partially implemented, or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools, districts, etc. implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” may be addressed more readily with frequency data.

It is recommended that key stakeholders analyze Tier III Critical Components Checklist data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present, partially present, and absent. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

**Technology Support**

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the
Training Required

Training Recommended for Individuals Completing Permanent Product Reviews Using the Tier III Critical Components Checklist

Qualifications of the reviewer. Personnel in charge of completing permanent product reviews using the Tier III Critical Components Checklist should have a thorough understanding of the PS/RtI model. If individuals with expertise in PS/RtI are not available, reviewers should receive thorough training in the PS/RtI model prior to being trained to use the checklist.

Content of the training. Trainings on completing permanent product reviews using the Tier III Critical Components Checklist should include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes.
- Each item should be reviewed so that participants have a clear understanding of what is being measured. The Tier III Critical Components Checklist Scoring Rubric document should be used to review the content of each item.
- In addition to the theoretical background and review of what each item measures, trainings should include modeling completion of the checklist, opportunities for participants to practice, and feedback to participants. First, trainers may model completion of the checklist from a sample set of permanent products. Participants may be given copies of the sample set and be asked to follow along while the trainer talks through why s/he selected a given response from the scoring rubric for each item. Next, participants can be provided another set of products from an individual student data meeting and be asked to complete the checklist along with the trainer. The trainer and participants may discuss answers as they go along to clarify decisions being made. Finally, participants should complete the checklist independently from a third set of products and calculate inter-rater agreement with a partner. Inter-rater agreement estimates can be calculated using the same formula described above. It is recommended that participants reach 80-85% inter-rater agreement before completing the Tier III Critical Components Checklist independently.
- Finally, it is recommended that the training include a review of the school, district, or other agency’s plan for conducting product reviews using the checklist so that the participants can learn what they will be responsible for completing and ask questions about the plan.

Training Suggested for Analyzing, Interpreting, and Disseminating Tier III Critical Components Checklist Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for
these activities possess the knowledge and skills required then training specific to the Tier III Critical Components Checklist may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided are:

- Appropriate use of the checklist given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the instrument
- Guidelines for interpreting and disseminating the results

Information on the aforementioned topics is contained within this manual should training be needed.

Interpretation and Use of the Data

Examination of Broad Domains

When examining the Tier III Critical Components Checklist data for interpretation, it is recommended to start by examining the 4 broad domains measured by the checklist (i.e., Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI) to determine the extent to which permanent products indicate that PS/RtI practices are being implemented at the individual student level (typically Tier III). Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the Tier III Critical Components Checklist data is to take note of the average levels of implementation of components within the problem solving domains. This type of visual analysis (an example of a graph used at the school level is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time (i.e., within and across school years).

Identification of Specific Needs

The Tier III Critical Components Checklist can be used to identify which components of the problem-solving process are more versus less evident in permanent products derived from individual student problem-solving meetings. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing time for already existing plans (e.g., professional development to be delivered, pending procedure changes) to take effect. Barriers
to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Reviewing permanent products tends to provide moderately reliable information on which implementation integrity can be examined. The extent to which schools maintain products from individual student problem-solving meetings in an organized manner may impact the accuracy of the information obtained. Furthermore, available resources may limit the extent to which product reviews can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from the Tier III Critical Components Checklist be compared with other data/information on integrity (other tools for examining implementation integrity are discussed elsewhere in this manual).

**Data Dissemination to Stakeholders**

It is important that implementation integrity data dissemination and examination among key stakeholders be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members may also want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about each school’s implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were designed to facilitate discussions about each school’s data, including current level of problem-solving implementation and consistency between permanent product review data and other implementation integrity measures (other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.
• What are the patterns?
  ♦ What patterns are evident among each of the individual items on the checklist and across all data sources?
  ♦ What steps of the problem-solving process are occurring more frequently? Less frequently?
  ♦ Are there any current indicators that show a zero or low level of implementation? Why?
    - Have these been targeted in the past?
    - Do barriers exist with consensus or infrastructure?
    - Other priorities?
    - Meetings not happening or focusing on implementation?

• How have you progressed in implementing the Problem-Solving Model with fidelity?

  ♦ Looking across all fidelity measures (Tier I and I Critical Components Checklist, Tier III Critical Components Checklist, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
  ♦ Do the data from the Critical Component Checklists and Observations support what is evident in the SAPSI items 22a-22i?
  ♦ Are there discrepancies among the different sources of data with using the Problem-Solving model?
    - How might these discrepancies be interpreted?

School-Level Example of Tier III Critical Components Checklist Data

The following example demonstrates how key stakeholders may use data derived from the Tier III Critical Components Checklist to inform PS/RtI implementation. Data from the Tier III Critical Components Checklist are displayed graphically. Following the graph, background information on the school’s initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).
Figure 12: Lightning Elementary’s Tier III Critical Components Checklist Data from Across Year 1.

| Item | Evaluation/Full Program Implementation | Intervention Development and Problem Analysis | Problem Identification and Intervention Plan Development | Data Used to Determine Stable Hypotheses | Hypotheses Developed Across Multiple Domains | CAR Analysis Conducted | Data Collected and Benchmark Data Collected | Student, Peer, & Benchmark Data Collected | Intervention Plan Developed | Intervention Support Plan Developed | Plan for Progress Monitoring Developed | Plan for Assessing Intervention Integrity Developed | Criteria for Positive Fit Were Defined | Follow-up Meeting Scheduled | Progress Monitoring Data Collected/Prepared | Decision Regarding Student Fit Was Made | Additional Follow-up Meeting Scheduled |
|------|---------------------------------------|---------------------------------------------|--------------------------------------------------------|-----------------------------------------|-------------------------------------------|------------------------|---------------------------------------------|---------------------------------------------|------------------------------------------|------------------------------------------|-----------------------------------------------|-----------------------------------------------|----------------------------------------|------------------------------------------|--------------------------------|-------------------------------------|
| 16   | 16                                    | 16                                         | 16                                                     | 16                                       | 16                                       | 16                      | 16                                         | 16                                         | 16                                       | 16                                       | 16                                            | 16                                           | 16                                      | 16                                    | 16                                  | 16                                  |
| 15   | 15                                    | 15                                         | 15                                                     | 15                                       | 15                                       | 15                      | 15                                         | 15                                         | 15                                       | 15                                       | 15                                            | 15                                           | 15                                      | 15                                    | 15                                  | 15                                  |
| 14   | 14                                    | 14                                         | 14                                                     | 14                                       | 14                                       | 14                      | 14                                         | 14                                         | 14                                       | 14                                       | 14                                            | 14                                           | 14                                      | 14                                    | 14                                  | 14                                  |
| 13   | 13                                    | 13                                         | 13                                                     | 13                                       | 13                                       | 13                      | 13                                         | 13                                         | 13                                       | 13                                       | 13                                            | 13                                           | 13                                      | 13                                    | 13                                  | 13                                  |
| 12   | 12                                    | 12                                         | 12                                                     | 12                                       | 12                                       | 12                      | 12                                         | 12                                         | 12                                       | 12                                       | 12                                            | 12                                           | 12                                      | 12                                    | 12                                  | 12                                  |
| 10   | 10                                    | 10                                         | 10                                                     | 10                                       | 10                                       | 10                      | 10                                         | 10                                         | 10                                       | 10                                       | 10                                            | 10                                           | 10                                      | 10                                    | 10                                  | 10                                  |
| 9    | 9                                     | 9                                          | 9                                                      | 9                                        | 9                                        | 9                       | 9                                          | 9                                          | 9                                        | 9                                        | 9                                             | 9                                            | 9                                       | 9                                     | 9                                   | 9                                   |
| 8    | 8                                     | 8                                          | 8                                                      | 8                                        | 8                                        | 8                       | 8                                          | 8                                          | 8                                        | 8                                        | 8                                             | 8                                            | 8                                       | 8                                     | 8                                   | 8                                   |
| 7    | 7                                     | 7                                          | 7                                                      | 7                                        | 7                                        | 7                       | 7                                          | 7                                          | 7                                        | 7                                        | 7                                             | 7                                            | 7                                       | 7                                     | 7                                   | 7                                   |
| 6    | 6                                     | 6                                          | 6                                                      | 6                                        | 6                                        | 6                       | 6                                          | 6                                          | 6                                        | 6                                        | 6                                             | 6                                            | 6                                       | 6                                     | 6                                   | 6                                   |
| 5    | 5                                     | 5                                          | 5                                                      | 5                                        | 5                                        | 5                       | 5                                          | 5                                          | 5                                        | 5                                        | 5                                             | 5                                            | 5                                       | 5                                     | 5                                   | 5                                   |
| 4    | 4                                     | 4                                          | 4                                                      | 4                                        | 4                                        | 4                       | 4                                          | 4                                          | 4                                        | 4                                        | 4                                             | 4                                            | 4                                       | 4                                     | 4                                   | 4                                   |
| 3    | 3                                     | 3                                          | 3                                                      | 3                                        | 3                                        | 3                       | 3                                          | 3                                          | 3                                        | 3                                        | 3                                             | 3                                            | 3                                       | 3                                     | 3                                   | 3                                   |
| 2    | 2                                     | 2                                          | 2                                                      | 2                                        | 2                                        | 2                       | 2                                          | 2                                          | 2                                        | 2                                        | 2                                             | 2                                            | 2                                       | 2                                     | 2                                   | 2                                   |
| 1    | 1                                     | 1                                          | 1                                                      | 1                                        | 1                                        | 1                       | 1                                          | 1                                          | 1                                        | 1                                        | 1                                             | 1                                            | 1                                       | 1                                     | 1                                   | 1                                   |
Context for the Data

Lightning Elementary has been implementing PS/RtI for the past three school years. Because of mandates requiring the use of PS/RtI practices when providing individualized interventions to students, the SBLT at Lightning Elementary decided to assess implementation of PS/RtI at the Tier III level to determine the extent to which the school was implementing the model during individual student problem-solving meetings. The PS/RtI Coach serving Lightning Elementary reviewed permanent products from a randomly selected set of student cases discussed by their problem solving team during the first year. Subsequent product reviews occurred during the second and third years of implementation. Permanent products were reviewed from five selected problem-solving team meetings for each of the three years. Figure 12 above contains checklist data from across the three years. Each bar represents the average score recorded for each item (0 = Absent, 1 = Partially Present, 2 = Present). The blue bar represents data from Year 1, the burgundy bar represents data from Year 2, and the tan bar represents data from Year 3.

Interpretation and use of the data

Examination of broad Tier III Critical Components Checklist domains. Following the first permanent product review, the PS/RtI Coach at Lightning Elementary graphed the Tier III Critical Components Checklist data for the SBLT to help identify components of the PS/RtI model that were being implemented versus potential targets for improvement. Immediately evident from the Year 1 data displayed in Figure 12 is that Lightning Elementary partially implemented some components of the PS/RtI model; however, many components were not evident in the permanent products. Specifically, evidence of implementation was partially present or present for all of the components of the Problem Identification and Problem Analysis steps. Conversely, little evidence of implementation of the Intervention Development and Implementation and Program Evaluation/RtI steps was evident. SBLT members and PS/RtI Coaches discussed the extent to which the data reflected what truly occurred (i.e., a question was asked about whether things occurred that were not captured in the permanent products) and came to consensus that the data appeared to be mostly accurate. Given this conclusion, SBLT members agreed that they had more success implementing the Problem Identification and Problem Analysis steps than the final two steps of the problem solving process. Although the educators implemented the first two steps with relatively higher levels of integrity, the SBLT and Coach agreed that they needed to address integrity with the entire process rather than focusing on a particular component. SBLT members discussed barriers to implementing the model and decided that they did not feel comfortable with problem solving. Therefore, an action plan was developed to have members of the SBLT practice problem solving with the PS/RtI Coach using a couple of cases that had been previously discussed. The team decided that additional practice might help them more fluently problem solve when meeting to discuss current student cases.

