MTSS Beliefs Survey

* 1. Job Description

◯ Teacher-Gen Ed

◯ Instructional Coach

◯ Teacher- Special Ed

◯ School Counselor

◯ School Psychologist

◯ School Social Worker

◯ Principal

◯ Assistant Principal

Other (please specify)

[   ]

* 2. Years of Teaching Experience

◯ 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

* 3. Number of Years in Current Position

○ Less than 1 year

○ 1-4 years

○ 5-9 years

○ 10-14 years

○ 15-19 years

○ 20 or more years

* 4. Highest Degree Earned

○ B.A./B.S.

○ M.A./M.S.

○ Ed.S

○ Ph.D. or Ed.D.

○ Other (please specify)

_____

5. Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by selecting that which best represents your response.

_____

* 6. Core instruction should be effective enough to result in 80% of students achieving benchmarks in...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. literacy	○	○	○	○	○
B. math	○	○	○	○	○
C. behavior	○	○	○	○	○

* 7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. literacy	○	○	○	○	○
B. math	○	○	○	○	○

* 8. The majority of students with behavioral problems achieve grade-level benchmarks in...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. literacy	○	○	○	○	○
B. math	○	○	○	○	○

* 9. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 10. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 11. All students can achieve grade-level benchmarks if they have sufficient support.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 12. All students can be taught to demonstrate appropriate behavior.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 13. The majority of students with learning disabilities achieve grade-level benchmarks in...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. literacy	○	○	○	○	○
B. math	○	○	○	○	○

* 14. Students with high-incidence disabilities (e.g. Specific Learning Disability (SLD), Serious Emotional Disability (ED)) who are receiving special education services are capable of achieving grade-level Benchmarks (i.e., general education standards) in...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. literacy	○	○	○	○	○
B. math	○	○	○	○	○

* 15. The results of IQ and achievement testing can be used to identify effective interventions for student with learning and behavior problems.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 16. Many students currently identified as "SLD" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 17. The use of additional interventions in the general education classroom would result in success for more students.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 18. Prevention activities and early intervention strategies in schools would result in fewer referrals to intervention teams and placements in special education.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 19. 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 how quickly the student responds to intervention.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 20. The "severity" of a student's behavior problem is determined not by how far behind the student is in terms of his/her behavioral performance but how quickly the student responds to intervention.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 21. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment."

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 22. Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than using scores form "tests" (e.g., IQ/Achievement test/behavioral rating scales).

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 23. 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.

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

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

○ Strongly Disagree ○ Disagree ○ Neutral ○ Agree ○ Strongly Agree

* 25. A student's parents/guardians should participate in the problem-solving process as soon as a teacher has a concern about the student.

   ○