Identification of specific needs. The Fall data reflected in Figure 12 above suggested that implementation of all steps of the PS/RtI model needed to be addressed.
SBLT members agreed to implement the plan outlined above and meet again the following year to examine changes in implementation levels. See the Monitoring Implementation Over Time section below for a discussion regarding specific needs identified by Lightning Elementary following Year 3.

Monitoring of implementation using Tier III Critical Components Checklist data over time. The SBLT and PS/RtI Coach met at the end of the second and third years to determine what changes occurred in implementing components of the PS/RtI model applied to Tier III instruction/intervention. The data displayed in Figure 12 above were visually analyzed to evaluate any changes as well as to identify specific needs to be addressed. When examining the data, the SBLT noted an increase in identifying replacement behaviors (Item 1); collecting data on the student’s performance, peer performance, and expected level of performance (Item 2); and conducting a gap analysis between the student’s performance, peer performance, and expected level of performance (Item 3). The data for these items suggested that full implementation of the Problem Identification step was evident in the products derived from the meetings. The SBLT also noted increases that resulted in full implementation being evident for the following components: developing hypotheses across multiple domains (Item 4), using data to determine viable hypotheses (Item 5), developing complete intervention plans in areas for which data were available and hypotheses were verified (Item 6), agreeing upon progress monitoring data collection responsibilities (Item 9), scheduling follow-up meetings at the initial meeting (Item 11), collecting and graphically presenting progress monitoring data (Item 12), and making decisions to continue, modify, or terminate intervention plans (Item 15). These items represented some components of the Problem Analysis, Intervention Development and Implementation, and Program Evaluation/RtI steps but needs within each of these steps became evident.

Specifically, the SBLT identified potential needs in the areas of developing intervention support plans (Item 7); developing plans for assessing intervention integrity (Item 8), agreeing upon criteria for positive response to intervention prior to implementing the intervention (Item 10), documenting implementation of intervention plans (Item 13), making decisions regarding students’ response to intervention (Item 14), and scheduling additional follow-up meetings to re-address students’ progress (Item 16). After some discussion, the SBLT decided that a barrier to implementing many of the identified needs continued to relate to lack of proficiency with the data-based decision-making necessary to fully implement the model. Members discussed potential actions and developed a plan that included the PS/RtI Coach providing additional training to SBLT members at the beginning of the following school year targeting the data-based decisions they continued to struggle with according to the data (e.g., struggling to assess intervention integrity, agree upon criteria for student RtI, and make decisions regarding students’ RtI). The SBLT also agreed to continue to collect Tier III Critical Components Checklist data during subsequent years of implementation to evaluate their progress and ensure that PS/RtI was being implemented with integrity at Lightning Elementary.
**Tier III Critical Components Checklist Administration Summary**

2009-10 School Year

This document is intended to provide you with a summary of the administration procedures for the *Tier III Critical Components Checklist* during the 2009-10 school year. Below you will find information on what levels of implementation the instrument assesses, the methods used to assess implementation, how and when to complete the checklists, procedures for completing inter-rater agreement checks, and dates the checklists are due to the Project. Please contact Jose Castillo (Castillo@coedu.usf.edu; 813-974-5507) with any questions or issues related to the completion of this checklist.

**What is the purpose of this instrument?**

- Assesses implementation of a PS/RtI model at the Tier III (i.e., individual student) level.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools

**For which schools and students is this instrument completed?**

- Completed for pilot and comparison schools
- *Students who were referred and discussed by the school’s Problem-Solving Team* (i.e., Child Study Team, School-Based Intervention Team, Intervention Assistance Team, Student Success Team) are selected to complete this instrument.
- Students should be selected randomly by using the procedures specified for each school year
  - 2007-08
    - Obtain a list of students who have been discussed *(including dates they were discussed)* by the team during the 2007-08 school year from the person who coordinates the meetings (e.g., guidance counselor, guidance secretary, school psychologist)
      - If a list does not exist, find out where the files from those meetings are stored in the school and contact Jose & your Regional Coordinator to discuss how to modify the procedures below
      - If the a list does not exist and the files are not stored in a central location in the school, contact Jose & your Regional Coordinator to discuss how to modify the procedures below
    - Randomly select 3 students from the list whose initial meeting occurred prior to Winter Break
      - Start by randomly pointing to one name on the list
      - Then select every 3rd, 5th, or 10th student on the list (the number you choose to skip between each student’s name should be based on the number of students on the list) until 3 students whose initial meeting occurred before Winter Break have been selected
    - Repeat the random selection process described above to select 2 students whose initial meeting occurred from January-March (If 2 students were not discussed between January and March, you may select additional students randomly whose initial meeting occurred prior to Winter Break using the same procedures outlined above)
  - 2008-09
    - Obtain a list of students who have been discussed *(including dates they were discussed)* by the team during the 2008-09 school year from the person who coordinates the meetings (e.g., guidance counselor, guidance secretary, school psychologist)
- If a list does not exist, find out where the files from those meetings are stored in the school and contact Jose & your Regional Coordinator to discuss how to modify the procedures below
- If the a list does not exist and the files are not stored in a central location in the school, contact Jose & your Regional Coordinator to discuss how to modify the procedures below
- If possible, order the list chronologically in terms of the order that initial meetings occurred
- **Choose 1 of the student referrals on which you completed initial and follow-up observations at the school during the 2008-09 school year. THIS STUDENT MUST BE 1 OF THE 5 STUDENTS FOR WHICH YOU COMPLETE A TIER III CRITICAL COMPONENTS CHECKLIST.**
- Randomly select 2-3 students from the list whose initial meeting occurred prior to Winter Break using the same procedure outlined for the 2007-08 school year (whether you choose 2 or 3 will depend on whether the student you chose from the observations you completed during the 2008-09 school year had an initial meeting before or after Winter Break)
- Repeat the random selection process to select 1-2 students (whether you choose 1 or 2 will depend on whether the student you chose from the observations you completed during the 2008-09 school year had an initial meeting before or after Winter Break) whose initial meeting occurred from January-March (If 2 students were not discussed between January and March, you may select additional students randomly whose initial meeting occurred prior to Winter Break)

> 2009-10
- The selection procedures for students are the exact same as the procedures outlined above for the 2008-09 school year
  - For Project purposes, PS/RtI coaches should attempt to complete this instrument for only those students whose concerns included reading, math, or behavior performance in grades K-5. If a student is selected randomly who was not referred for concerns in one of those target areas or grade-levels then the student should not be selected. In these cases, the coach would continue selecting every 3rd, 5th, or 10th student until the specified number of randomly selected students is met that have referrals in reading, math, or behavior and fall within grades K-5.

**What methods are used to complete this instrument?**

- **Permanent product (i.e., documentation) review** is the primary method by which PS/RtI Coaches complete this checklist.
- Coaches collect documents from individual student problem solving meetings focusing on providing additional instruction/intervention. These documents should come from two sources, (1) the paperwork used to refer students to the individual student Problem Solving Team and (2) the paperwork used to record the processes and outcomes of the individual student Problem Solving Team meetings. Documentation can be in both hard copy and electronic formats.

**How do I score this instrument?**

- Each item is scored using a 3 point Likert-type scale:
  - 0 = Absent
  - 1 = Partially Present
  - 2 = Present
• A **scoring rubric** accompanies this instrument that provides criteria for determining the degree to which each critical component of problem solving is evident in the documentation being reviewed. This rubric **must be used** to complete each checklist to ensure an acceptable level of standardization across scorers, districts, schools, etc. A copy of the rubric is provided in this manual.

**When is this instrument completed?**

- **This checklist is completed on 5 student referrals** during each school year
- Checklists are to be completed on 3 student referrals on which an initial meeting occurred **before Winter Break** and 2 student referrals on which an initial meeting occurred **between January and March** (see above for specifics on how these students are selected).
- Checklists will be completed for the **2007-08, 2008-09, and 2009-10** school years

**How many of these checklists do I complete?**

- Checklists should be completed on 5 student referrals **per year**.
- One checklist is completed **per student referral** regardless of how many meetings occurred during which the student was discussed. Regardless of whether the student was discussed once or multiple times, the paperwork on the student should be gathered and examined as a whole to determine the extent to which critical components of problem solving were present.

**How do we conduct inter-rater agreement for this checklist?**

- Inter-rater agreement scoring procedures need to be used for a sample of completed checklists from one pilot and comparison school **per coach**. Enclosed in this section of the binder is the list of pilot and comparison schools that you need to complete inter-rater agreement procedures on.
- Inter-rater agreement procedures should be completed on the student referral for which the earliest initial meeting (i.e., the first calendar date on which one of the selected student’s initial meeting was held) and the second to last initial meeting was held (i.e., the second to last calendar date on which one of the selected student’s initial meeting was held)
- Coaches or RCs identified as the inter-rater partner should score the same products used by the primary coach for a student referral independently using a separate checklist. Following independent scoring, coaches should use the **Tier III Inter-Rater Agreement Protocol** to record agreements and disagreements for each item and calculate the overall percentage of agreement.
- Coaches/RCs should then discuss any disagreements and attempt to come to consensus regarding how to score the item in the future when similar situations arise.
- The above inter-rater agreement procedures should be conducted for each of the **2007-08, 2008-09, and 2009-10** school years.

**When are the checklists due to the Project?**

- The checklists are due at two points throughout the school year
- **Due dates** for the checklists:
  - Checklists completed on student referrals occurring during the 2007-08 and 2008-09 school years are due **1/31/10**.
  - Checklists completed on student referrals occurring during the 2009-10 school year are due **7/31/10 or when the coaches’ contract ends**.
Tier III Critical Components Checklist Scoring Rubric

1. Replacement behavior (i.e., target skill) was identified

   0 Absent = No target skill was provided or the information provided focused on the problem only (e.g., “the student has reading problems”, “the student is a non-reader”)
   1 Partially Present = The target skill was provided, but not in observable and measurable terms (e.g., “the student will comprehend better”, “the student will demonstrate better social skills”)
   2 Present = The target skill was provided in observable and measurable terms (e.g., “the student will read target grade-level passages with 90% accuracy”, “the student will answer 4 out of 5 comprehension questions correctly”)

2. Data were collected to determine the target student’s current level of performance, the expected level, and peer performance

   0 Absent = No data on the student’s current level of performance, the expected level, nor peer performance were evident that directly assessed the identified target skill
   1 Partially Present = Data on the student’s current level of performance, the expected level, or peer performance were evident that directly assessed the identified target skill (i.e., at least one of the three pieces of data were not evident)
   2 Present = Data on the student’s current level of performance, the expected level, and peer performance (must be representative of all peers) were evident that directly assessed the identified target skill (i.e., all three pieces of data were evident)

3. A gap analysis between the student’s current level of performance and the benchmark, and the peers’ current level of performance (or adequate representation of peer performance) and the benchmark was conducted

   0 Absent = No analysis was conducted to determine the gap between the student and the benchmark
   1 Partially Present = Data were used to calculate the gap between the student and the benchmark, but not the peers and the benchmark
   2 Present = Data were used to calculate the gap between the student and the benchmark, and the peers and the benchmark

4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed

   0 Absent = Potential reasons (i.e., hypotheses) for the student not performing the target skill were not evident
   1 Partially Present = Potential reasons for the student not performing the target skill were developed, but the reasons do not span multiple hypotheses domains (e.g., curriculum hypotheses only)
   2 Present = Potential reasons for the student not performing the target skill were developed. The reasons provided span multiple hypotheses domains (e.g., learner and environment) or were derived from a functional analysis of behavior.
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks

0 Absent = No data were available or identified for collection to be used to verify any of the hypotheses generated
1 Partially Present = Data were available or identified for collection using RIOT (Review, Interview, Observe, Test) procedures but no evidence exists that any hypotheses were verified using the data
2 Present = Data were used to verify at least some of the hypotheses generated for why the student was not attaining benchmarks

6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified

0 Absent = The intervention plan developed cannot be linked to any verified hypotheses and does not include any specifics on who is responsible, what will be done with the student, and when it will be done
1 Partially Present = The intervention plan includes components that link to verified hypotheses or includes at least some of the components of a comprehensive intervention plan (i.e., who is responsible, what will be done, and when it will occur)
2 Present = The intervention plan includes components that link to verified hypotheses and includes all of the components of a comprehensive intervention plan (i.e., who is responsible, what will be done, and when it will occur)

7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)

0 Absent = No intervention support plan was documented
1 Partially Present = An intervention support plan was developed, but either the personnel responsible for providing support, the actions that the individuals were to take, and the dates on which support was to be provided was not evident
2 Present = An intervention support plan was documented that included the personnel responsible for providing support, the actions that the individuals were to take, and the dates on which support was to be provided

8. A plan for assessing intervention integrity (i.e., fidelity) was agreed upon

0 Absent = No plan for assessing intervention integrity was documented
1 Partially Present = A plan for assessing intervention integrity was developed, but one or more of the components of a comprehensive integrity assessment plan was missing (i.e., who was responsible, what specifically would be documented, and how frequently/when the documentation would occur)
2 Present = A plan for assessing intervention integrity was developed that included all of the components of a comprehensive integrity assessment plan (i.e., who was responsible, what specifically would be documented, and how frequently/when the documentation would occur)
9. Frequency, focus, dates of progress monitoring, and responsibilities for collecting the data were agreed upon

   0 Absent = No plan for how progress monitoring data would be collected was evident
   1 Partially Present = A plan for collecting progress monitoring data was evident, but one or more of the main components of a plan for progress monitoring were missing (i.e., frequency and dates of progress monitoring, what data will be collected, or who will collect the data was missing)
   2 Present = A plan for collecting progress monitoring data was evident that included all of the main components of a plan for progress monitoring (i.e., frequency and dates of progress monitoring, what data will be collected, and who will collect the data)
14. A decision regarding good, questionable, or poor RtI was made

- 0 Absent = No decision regarding the student’s RtI was evident
- 1 Partially Present = A decision regarding the student’s RtI was evident (e.g., good, questionable, or poor) but the decision made was not defensible given the data presented
- 2 Present = A decision regarding the student’s RtI was evident (e.g., good, questionable, or poor) that was defensible given the data presented

15. A decision to continue, modify, or terminate the intervention plan was made

- 0 Absent = No plan for continuing, modifying, or terminating the intervention plan was evident
- 1 Partially Present = A plan for continuing, modifying, or terminating the intervention plan was evident, but it did not link directly to the student’s RtI (e.g., a plan to end the intervention was made despite evidence from the progress monitoring data that it was working)
- 2 Present = A plan for continuing, modifying, or terminating the intervention plan that is consistent with the student’s RtI was made

16. An additional follow-up meeting was scheduled to re-address student progress at the follow-up meeting

- 0 Absent = No additional follow-up meeting was scheduled to continue efforts to monitor the student’s progress while at the follow-up meeting
- 1 Partially Present = An additional follow-up meeting was discussed, but a specific date was not provided
- 2 Present = A specific date for an additional follow-up meeting was scheduled
**Tier III Critical Components Checklist**

**School Name:** ______________________  **FL or District Student ID:** ____________

**School Year:**  
- [ ] 2007-08  
- [ ] 2008-09  
- [ ] 2009-10

**Date Initial Meeting Occurred:** ___________________  **Grade Level:** ________________

**Area(s) of Concern (Check all that apply):**  
- [ ] Reading  
- [ ] Math  
- [ ] Behavior

**Directions:** For each selected student, please use the scale provided to indicate the extent to which each critical component of problem-solving is present in the Problem-Solving Team (i.e., Intervention Assistance Team, School-Based Intervention Team, Student Success Team, Child Study Team) paperwork. See the attached rubric for the criteria for determining the extent to which each critical component is present.

<table>
<thead>
<tr>
<th>Component</th>
<th>0 = Absent</th>
<th>1 = Partially Present</th>
<th>2 = Present</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Replacement behavior (i.e., target skill) was identified</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Data were collected to determine the target student’s current level of performance, the expected level, and peer performance</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A gap analysis between the student’s current level of performance and the benchmark, and the peers’ current level of performance (or adequate representation of peer performance) and the benchmark was conducted</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Development and Implementation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)</td>
<td>0 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Developed by the Florida PS/RtI Statewide Project  
http://floridarti.usf.edu*
8. A plan for assessing intervention integrity (i.e., fidelity) was agreed upon  
   | 0 | 1 | 2 |

9. Frequency, focus, dates of progress monitoring, and responsibilities for collecting the data were agreed upon  
   | 0 | 1 | 2 |

10. Criteria for positive response to intervention were agreed upon prior to implementing the intervention plan  
    | 0 | 1 | 2 |

11. A follow-up meeting was scheduled at the initial meeting  
    | 0 | 1 | 2 |

**Program Evaluation/RtI**

12. Progress monitoring data were collected and presented graphically  
    | 0 | 1 | 2 |

13. Documentation of implementation of the intervention plan was presented  
    | 0 | 1 | 2 |

14. A decision regarding good, questionable, or poor RtI was made  
    | 0 | 1 | 2 |

15. A decision to continue, modify, or terminate the intervention plan was made  
    | 0 | 1 | 2 |

16. An additional follow-up meeting was scheduled to re-address student progress at the follow-up meeting  
    | 0 | 1 | 2 |

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Developed by the Florida PS/RtI Statewide Project
http://floridartt.usf.edu*
CHAPTER FIVE

Tools for Examining Family Engagement
Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E)

Description and Purpose

Theoretical Background

The Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E) was developed by Project staff to assess educators’ (a) beliefs about family engagement, (b) perceptions of knowledge and skills for implementing family engagement activities, and (c) perceptions of the degree to which they implement family engagement practices (behaviors). Research suggests cognitive components (beliefs about family engagement, perceptions of knowledge and skills for family engagement) and behavioral components (educators’ active outreach to families) impact the degree to which families and educators form positive, collaborative partnerships for the purpose of supporting student learning. Beliefs, perceptions of knowledge and skills, and perceptions of practices represent interrelated constructs that impact the degree to which the outcome of effective family engagement is achieved. The degree to which educators believe that family engagement is important and perceive that they know how to engage families is related to the degree to which educators actually implement family engagement practices. The converse holds true as well, suggesting that educators’ increased practice at implementing family engagement efforts is related to their positive beliefs and perceptions of knowledge and skills for engaging families.

Effective family-school engagement is the result of a functional partnership between educators and families. Obtaining reliable and valid information from families and educators informs the development of plans to engage families effectively in RtI/MTSS implementation.

Description

The Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E) is a 32-item instrument that measures educator beliefs about the importance of family engagement, perceptions of knowledge and skills for engaging families, and perceptions of practices for engaging families in educational activities as part of RtI/MTSS implementation. Respondents use the following scale when completing items from the survey: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree.
Purpose

Data obtained from the FERS:E is intended to inform the school’s plans and practices to engage families in RtI/MTSS practices. The FERS:E has two primary purposes. First, the survey measures educators’ beliefs about the importance of family engagement, perceptions of their knowledge and skills for working with families to support student learning, and educators’ perceptions of the degree to which they implement various family engagement practices. The data obtained from the FERS:E can inform professional development designed to teach educators about the importance of family engagement and to increase their skills in implementing effective family engagement practices.

Second, the survey measures changes in these constructs (i.e., beliefs about family engagement, knowledge and skills for family engagement, family engagement practices) over time. Therefore, the survey can be used to measure the impact of professional development on educator beliefs, knowledge, skills, and practices.

Intended Audience

Who should complete the Family Engagement in RtI/MTSS Survey: Educator Version?

Any instructional staff who may be relevant to the purpose(s) of using data from the FERS:E. Depending on the purpose(s) of data collection, the relevant instructional support staff might include all, or a combination, of the educators who play a role in supporting family engagement throughout the school. For example, administrators, general education teachers, special education teachers, student services personnel, reading specialists, interventionists, or anyone else who assists with delivering curriculum and interventions to students, might be asked to complete the survey.

Who should use the results of the survey for decision making?

The School-Based Leadership Team (SBLT) members should receive the results from the FERS:E. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating RtI/MTSS implementation in a school. See other chapters in this Technical Assistance Manual for more information about composition and functioning of SBLTs.

District-Based Leadership Team (DBLT) members should also receive the results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing RtI/MTSS practices. Staff included on the team mirrors the SBLT in terms of representation of disciplines and roles and responsibilities. Examples of leadership provided by DBLT members include:

- facilitating the creation of policies and procedures and districtwide action plans to support family engagement in RtI/MTSS implementation (e.g., establishing pre- and post-meeting procedures for SBLT members to support
families’ full participation in problem-solving meetings),
• providing access to professional development targeting beliefs, knowledge and skills, and practices of educators in the district (e.g., strategies for communicating effectively with diverse families for the purpose of supporting student learning),
• and meeting with schools to review implementation and student outcomes (e.g., discussing strategies for making direct links between the school’s family engagement efforts and student outcomes [e.g., reading, math, behavior]).

• Results of the FERS:E should also be shared with the instructional staff and with families (e.g., during school-sponsored family meetings, posted on the school’s website). Sharing the results with instructional staff and with families can be used as a strategy for facilitating discussions about each school’s goals and priorities for family engagement and as a strategy to obtain input on improving existing family engagement plans and practices.

Directions for Administration

Venues and Methods of Administration

The FERS:E can be administered in venues such as trainings, staff meetings, or grade-level meetings. The survey may also be administered through dissemination in staff mailboxes with directions for returning the survey. Finally, the instrument can be administered electronically through district-supported or commercially available technology resources (e.g., SurveyMonkey®). Regardless of the method chosen to administer the survey, every effort should be made to ensure high return rates from staff members so that the information gathered adequately reflects the staff in the school. Regardless of the method used, it is suggested that those administering the survey follow the procedures outlined below for providing directions to educators completing the survey.

Step 1. Prior to administration, it is highly recommended that an explanation of the purpose of the FERS:E, how it will be used, and how it ties to the priorities of the school and district is provided to those individuals completing the survey. It is also important to emphasize that the survey results are anonymous because no personally identifying information is requested.

Step 2. Select appropriate venue/method (e.g., paper pencil, SurveyMonkey®) for disseminating the survey. Consider strategies for increasing the rate of return (e.g., provide staff data regarding completion rate and the goal on a regular basis, provide incentives for grade levels with 100% completion rates) that are appropriate and fit within the context of the school.

Step 3. Disseminate survey according to plan identified in Step 2. It is important to provide staff with specific instructions for completing the survey.

Step 4. Ensure there is a process or method available for educators to have their questions regarding the survey or how to complete the survey answered.
Step 5. Identify a specific deadline for survey completion. Typically a two-week period is sufficient with a prompt provided to staff after the first week.

**Frequency of Use**

The FERS:E is sensitive to changes in beliefs, perceptions of knowledge and skill, and practices. Therefore, the frequency of survey administration is determined by the reason the survey is being used. Typically, the survey is given the first time to establish a baseline level of beliefs, knowledge/skills, and practices. Repeated administrations of the survey are conducted over time (e.g., annually) to measure changes in those beliefs, knowledge/skills, and practices as a result of intentional activities such as professional development.

Although schools and districts will need to make adjustments based on the resources available, general recommendations for completing the FERS:E are provided below. General recommendations are to administer the survey to educators:

- Prior to beginning professional development targeting family engagement in RtI/MTSS.
- At the end of the first year of professional development activities to determine the extent to which beliefs about family engagement, knowledge and skills for family engagement, and family engagement practices changed.
- At least one time each subsequent year to monitor the family engagement in RtI/MTSS over time. Administration at the end of each year can be used to provide information on the relationship between professional development activities and family engagement during the year as well as serve as a baseline to determine the impact of next year’s activities.

**Technical Adequacy**

**Content Validity Evidence**

To create the items for the FERS:E, the family engagement/school-family partnerships/family involvement literature was reviewed along with existing measures of family engagement (Westmoreland, Bouffard, O’Carroll, & Rosenberg, 2009). Items were constructed that were similar in content and wording to existing, psychometrically sound measures of family engagement (Westmoreland et al., 2009). However, items were adapted to reflect RtI/MTSS implementation language, content, and activities. The FERS:E was developed with items reflecting beliefs about family engagement, perceptions of knowledge and skills for engaging families, and practices to engage families in RtI/MTSS.

A draft of the instrument was sent to an Expert Validation Panel (EVP) for review and evaluation. The EVP consisted of educators from varying disciplines with knowledge of RtI/MTSS and family engagement. The EVP provided feedback on the representativeness of the items covered, clarity and quality of the individual items, and suggested modifications to items before final versions of the surveys
were developed. Finally, a small pilot study was conducted with educators \((n = 10)\) to determine the clarity of directions for completing the survey and wording of survey items, and amount of time required to complete the survey. More information on the EVP used to examine the content validity of the survey is available from the Project by contacting Devon Minch at dminch@usf.edu.

**Construct Validity Evidence (Factor Analysis)**

An exploratory common factor analytic (EFA) procedure was used to determine the underlying factor structure of the survey. The EFA was conducted using responses from 933 educators in 40 schools in a single school district. The school district was one of the seven school districts that participated in the FL PS/RtI pilot project. Maximum likelihood (ML) extraction method and standard errors corrected for the nested data structure (i.e., educators nested within schools) were used in the analysis. Examination of the data suggested retention of four to six factors. A four-factor solution yielded the best fit of the data including simple structure and interpretability of factors. The factors were labeled as follows: Factor 1 – Educator Beliefs about Family Engagement, Factor 2 – Educator Knowledge and Skills for Family Engagement, Factor 3 – Educator Family Engagement Practices, and Factor 4 – School-wide Family Engagement Practices. Importantly, the final factor solution was consistent with the way in which the survey items were developed.

**Internal Consistency Reliability**

Internal consistency reliability estimates (as measured by Cronbach’s alpha) for the survey is provided below.

- **Factor One** (Educator Beliefs about Family Engagement): \(\alpha = .91\)
- **Factor Two** (Educator Knowledge and Skills for Family Engagement): \(\alpha = .92\)
- **Factor Three** (Educator Family Engagement Practices): \(\alpha = .92\)
- **Factor Four** (School-wide Family Engagement Practices): \(\alpha = .90\)

**Scoring, Interpretation, and Use of the Data**

**Examination of Broad Domains & Item Responses**

The Florida PS/RtI Project primarily uses two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of beliefs, knowledge and skills, or practices for family engagement reported by educators who completed the survey. Second, the frequency distribution of each response option selected (e.g., Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree) can be calculated for each survey item.

Calculating item means provides an overall impression of the beliefs, knowledge and skills, and practices of those individuals within a school, district, etc. Calculating averages can be done at the domain (i.e., factor) and/or individual item levels. A score for each of the four domains (i.e., factors) measured by the instrument
may be computed for each respondent or for groups of respondents to the survey by calculating the sum of the ratings of the items that comprise the domain. These values can be added together and divided by the number of items within the domain to **determine the average level of beliefs/perceptions of knowledge and skills/individual practices/school-wide practices for each domain** (see Figure 13 on page 224 for an example of school-level domain averages). The items that comprise each domain are as follows:

- **Factor One** *(Educator Beliefs about Family Engagement)*: Items 1-7
- **Factor Two** *(Educator Knowledge and Skills for Family Engagement)*: Items 8-13
- **Factor Three** *(Educator Family Engagement Practices)*: Items 14-24
- **Factor Four** *(School-wide Family Engagement Practices)*: Items 25-32

Average levels of beliefs, knowledge and skills, and practices for family engagement can also be examined by item. Calculating the mean rating for each item within a domain provides an analysis of the extent to which educators agree with particular items. This information can be used to identify specific beliefs, knowledge and skills, and practices that may facilitate or hinder the implementation of family engagement efforts, but does not provide much information on the variability of responses to items measuring specific beliefs, knowledge and skills, or practices.

Calculating the frequency of educators who selected each response option (i.e., SD, D, N, A, SA) for an item, on the other hand, provides information on the range of beliefs/knowledge and skills/practices for family engagement (see Figure 14 on page 225). This information can be used to determine the percentage of respondents who agree or disagree that they hold a particular belief/possess certain knowledge and skills/or implement particular practices. When planning family engagement efforts, information on the percentage of educators who endorse particular beliefs, knowledge and skills, or practice items can help to inform decisions regarding the implementation of family engagement efforts.

It is recommended that key stakeholders analyze *FERS:E* survey data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding family engagement. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. Example evaluation questions, data sources, and graphs are illustrated below.

---

For example, if an educator selected A, N, A, N, D, A, N when completing the 7 items that comprise the “Beliefs about Family Engagement” domain, the values corresponding with those responses would be added together to obtain a total value of 23 (i.e., 4+3+4+3+2+4+3=23). The total value of 23 would be divided by the number of items (7) to obtain the average domain score (i.e., 23/7 = 3.29). An average domain score of 3.29 could be interpreted as the educator, on average remaining slightly above neutral (neither disagreeing nor agreeing), with belief statements regarding the importance of family engagement.
• **Evaluation question:** What is the general trend in staff beliefs regarding the importance of family engagement over time?

• **Data source:** Displaying the average Belief domain score across all educators in the school on the y-axis with each corresponding time point on the x-axis.

• **Example graph:**

![Example Graph](image)

*Figure 13. Example One*
• **Evaluation question:** What specific beliefs about the importance of family engagement do staff tend to agree, remain neutral, or disagree? How have these beliefs changed over three time points?

• **Data source:** Displaying the percentage of educators who report disagreement, neutrality, or agreement with each item in the Belief domain on the y-axis and the belief items listed across the x-axis. Of note, the SD and D categories were collapsed into red, while SA and A categories were collapsed into green. These were contrasted with the N response option in yellow to allow for easy comparison of D, N, and A.

• **Example graph:**

![Sunshine Elementary Family Engagement: Educator Version Survey Data](image)

**Figure 14. Example Two**

Identifying which evaluation question(s) are currently being asked will guide how to analyze the data and communicate the information to facilitate decision-making.

**Data Dissemination to Stakeholders**

It is recommended that the data be shared with DBLTs and SBLTs, instructional school staff, families, and any other relevant stakeholders as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions to discuss the results from the family engagement survey, develop and/or modify family engagement goals, design professional development activities to facilitate changes in family engagement efforts, and develop more effective family engagement implementation plans. SBLT members can use the data presented to facilitate discussions among the staff to obtain consensus for the importance of family engagement and to obtain staff input regarding factors that contribute to, or hinder, effective family engagement.
One helpful strategy for facilitating discussions about family engagement survey data is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about the school’s progress toward reaching the school’s family engagement goals. Listed below are examples of guiding questions that can be used to facilitate discussions among staff when examining data from the FERS:E.

Given the nature of family engagement as a partnership between families and educators, it is important to obtain families’ perspectives as well. Thus, the questions below also reference data obtained from the Family Engagement in RtI/MTSS Survey: Family Version (FERS:F; see page 238 of this chapter). The questions were developed to provide scaffolding when interpreting the data and focus discussions around the development of effective family engagement plans. Stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

- Did your building’s beliefs about family engagement change from the first administration to the second administration?
  - For educators? For families?
  - If yes, what beliefs made the greatest change? Why do you think they might have changed in that way?

- Did your building’s knowledge and skills for engaging families change from the first administration to the second administration?
  - For educators? For families?
  - If yes, what knowledge and skills made the greatest change? Why do you think they might have changed in that way?

- To what extent do you believe that your building possesses the skills to effectively engage families in supporting student learning (e.g., communicating data to families effectively, explaining the intent RtI/MTSS to families, answering families’ concerns and questions about RtI/MTSS, etc.)? What implications does this have for staff professional development?

- Did your building’s family engagement practices change from the first administration to the second administration?
  - Did educators report implementing more/less practices?
  - Did families report engaging in more/less activities to support student learning?
  - Did families perceive that educators were implementing more/less outreach efforts to engage families in student learning?
    - If yes, what practices changed the most?

- Currently, do families and educators hold similar perceptions of family engagement?

- Do families and educators hold similarly positive beliefs about family engagement?
• Do families and educators report having the skills necessary to engage in partnership activities?

• Do families and educators report that educators are reaching out to and engaging families in student learning?

• What do you think these data mean in the context of engaging families in RtI/MTSS in your building?
  - How can these data inform professional development and on-site coaching support targeting educators’ and families’ beliefs, knowledge and skills, or practices for family engagement?
  - How can these data inform efforts to build families’ capacity to support student learning?

• What additional questions do we have? What additional data may be needed?

Technology Support

School personnel should consider using district supported or commercially available technology resources to facilitate analysis of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., SurveyMonkey®) and automatic analysis of data, as well as their degree of user-friendliness. Decisions about the technology used to facilitate data analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing data from the FERS:E. If your district and/or school has a SurveyMonkey® Select (paid) account and you are interested in having the surveys transferred to your account, please contact the project at judihyde@usf.edu.

Training Required

Training resources for administering the survey as well as data analysis and interpretation can be accessed on the Florida RtI website at http://floridarti.usf.edu/resources/topic/parent_resources/index.html.

Training Recommended for Administering the Family Engagement Survey

A brief training is recommended prior to administering the Family Engagement in RtI/MTSS Survey: Educator Version. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore, trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual, as well as resources on the project website, can serve as resources for developing and conducting trainings on the measure.

• Theoretical background on the relationship between beliefs about family engagement, family engagement knowledge and skills, and family engagement practices and behaviors.
• Description of the instrument including information on the items and how they relate to each other (e.g., domains of family engagement that the items assess).
• Administration procedures developed and/or adopted.
• Common issues that arise during administration such as frequently asked questions and strategies to facilitate higher return rates in school settings.

**Training Recommended for Analyzing, Interpreting, and Disseminating Survey Data**

• Appropriate use of the survey given its purpose and technical adequacy
• Guidelines for analyzing and displaying data derived from the survey
• Guidelines for interpreting and disseminating results
• Guidelines for using data to inform decision-making specific to family engagement in RtI/MTSS implementation

**School-Level Example of Family Engagement Data**

The following example demonstrates how key stakeholders may use data derived from the *FERS:E* to inform the school’s efforts to engage families in RtI/MTSS implementation. Data from the survey is displayed graphically. Following the graphs, background information on the school’s initiative and an explanation of what is represented on each graph is provided. Finally, ways in which the data were used by the school to identify needs and monitor progress is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).
Figure 15. Example FERS:E Survey Graph of Items from Factor 1 – Beliefs about Family Engagement and Factor 2 – Knowledge and Skills for Family Engagement.
Thinking about your work with families relative to full MTSS implementation at your school, please select the response that best expresses how much you agree or disagree with each statement below:

1. In my regular practice, I collect valuable information about the student’s home environment.
2. I share assessment information and student data with parents in a way that they can understand.
3. The education student evaluation data is a priority in my work.
4. I have regular meetings (e.g., monthly) with parents and if a student’s family needs assistance, I take action.
5. I include families in important decisions about their child’s education.
6. I have regular meetings with parents, guardians, and caregivers to discuss curriculum, standards, and instruction at school. (check all that apply)
7. I help families understand the school’s expectations, and help them understand what their child needs to be successful.
8. I provide opportunities for families to advocate for their child or their child’s education.
9. I have opportunities to respond to the needs of families that can improve education outcomes.
10. The student data and other problem-solving resources are made available to support families’ engagement.

Figure 16. Example ERESSE Survey Graph of Items from Factor 3 – Educator Family Engagement Practices.
Thinking about your school's work with families relative to RtI/MTSS implementation at your school, please select the response option that best represents how much you agree or disagree with each statement below. My school (or staff at my school):

32. ensures families feel welcome at this school.
31. asks families what types of assistance they may need (e.g., information, training, practice, parent mentor, etc.) in order to help their child with school.
30. teaches families skills they can use at home that will improve their child’s success at school.
29. provides families opportunities to connect with and learn from other families at this school.
28. provides families training in using the problem-solving process to help students.
27. includes families on teams implementing Response to Intervention (RtI).
26. provides families with information about Response to Intervention (RtI).
25. provides information to families about how they (families) are included in the schools’ Response to Intervention (RtI) activities.

Figure 17. Example FERS:E Survey Graph of Items from Factor 4 – School-wide Family Engagement Practices.
Explanation of the Graphs

The SBLT at Sunshine Elementary wanted to support the development and implementation of effective family engagement efforts. In order to ensure a comprehensive plan, the SBLT wanted to assess the following: (a) the degree to which the beliefs of the instructional school staff aligned with the core beliefs of effective family engagement, (b) the degree to which staff perceived they had sufficient knowledge and skills for family engagement; (c) the degree to which staff reported implementing family engagement practices; and (d) the degree to which school-wide family engagement practices were being implemented.

In order to evaluate staff beliefs, perceptions of knowledge and skills, and perceptions of family engagement practices, the SBLT members decided to administer the FERS:E at the beginning and end of the first year of RtI/MTSS implementation and at the end of each subsequent year. Sunshine elementary also administered the FERS:F each year. The results of the FERS:F are discussed in the section of this chapter on the FERS:F.

Sunshine Elementary was interested in analyzing the current level of beliefs, knowledge and skills, and practices among staff, so percentage of staff indicating each response option (Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree) was graphed by item. The items were organized by factor to allow for easy comparison. Therefore, the items for each factor were displayed on separate graphs, one graph for each factor, with the exception of Beliefs and Knowledge and Skills items that are provided on the same graph. Figure 15 displays data on staff beliefs and perceptions of knowledge and skills for family engagement (Factors 1 and 2), Figure 16 displays data on staff perceptions of individual family engagement practices (Factor 3), and Figure 17 displays data on staff perceptions of school-wide family engagement practices (Factor 4).

Each graph provides data for a single time point, the beginning of the first year of implementation (baseline). Graphs indicate the percentage of staff that chose each response option (Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree) with a different color for each response option. These data were shared with SBLT members and school staff shortly after administration of the survey.

Sunshine Elementary’s Use of the Data for Decision Making

When examining staff data, Sunshine Elementary SBLT members started by visually analyzing the data across items for each of the four factors (Beliefs about Family Engagement, Knowledge and Skills for Family Engagement, Individual Family Engagement Practices, and School-wide Family Engagement Practices). Following a review of broad domains, SBLT members drilled down into the data to analyze the data by item. Discussions of each graph follow.

Beliefs about Family Engagement. Visual analysis of Figure 15 indicates that between 90-100% of the staff tended to agree or strongly agree with items repre-
senting general family engagement. Although there was not significant variability among the beliefs items, higher percentages of staff indicated neutral for items #5 and #6 and even a small proportion who indicated disagree with item #7. Of note, items #5, #6, and #7 represent family engagement practices specific to a school implementing RtI/MTSS (i.e., they reflect the use of data within a problem-solving process). This would suggest a potential target for professional development and job-embedded coaching support.

Knowledge and Skills for Family Engagement. Next, the SBLT examined staff perceptions of knowledge and skills for family engagement (Figure 15). As evident in Figure 15, 70-90% indicated that they generally did not feel as though they had the knowledge and skills to effectively engage families. Although there was not significant variability across the items for this domain, there are a few noteworthy results. The items with the greatest percentage of disagreement were items #8, #12, and #13 and these items represent the knowledge and skills to engage families in problem-solving practices. Furthermore, there were no staff that indicated they strongly agreed that they had the skills for items #11 or #13. Although all items on this factor are potential targets for professional development, the items identified above are considerably noteworthy.

Individual Family Engagement Practices. Educators generally indicated that they were not implementing family engagement practices that were consistent with RtI/MTSS implementation. Of note, there were no staff that strongly agreed they implemented these practices and few staff who agreed that they implemented any of the practices. The percentage of educators indicating Neutral might suggest an area for follow-up and clarification. These results would be important to compare with results from the FERS:F.

School-wide Family Engagement Practices. The trend continued for school-wide family engagement practices with 70-80% of educators reporting their school did not implement any of the practices and reporting agreement that any practices were being implemented.

Family Perspectives. Of note, the SBLT also reviewed the data collected from the FERS:F. The graphs and data are discussed more in depth in the section on the Family Version of the survey. These data are helpful as the discrepancy in perspectives may be indicative of ineffective family engagement efforts. The SBLT kept this information in mind during small group discussions and planning efforts.

Conclusions from the Data

At a staff meeting the SBLT organized the staff into small groups and presented each small group with graphs of the data described above in addition to guiding questions to facilitate discussions. The guiding questions included:

1. What trends do you see in staff beliefs about family engagement, knowledge and skills for family engagement, and family engagement practices?
2. What factors contributed to the variability and specifically, the low levels of agreement for some of the items? What are the barriers to implementing family engagement practices?

3. What factors contributed to the high levels of agreement for some of the items?

4. What could be done to address the identified factors for #2 considering the discussion of the factors that worked well (#4)? What can the leadership do to help address the barriers identified in #2?

5. What do the data indicate in terms of professional development and support needs of the staff?

The SBLT members considered the feedback from the group discussion and created a family engagement action plan that addressed professional development needs and ongoing coaching support to facilitate sustainable implementation of practices. The action plan included a data collection schedule to monitor changes in staff beliefs, skills, and practices over time as a result of increased support and professional development. Additional items on the action plan included specific responsibilities for family engagement outlined for teachers that they were asked to perform weekly during planning periods and downtime (e.g., positive phone calls home to families of the lowest performing students). The principal established a system that allowed teachers to request class coverage for up to 30 minutes each week in order to implement family engagement practices. Additional action plan items focused on professional development (PD) and on-site coaching support targeting the importance of family engagement for obtaining student outcomes and particularly, engaging families in data-based problem-solving meetings (e.g., Conjoint Behavioral Consultation [CBC]; Sheridan, Kratochwill, & Bergan, 1996; Sheridan & Kratochwill, 2008) for those students receiving the most intensive levels of support (i.e., tier 2 or tier 3 support). Furthermore, the professional development plan targeted strategies for implementing effective home-school communication practices (e.g., see Henderson & Mapp, 2002). Staff were provided models of effective practices and given opportunities to demonstrate newly learned skills and receive feedback from peers. The content of the PD was focused on strategies for using student data as a primary vehicle for engaging and communicating with families.
Family Engagement in RtI/MTSS: Educator Version

School Name: ____________________________

Your current job position (select one):
- General Education Teacher
- Special Education Teacher
- Instructional Support Staff (hourly teacher, interventionist)
- Student Services Personnel (school psychologist, guidance, social worker)
- Administrator
- Other, please specify: _________________________

Are you a member of your school’s School-Based Leadership Team (SBLT)?
- Yes
- No

Thinking about your work with families (i.e., parents, legal guardians) relative to RtI/MTSS* implementation at your school for the current school year, please select the response option that best represents how much you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe that family-school relationships have an important influence on how well a child does academically in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I believe that family-school relationships have an important influence on how well a child does behaviorally in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I believe that families want what is best for their child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I believe that if a child struggles in school, it is important to engage his or her family in developing a plan to help the child succeed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I believe that it is important to use a child’s academic and/or behavioral data (information) when discussing student progress with his or her family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I believe that it is important for families to receive frequent updates regarding their child’s progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I believe that it is important for families to have a good understanding of what their child’s academic and/or behavioral data mean for their child’s success in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
Thinking about your work with families (i.e., parents, legal guardians) relative to RtI/MTSS* implementation at your school for the current school year, please select the response option that best represents how much you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I have the skills to engage families in problem solving using important data (information) about their child’s performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have the skills to communicate with families effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I have the skills to explain a child’s academic and behavioral data to his or her family in a way the family can understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I have the skills to listen to families and identify their concerns and priorities when it comes to their child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I have the skills to use data to examine a child’s academic and behavioral progress with his or her family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I have the knowledge and skills to explain to families that the intent of RtI/MTSS* is to develop a plan for helping the child, which may not require special education (ESE) consideration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. It is my regular practice to ask families for information about how their child learns best.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I always answer families’ concerns and questions about RtI/MTSS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. It is my regular practice to explain student progress data to families in a way they can understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. It is my regular practice to use various methods (e.g., website, emails, etc.) to share student data with families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. It is my regular practice to provide families with frequent updates of their child’s progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. It is my regular practice to provide families with frequent updates on changes that occur to their child’s curriculum and instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. It is my regular practice to provide flexible meeting times to ensure that families can be involved in problem-solving meetings about their child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. It is my regular practice to include families in making decisions about the supports needed for their child to be successful in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. It is my regular practice to collaborate with families more frequently when their child is struggling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. It is my regular practice to provide families with activities they can do at home to support their child’s learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
Thinking about your work with families (i.e., parents, legal guardians) relative to RtI/MTSS* implementation at your school for the current school year, please select the response option that best represents how much you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. It is my regular practice to use student data and ongoing problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>solving to engage families in supporting student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thinking about your school’s work with families (i.e., parents, legal guardians) relative to RtI/MTSS* implementation at your school for the current school year, please select the response option that best represents how much you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. My staff (or staff at my school) provides information to families</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>about how they (families) are included in the school’s RtI/MTSS*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. My staff (or staff at my school) provides families with information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>about RtI/MTSS*.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. My staff (or staff at my school) includes families on teams</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>implementing RtI/MTSS*.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. My staff (or staff at my school) provides families training in using</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>the problem-solving process to help students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. My staff (or staff at my school) provides families opportunities to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>connect with and learn from other families at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. My staff (or staff at my school) teaches families skills they can use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>at home that will improve their child’s success at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. My staff (or staff at my school) asks families what types of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>assistance they may need (e.g., information, training, practice,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent mentor, etc.) in order to help their child with school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. My staff (or staff at my school) ensures families feel welcome at</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for completing this survey.*

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support*
Family Engagement in RtI/MTSS Survey: Family Version (FERS:F)

Description and Purpose

Theoretical Background

The *Family Engagement in RtI/MTSS Survey: Family Version (FERS:F)* was developed by Project staff to assess families’ (a) beliefs about family engagement, (b) perceptions of knowledge and skills for participating in family engagement activities, (c) perceptions of the degree to which they engage in activities to support student learning, and (d) their perceptions of the degree to which educators engage in family outreach efforts. Research suggests cognitive components (beliefs about family engagement, perceptions of knowledge and skills for family engagement) and behavioral components (families’ active support for student learning) impact the degree to which families and educators form positive, collaborative partnerships for the purpose of supporting student learning. Beliefs, knowledge and skills, and behaviors and practices represent interrelated constructs that impact the degree to which the outcome of effective family engagement is achieved. The degree to which families believe that family engagement is important, perceive that they know how to participate in educationally supportive activities, and perceive educators want families to participate in collaborative ways to support student learning is related to the degree to which families actually engage in educationally supportive activities. The converse holds true as well, suggesting that families’ increased practice at supporting student learning is related to their success at supporting student learning, which translates to positive beliefs and increased perceptions of knowledge and skills for participating in educationally supportive behaviors.

Effective family-school engagement is the result of a functional partnership between families and educators. Obtaining reliable and valid information from families and educators informs the development of plans to engage families effectively in RtI/MTSS implementation.

Description

The *Family Engagement in RtI/MTSS Survey: Family Version (FERS:F)* is a 40-item instrument that measures families’ (a) beliefs about the importance of family engagement, (b) perceptions of knowledge and skills for participating in family engagement activities, (c) perceptions of their own practices for supporting student learning, and (d) perceptions of educators’ practices to reach out to and engage
families in student learning. Respondents use the following scale when completing items from the survey: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree. Respondents use the following scale when completing items that measure families’ activities to support student learning (i.e., communication with the school, providing direct educational support to students during non-school hours): 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; or 5 = Not Applicable. The Not Applicable option is available for those items that families may not engage in at all because it is not related to their child’s schooling experience (e.g., parents of a child that is performing above grade-level learning standards would indicate Not Applicable to questions about participation in problem-solving meetings as their child’s schooling experience would not require intensive problem-solving among a team of educators and their family).

**Purpose**

Data obtained from the FERS:F is intended to inform the school’s plans and practices to engage families in RtI/MTSS practices. The FERS:F has two primary purposes. First, the survey measure families’ beliefs about the importance of family engagement, perceptions of their knowledge and skills for working with educators and their child to support student learning, families’ perceptions of the degree to which educators implement various family engagement practices and the frequency with which families participate in educationally supportive activities. Data obtained from the FERS:F can inform plans and practices designed to build both educators’ and families’ capacity for working together to support student learning.

Second, the survey measures changes in these constructs (i.e., beliefs about family engagement, knowledge and skills for family engagement, family engagement practices) overtime. Therefore, the survey can be used to measure the impact of capacity-building efforts on family beliefs, knowledge and skills, and practices.

**Intended Audience**

*Who should complete the Family Engagement in RtI/MTSS Survey: Family Version?*

A family member (parents, legal guardian, primary caregiver) of each student attending the school.

*Who should use the results of the survey for decision-making?*

The School-Based Leadership Team (SBLT) members and families should receive and review the aggregated results from the FERS:F. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating RtI/MTSS implementation in a school. (See other chapters in this manual for more information on composition and function of SBLTs.)

District-Based Leadership Team (DBLT) members should also receive and review the aggregated results for the district’s schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools imple-
menting RtI/MTSS practices. Staff included on the team mirrors the SBLT in terms of representation of disciplines and roles and responsibilities. Examples of leadership provided by DBLT members include:

- facilitating the creation of policies, procedures, and districtwide action plans to support family engagement in RtI/MTSS implementation (e.g., establishing pre- and post-meeting procedures for SBLT members to support families’ full participation in problem-solving meetings),
- providing access to internal (district provided) and external (community-based) resources and supports that would help to build educators’ and families’ capacity for family-school relationships,
- and meeting with schools to review implementation and student outcomes (e.g., discussing strategies for making direct links between the school’s family engagement efforts and student outcomes [e.g., reading, math, behavior]).

- Results of the FERS:F should also be shared with the instructional staff and with families (e.g., during school-sponsored family meetings, posted on the school’s website, shared in written notes home to parents). Sharing the results with instructional staff and with families can be used as a strategy for facilitating discussions about each school’s goals and priorities for family engagement and as a strategy to obtain input on improving existing family engagement plans and practices.

**Directions for Administration**

**Venues and Methods of Administration**

The FERS:F can be administered in various ways depending on the school. Existing options for collecting information from families should be considered along with online administration (use of email and SurveyMonkey®), hard-copy administration (paper copy of the survey sent home and return to the school), and U.S. Mail administration. Regardless of the method chosen to administer the surveys, every effort should be made to ensure high return rates from families so that the information gathered adequately reflects the families in the school. Regardless of the method used, it is suggested that those administering the survey follow the procedures outlined below for providing directions to families completing the survey.

**Step 1.** Prior to administration, it is highly recommended that an explanation of the purpose of the FERS:F, how it will be used, and how it ties to the priorities of the school and district is provided to those individuals completing the survey. It is also important to emphasize that the survey results are anonymous because no personally identifying information is requested. If personally identifiable information is collected, ensure that it will be removed from survey responses upon reception of the data and aggregated with other families’ responses when analyzing the data.

**Step 2.** Select appropriate venue/method (e.g., paper pencil, SurveyMonkey®) for disseminating the survey. Consider strategies for increasing the rate of return (e.g., provide families with data regarding completion rate and the goal on a regular
basis, provide incentives to students who return survey, provide incentives to families for the grade-levels with highest completion rates) that are appropriate and fit within the context of the school.

Step 3. Disseminate survey according to plan identified in Step 2. It is important to provide families with specific instructions for completing the survey.

Step 4. Ensure there is a process or method available for families to have their questions regarding the purpose of the survey or how to complete the survey answered.

Step 5. Identify a specific deadline for survey completion. Typically, a two to four week period is sufficient with a prompt provided to families at the halfway point.

**Frequency of Use**

The FERS:F is sensitive to changes in beliefs, perceptions of knowledge and skill, and practices. Therefore, the frequency of survey administration is determined by the purpose of survey administration. Typically, the survey is given the first time to establish a baseline level of beliefs, knowledge and skills, and practices. Repeated administrations of the survey are conducted over time (e.g., annually) to measure changes in those beliefs, knowledge and skills, and practices as a result of intentional activities, such as professional development and opportunities for families to receive direct support from educators.

Although schools and districts will need to make adjustments based on the resources available, general recommendations for completing the FERS:F are provided below. General recommendations are to administer the survey to families:

- Prior to implementing districtwide or schoolwide efforts to increase family engagement in RtI/MTSS.
- At the end of the first year of implementing family engagement efforts to determine the extent to which beliefs about family engagement, knowledge and skills for family engagement, and family engagement behaviors and perceptions of practices changed.
- At least one time each subsequent year to monitor family engagement in RtI/MTSS over time. Administration at the end of each year can be used to provide information on the relationship between family engagement efforts and the degree to which families participate in educationally supportive activities during the year as well as serve as a baseline for the impact of next year’s activities.

**Technical Adequacy**

*Content Validity Evidence*

To create the items for the FERS:F, the family engagement/school-family partnerships/family involvement literature along with existing measures of family engagement were reviewed (see Westmoreland, Bouffard, O’Carroll, & Rosenberg, 2009). Items were constructed that were similar in content and wording to
Construct validity:
Construct-related validity evidence refers to the extent to which the individuals’ scores derived from the instrument represent a meaningful measure of a domain or characteristic. In the case of the FERS:F, exploratory factor analysis was conducted to assess the internal structure of the measure as well as to develop evidence to support the validity of interpretations based on individuals’ scores on the resultant factors. Results of the factor analysis suggest that the FERS:F measures six underlying domains (or factors).

Internal consistency reliability: Internal consistency reliability evidence is based on the degree of homogeneity of scores (i.e., the extent to which the scores cluster together) on items measuring the same domain. In the context of the FERS:F, internal consistency reliability estimates provide a measure of the extent to which educators who responded one way to an item measuring a domain (or factor) tended to respond the same way to other items measuring the same domain.

Existing, psychometrically sound measures of family engagement (Westmoreland et al., 2009). However, items were adapted to reflect RtI/MTSS implementation language, content, and activities. The FERS:F was developed with items reflecting beliefs about family engagement, perceptions of knowledge and skills for participating in educationally supportive activities, perceptions of educator outreach and frequency of participating in educationally supportive activities.

A draft of the instrument was sent to an Expert Validation Panel (EVP) for review and evaluation. The EVP consisted of educators from varying disciplines with knowledge of RtI/MTSS and family engagement. The EVP provided feedback on the representativeness of the items covered, clarity and quality of the individual items, and suggested modifications to items before the final version of the survey was developed. Finally, a small pilot study was conducted with families (n = 10) to determine the clarity of directions for completing the survey, wording of survey items, and amount of time required to complete the survey. More information on the EVP used to examine the content validity of the survey is available from the Project by contacting Devon Minch at dminch@usf.edu.

Construct Validity Evidence (Factor Analysis)

An exploratory common factor analytic (EFA) procedure was used to determine the underlying factor structure of the survey. The EFA was conducted using responses from 396 families in 40 schools in a single school district. The school district was one of the seven school districts that participated in the FL PS/RtI pilot project. Maximum likelihood (ML) extraction method and standard errors corrected for the nested data structure (i.e., families nested within schools) were used in the analysis. Examination of the data suggested retention of four to seven factors. A six-factor solution yielded the best fit of the data including simple structure and interpretability of factors. The factors were labeled as follows: Factor 1 – Family Engagement Activities, Factor 2 – Family Initiated School Communication, Factor 3 – Educators’ Family Engagement Practices, Factor 4 – RtI/MTSS Engagement, Factor 5 – Family Beliefs about Family Engagement, and Factor 6 – Family Knowledge and Skills for Family Engagement. Importantly, the final factor solution was generally consistent with the way in which the survey items were developed.

Internal Consistency Reliability

Internal consistency reliability estimates (as measured by Cronbach’s alpha) for the survey is provided below.

- **Factor One (Family Engagement Activities):** $\alpha = .77$
- **Factor Two (Family Initiated School Communication):** $\alpha = .85$
- **Factor Three (Educators’ Family Engagement Practices):** $\alpha = .66$
- **Factor Four (RtI/MTSS Engagement):** $\alpha = .73$
- **Factor Five (Family Beliefs about Family Engagement):** $\alpha = .91$
- **Factor Six (Family Knowledge and Skills for Family Engagement):** $\alpha = .95$
Scoring, Interpretation, and Use of the Data

Examination of Broad Domains & Item Responses

The Florida PS/RtI Project primarily uses two techniques for analyzing survey responses for evaluation purposes. First, the mean rating for each item can be calculated to determine the average level of beliefs, knowledge and skills, or practices for family engagement reported by families who completed the survey. Second, the frequency distribution of each response option selected (e.g., Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree) can be calculated for each survey item.

Calculating item means provides an overall impression of the beliefs, knowledge and skills, and practices of those individuals within a school, district, etc. Calculating averages can be done at the domain (i.e., factor) and/or individual item levels. A score for each of the six domains (i.e., factors) measured by the instrument may be computed for each respondent, or groups of respondents, to the survey by calculating the sum of the ratings of the items that comprise the domain. These values can be added together and divided by the number of items within the domain to determine the average level of beliefs/perceptions of knowledge and skills/perceptions of educator outreach/family engagement behaviors for each domain. (See Figure 18 on page 244 for an example of school-level domain averages.) The items that comprise each domain are as follows:

- **Factor 1** (Family Engagement Activities): Items 1, 3-6
- **Factor 2** (Family Initiated School Communication): Items 2, 7-10
- **Factor 3** (Educators’ Family Engagement Practices): Items 25-40
- **Factor 4** (RtI/MTSS Engagement): Items 20-24
- **Factor 5** (Family Beliefs about Family Engagement): Items 11-14
- **Factor 6** (Family Knowledge and Skills for Family Engagement): Items 15-19

Average levels of beliefs, knowledge and skills, and practices for family engagement can also be examined by item. Calculating the mean rating for each item provides an analysis of the extent to which families agree with particular items. This information can be used to identify specific beliefs, knowledge and skills, and practices that may facilitate or hinder the implementation of family engagement efforts, but does not provide much information on the variability of responses to items.

Calculating the frequency of families who selected each response option (i.e., SD, D, N, A, SA) for an item provides information on the variability of beliefs/knowledge and skills/practices for family engagement. (See Figure 19 on page 245 for an example of frequency distribution graph by item.) This information can be used to determine what percentage of respondents agree or disagree that they hold a particular belief/possess certain knowledge and skills/implement particular practices. When planning family engagement efforts, information on the percentage of families who endorse particular beliefs, knowledge and skills, or practice items
can help to inform decisions regarding the implementation of family engagement efforts.

It is recommended that key stakeholders analyze FERS:F survey data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding family engagement. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. Example evaluation questions and data sources are illustrated below.

- **Evaluation question**: What is the general trend in family beliefs regarding the importance of family engagement over time?
- **Data source**: Displaying the average Belief domain score across all families in the school on the y-axis with each corresponding time point on the x-axis.
- **Example graph**:

![](image.png)

*Figure 18. Example One*
• **Evaluation question**: What specific beliefs about the importance of family engagement do families tend to agree, remain neutral, or disagree? How have these beliefs changed over three time points?

• **Data source**: Displaying the percentage of families that report disagreement, neutrality, or agreement with each item in the Belief domain on the y-axis and the belief items listed across the x-axis. The three bars for each item represent three data collection points over time. Of note, the SD and D response options were collapsed into red while A and SA were collapsed into green, and these were contrasted with N in yellow to allow for easy comparison of Disagree, Neutral, and Agree.

• **Example graph**:

![Graph Example](image)

*Figure 19. Example Two*

Identifying which evaluation question(s) are currently being asked will guide how to analyze the data and communicate the information to facilitate decision-making.

**Data Dissemination to Stakeholders**

It is recommended that the data be shared with DBLTs and SBLTs, instructional school staff, families, and any other relevant stakeholders as quickly and frequently as possible following survey administrations. Quick access to the data allows stakeholders in leadership positions to discuss the results from the family engagement survey, develop and/or modify family engagement goals, and develop and implement more effective family engagement plans that include professional development and outreach activities. SBLT members can use the data presented to facilitate discussions among staff and families to obtain consensus for the importance of family engagement and to obtain input regarding factors that contribute to, or hinder, effective family engagement.
One helpful strategy for facilitating discussions about family engagement survey data is to provide families and educators with guiding questions. The use of guiding questions is designed to facilitate discussions about issues related to the school’s family engagement efforts. Listed below are examples of guiding questions that can be used to facilitate discussions among educators and families when examining data from the FERS:F.

Given the nature of family engagement as a partnership between families and educators, it is important to obtain educators’ perspectives as well. Thus, the questions below also reference data obtained from the Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E; see the previous section on FERS:E for additional information on this tool.) The questions were developed to provide scaffolding when interpreting the data and focus discussions around the development of effective family engagement plans. Stakeholders in leadership positions can generate additional guiding questions to better meet their particular needs.

- Did your building’s beliefs about family engagement change from the first administration to the second administration?
  - For families? For educators?
  - If yes, what beliefs made the greatest change? Why do you think they might have changed in that way?

- Did your building’s knowledge and skills for engaging families change from the first administration to the second administration?
  - For families? For educators?
  - If yes, what knowledge and skills made the greatest change? Why do you think they might have changed in that way?

- What skills and practices have been identified as areas in need of improvement?
  - By educators? By families?
  - What implications does this have for professional development and ongoing coaching support for your staff?

- Did your building’s family engagement practices change from the first administration to the second administration?
  - Did families perceive that educators implemented more/less family engagement practices?
    - What practices changed the most? Changed the least?
  - Did families report engaging in more/less activities to support student learning?
    - What activities changed the most? Changed the least?
  - Did educators report implementing more/less outreach efforts to engage families in student learning?
    - What practices changed the most? Changed the least?

- Currently, do families and educators hold similar perceptions of family engagement?
• Do families and educators hold similarly positive beliefs about family engagement?
• Do families and educators report having the skills necessary to engage in partnership activities?
• Do families and educators report that educators are reaching out to and engaging families in student learning?
• What do you think these data mean in the context of engaging families in RtI/MTSS in your building?
  • How can these data inform efforts to build families’ capacity to support student learning?
  • How can these data inform professional development and on-site coaching support targeting educators’ family engagement beliefs, knowledge and skills, or practices?
• What additional questions do we have? What additional data may be needed?

Technology Support

When possible, consider using district supported or commercially available technology resources to facilitate collection and analysis of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., SurveyMonkey®) and automatic analysis of data, as well as their degree of user-friendliness. Decisions about the technology used to facilitate data analysis should be made based on available resources as well as the knowledge and skills possessed by those responsible for managing and analyzing survey data. If your district and/or school has a SurveyMonkey® Select (paid) account and you are interested in having the surveys transferred to your account, please contact the project at judihyde@usf.edu.

Training Required

Training resources for administering the survey as well as data analysis and interpretation can be accessed on the Florida RtI website: http://floridarti.usf.edu/resources/topic/parent_resources/index.html.

Training Recommended for Administering the Family Engagement Survey

A brief training is recommended prior to administering the Family Engagement in RtI/MTSS Survey: Family Version. Although administering surveys is common in school settings, issues such as specific administration procedures and the amount of questions administrators are likely to receive about survey content vary. Therefore, trainings of individuals responsible for administering the survey should include the components listed below. The contents of this manual, as well as resources on the Project website, can serve as resources for developing and conducting trainings on the measure.

• Theoretical background on the relationship between beliefs, knowledge and skills, and practices/behaviors related to family engagement.
• Description of the instrument including information on the items and how they relate to each other (e.g., domains of family engagement that the items assess).
• Administration procedures developed and/or adopted.
• Common issues that arise during administration such as frequently asked questions and strategies to facilitate higher return rates in school settings.
• Training Recommended for Analyzing, Interpreting, and Disseminating Survey Data
  • Appropriate use of the survey given its purpose and technical adequacy
  • Guidelines for analyzing and displaying data derived from the survey
  • Guidelines for interpreting and disseminating results
  • Guidelines for using data to inform decision-making specific to family engagement in RtI/MTSS implementation

School-level Example of Family Engagement Data

The following example demonstrates how key stakeholders may use data derived from the FERS:F to inform the school’s efforts to engage families in RtI/MTSS implementation. Data from the survey is displayed graphically. Following the graphs, background information on the school’s initiative and an explanation of what is represented on each graph is provided. Finally, the section reviews ways in which the school used data to identify family engagement needs and monitor progress with implementation of efforts to improve family engagement. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).
Figure 20. Example FERS:F Graph of Items from Factor 5: Family Beliefs about Family Engagement and Factor 6: Family Knowledge and Skills for Family Engagement
Figure 21. Example FERS:FE Graph of Items from Factor 4 – RtI/MTSS Engagement and Part 1 of Factor 3 – Educators’ Family Engagement Practices.

Please rate how much you agree or disagree with each of the following statements by selecting the response option on the scale to the right of the statement that best matches your response.
Please rate how much you agree or disagree with each of the following statements by selecting the response option on the scale to the right of the statement that best matches your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. The staff (teachers, administrators, specialists) at my child’s school uses my child’s academic and behavioral data (for example, assessment results and progress reports) to help me understand if my child is making adequate progress in school.</td>
<td></td>
</tr>
<tr>
<td>41. The staff (teachers, administrators, specialists) at my child’s school values my insight about why my child needs additional interventions (extra help).</td>
<td></td>
</tr>
<tr>
<td>40. The staff (teachers, administrators, specialists) at my child’s school uses problem solving to engage me in my child’s education.</td>
<td></td>
</tr>
<tr>
<td>39. The staff (teachers, administrators, specialists) at my child’s school provides me with things (worksheets, books, games) I can do at home to support my child’s intervention.</td>
<td></td>
</tr>
<tr>
<td>38. The staff (teachers, administrators, specialists) at my child’s school communicates with me more frequently when my child is struggling.</td>
<td></td>
</tr>
<tr>
<td>37. The staff (teachers, administrators, specialists) at my child’s school includes me in decisions about the supports (interventions and extra help) needed for my child to be successful in school.</td>
<td></td>
</tr>
<tr>
<td>36. The staff (teachers, administrators, specialists) at my child’s school is flexible with scheduling so that I can be involved in problem-solving meetings about my child.</td>
<td></td>
</tr>
<tr>
<td>35. The staff (teachers, administrators, specialists) at my child’s school asks me what types of assistance I may need (information, training, practice, parent mentor, etc.) in order to help my child achieve success in school.</td>
<td></td>
</tr>
<tr>
<td>34. The staff (teachers, administrators, specialists) at my child’s school teaches me skills I can use at home that will improve my child’s success at school.</td>
<td></td>
</tr>
<tr>
<td>33. The staff (teachers, administrators, specialists) at my child’s school provides me with frequent updates on changes that occur to my child’s curriculum (changes to what my child is taught in school).</td>
<td></td>
</tr>
</tbody>
</table>

![Graph of Items from Part II of Factor 3: Educators' Family Engagement Practices](image)

*Figure 22. Example FERS:F Graph of Items from Part II of Factor 3: Educators' Family Engagement Practices.*
By selecting the appropriate response option to the right of the statement below, please rate how often you did each activity since the beginning of the current school year.

For each item below, please rate how often you did each activity since the beginning of the current school year.

1. I read information from home from my child’s school.
2. I discuss my child’s progress in school.
3. My child’s teacher regularly makes progress reports with me.
4. When needed, I participate in conferences with my child’s teacher.
5. I provided a schedule with my child to communicate homework assignments.
6. I work with my child’s homework to help them to be successful in school.
7. I tell my child’s teacher for example, a child’s work or behavior.
8. I communicate with my child’s teacher about my child’s participation in school.
9. I tell my child’s teacher about my child’s transportation to school.
10. I visit my child’s classroom to obtain information about the school.
11. I talk to my child’s teacher about my child’s understanding of the school and my child.
12. I let the school know when I think the activities the school requests from my family.
Explanation of the Graphs

The SBLT at Sunshine Elementary wanted to support the development and implementation of effective family engagement efforts. In order to ensure a comprehensive plan, the SBLT wanted to assess the following: (a) the degree to which the beliefs of family members aligned with the core beliefs of effective family engagement, (b) family perceived skill levels for participating in educationally supportive activities, (c) the degree to which families perceived that staff were implementing family engagement practices, and (d) the degree to families were engaging in educationally supportive activities.

In order to evaluate family beliefs, perceptions of knowledge and skills for family engagement, perceptions of educators’ family engagement practices, and families’ self-reported engagement behaviors, the SBLT members decided to administer the FERS:F at the beginning and end of the first year of RtI/MTSS implementation and at the end of each subsequent year. Sunshine Elementary also administered the FERS:E each year. The results of the FERS:E are discussed in the section of this chapter on the FERS:E.

Results from the initial survey administration during which Sunshine Elementary determined baseline levels of family engagement. The items were generally organized by factor to allow for easy comparison of domains:

- Beliefs and Skills domains/factors are on one graph (Figure 20)
- Perceptions of Educators’ Practices are on two graphs due to the number of items (Figures 21 and 22)
- Frequencies of Families’ Educationally Supportive Behaviors are on a fourth graph (Figure 23)

Each graph provides data for a single time point, the beginning of the first year of implementation (baseline). Graphs indicate the percentage of staff that chose each response option (Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree) with a different color for each item. These data were shared with school staff and families shortly after administration of the survey.

Sunshine Elementary’s Use of the Data for Decision Making

When examining data after each survey administration, Sunshine Elementary SBLT members started by visually analyzing items within each of the four graphs. Following a review of broad domains, SBLT members drilled down into the data to analyze the data by item. Discussions of each graph follow.

Beliefs about Family Engagement/Skills for Family Engagement. Visual analysis of Figure 20 indicates that between 80-90% of the families tended to agree or strongly agree with items representing the importance of family engagement. Although there was not significant variability among the beliefs items, there were higher percentages of families who indicated neutral and disagreement with items #11, #12, and #14. Given that 10% of families indicated neutral or disagreement, Sunshine Elementary might follow-up with those families of children receiving
additional support (i.e., tier 2 or 3 interventions) to ensure they understood and felt comfortable in their role as an active member of the problem-solving team.

For the Knowledge and Skills items (Figure 20), approximately 90% of families did not indicate any level of agreement that they felt they had the knowledge and skills to participate in educationally supportive behaviors. This would suggest a potential target for further discussion with families to understand what types of supports would be helpful for families to feel as they though they could participate in educationally supportive behaviors with some level of success.

Perceptions of Educator Practices for Family Engagement (Figures 20 and 21). Next, the SBLT examined staff perceptions of educators’ family engagement practices. Generally, 50-60% of families indicated disagreement that educators were implementing any of the family engagement practices represented by the survey items. Of note, there were less than 20% of families that agreed that any of the practices were implemented by educators. This would be important to compare with results from the FERS:E and to gain additional information to understand any discrepancies that may exist between what educators report implementing and what families report educators implementing. Discrepancies could be indicative of ineffective family engagement strategies that are failing to successfully reach families.

Parent Engagement Behaviors (Figure 23). The graph indicates that approximately 10-20% of families report participating in any type of educationally supportive activity and over 50% report disagreement that they implement any of those activities. This would be an area to follow-up with families to determine the types of support they would find helpful to be able to engage in those types of activities with educators and with their child.

Educator Perspectives. Of note, the SBLT also reviewed the data collected from the FERS:E. The graphs and data are discussed more in depth in the section on the Educator Version of the survey. However, it should be noted that the SBLT noticed that educators tended to report implementing more practices than families perceived receiving from educators. These data are helpful as the discrepancy in perspectives may be indicative of ineffective outreach efforts that are failing to reach all families. The SBLT kept this information in mind during small group discussions and planning efforts.

Conclusions from the Data

At a staff meeting the SBLT organized the staff into small groups and presented each small group with graphs of the data described above in addition to guiding questions to facilitate discussions. The guiding questions included:

1. What trends do you see in family beliefs about family engagement, knowledge and skills for participating in family engagement activities, perceptions of educators’ family engagement practices, and frequency of participating in educationally supportive activities?
2. What factors contributed to the variability and specifically, the low levels of agreement for some of the items? What are the barriers to implementing family engagement practices?

3. What factors contributed to the high levels of agreement for some of the items?

4. What could be done to address the identified factors for #2 considering the discussion of the factors that worked well (#4)? What can the leadership do to help address the barriers identified in #2?

5. What do the data indicate in terms of professional development and support needs of the staff? What do the data indicate in terms of direct services provided to families?

The SBLT members considered the feedback from the group discussion and created a family engagement action plan that addressed professional development needs and ongoing coaching support to facilitate sustainable implementation of practices. The action plan included a data collection schedule to monitor changes in family (and staff) beliefs, skills, and practices over time as a result of increased support and professional development. Additional items on the action plan included specific responsibilities for family engagement outlined for teachers that they were asked to perform weekly during planning periods and downtime (e.g., positive phone calls home to families of the lowest performing students). The principal established a system that allowed teachers to request class coverage for up to 30 minutes each week in order to implement family engagement practices. Additional action plan items focused on professional development (PD), on-site coaching support, and direct services and support provided to families that targeted the importance of family engagement for obtaining student outcomes and particularly, family engagement in data-based problem-solving meetings (e.g., Conjoint Behavioral Consultation [CBC]; Sheridan, Kratochwill, & Bergan, 1996; Sheridan & Kratochwill, 2008) for those students receiving the most intensive levels of support (i.e., tier 2 or tier 3 support). Furthermore, the professional development plan targeted strategies for implementing effective home-school communication practices (e.g., see Henderson & Mapp, 2002). Staff were provided with models of effective practices and given opportunities to demonstrate newly learned skills and receive feedback from peers. The content of the PD was focused on strategies for using student data as a primary vehicle for engaging and communicating with families.

The plan included detailed activities to collect further information from families regarding the supports and activities that would be most beneficial to them in order to support student learning during out-of-school time. Plans to assess parental needs were created and subsequent plans to develop activities and supports to meet those needs were developed.
Family Engagement in RtI/MTSS: Family Version

Please complete this survey in order to help us better understand how families and schools can work together to use Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) at your child’s school. RtI/MTSS helps all students succeed in school by providing instruction and intervention (additional help) and educational support at different levels (called Tiers 1, 2, 3) based on students’ individual academic and/or behavioral needs. Schools implementing RtI/MTSS use a data-based problem-solving process to make decisions about the help that students receive. A data-based problem-solving process includes 4 steps:

1. Identifying a child’s academic or behavioral problem
2. Determining why the problem is occurring
3. Identifying what needs to be done in order to solve the problem, and
4. Determining how the student responded to the help or intervention.

Family engagement, including families’ participation in the problem-solving process, is important for successful RtI/MTSS implementation.

Please answer the following questions about your family. Please complete this survey for only one child. If you have more than one child enrolled in the same school, please think about your overall experiences with the school and answer the survey questions accordingly.

What school does your child currently attend? ________________________________________

In what grade is your child currently enrolled? (select one):

- Grade K  ○ Grade 1  ○ Grade 2  ○ Grade 3  ○ Grade 4  ○ Grade 5
- Grade 6  ○ Grade 7  ○ Grade 8  ○ Grade 9  ○ Grade 10  ○ Grade 11
- Grade 12

Does your child currently receive Exceptional Student Education (ESE-Special Education) services? (select one):

- Yes  ○ No

During last school year or this school year, did the school provide your child with additional interventions (any extra, intensive help or support) in addition to the regular instruction students receive in their classrooms? (select one):

- Yes  ○ No

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
For each item below, please rate how often you did each activity since the beginning of the current school year by shading in the circle to the right of the statement that best matches your response. Please use the following response scale:

1 = Never  
2 = Rarely  
3 = Sometimes  
4 = Often  
5 = N/A - Not Applicable (does not apply to your child or family)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I read information that is sent home from my child’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When invited, I participate in conferences/meetings with my child’s teacher(s) regarding my child’s progress in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I provide a supportive environment (for example, ensure a quiet place and time to complete homework) for my child to complete his/her schoolwork at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I work with my child at home to help him/her to be successful in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I tell my child the expectations (for example, complete school work, respect teachers) that I have of him/her in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I communicate with my child’s teacher(s) about my child’s progress in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I talk with other parents at my child’s school to get information about school-related topics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I ask my child’s teacher(s) for things that I can do at home to help my child with school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I ask my child’s teacher(s) questions if I do not understand information the school has given me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I let the school know what I think about the decisions the school makes about my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please rate how much you agree or disagree with each of the following statements by shading the response option on the scale to the right of the statement that best matches your response:

1 = Strongly Disagree (SD)  
2 = Disagree (D)  
3 = Neutral, neither agree or disagree (N)  
4 = Agree (A)  
5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I believe that family-school relationships have an important influence on how well children do in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I believe that if my child were struggling in school, it would be important for me to be included in developing plans to help my child in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
Please rate how much you agree or disagree with each of the following statements by shading the response option on the scale to the right of the statement that best matches your response:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral, neither agree or disagree (N)
4 = Agree (A)
5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I believe that it is important for teachers to use my child’s academic and/or behavioral data (information from test scores, assessments, and progress reports) when discussing my child’s progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I believe that it is important for me to get frequent updates regarding my child’s progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I have the skills to participate in problem solving with the school using data (for example, test scores, assessment results, and progress reports) about my child’s progress.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I have the skills to talk with my child’s teacher(s) about my child’s progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I have a good understanding of my child’s academic and behavioral data (for example, test scores, assessment results, and progress reports).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I have the skills to provide academic and/or behavioral support to my child at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I have skills to help with interventions (extra help provided to my child) for my child at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Thinking about your child’s school, please rate how much you agree or disagree with each of the following statements by shading the response option on the scale to the right of the statement that best matches your response:

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral, neither agree or disagree (N)
4 = Agree (A)
5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. I have a good understanding of the basic principles of RtI/MTSS*.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The staff (teachers, administrators, specialists) at my child’s school gives me information about how families are included in the school’s RtI/MTSS* activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. The staff (teachers, administrators, specialists) at my child’s school provides me with helpful information about RtI/MTSS*.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. The staff (teachers, administrators, specialists) at my child’s school includes me on teams implementing RtI/MTSS*.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
**Thinking about your child’s school**, please rate how much you agree or disagree with each of the following statements by shading the response option on the scale to the right of the statement that best matches your response:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Neutral, neither agree or disagree (N)
- 4 = Agree (A)
- 5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. The staff (teachers, administrators, specialists) at my child’s school answers any of my concerns and questions about RtI/MTSS*.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. The staff (teachers, administrators, specialists) at my child’s school asks me for information about how my child learns best.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. The staff (teachers, administrators, specialists) at my child’s school gives me training in using the problem-solving process to help my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. The staff (teachers, administrators, specialists) at my child’s school explains my child’s academic and behavioral data (for example, assessment results, test scores, and progress reports) to me in a way that I can understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. The staff (teachers, administrators, specialists) at my child’s school gives me opportunities to connect and learn from other families at this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. The staff (teachers, administrators, specialists) at my child’s school uses various methods (for example, online access, website, emails, written documents, phone calls, etc.) to share my child’s academic and behavioral data (test scores, assessment results, and progress reports) with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. The staff (teachers, administrators, specialists) at my child’s school provides me with frequent updates on my child’s progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. The staff (teachers, administrators, specialists) at my child’s school provides me with frequent updates on changes that occur to my child’s curriculum (changes to what my child is taught in school).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. The staff (teachers, administrators, specialists) at my child’s school teaches me skills I can use at home that will improve my child’s success at school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. The staff (teachers, administrators, specialists) at my child’s school asks me what types of assistance I may need (information, training, practice, parent mentor, etc.) in order to help my child achieve success in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support*
Thinking about your child’s school, please rate how much you agree or disagree with each of the following statements by shading the response option on the scale to the right of the statement that best matches your response:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Neutral, neither agree or disagree (N)
- 4 = Agree (A)
- 5 = Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. The staff (teachers, administrators, specialists) at my child’s school is flexible with scheduling so that I can be involved in problem-solving meetings about my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35. The staff (teachers, administrators, specialists) at my child’s school includes me in decisions about the supports (interventions and extra help) needed for my child to be successful in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. The staff (teachers, administrators, specialists) at my child’s school communicates with me more frequently when my child is struggling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. The staff (teachers, administrators, specialists) at my child’s school provides me with things (worksheets, books, games) I can do at home to support my child’s intervention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. The staff (teachers, administrators, specialists) at my child’s school uses problem solving to engage me in my child’s education.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. The staff (teachers, administrators, specialists) at my child’s school values my insight about why my child needs additional interventions (extra help).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. The staff (teachers, administrators, specialists) at my child’s school uses my child’s academic and behavioral data (for example, assessment results and progress reports) to help me understand if my child is making adequate progress in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Thank you for completing this survey.

*RtI/MTSS = Response to Intervention/Multi-Tiered Systems of Support
References


References


References


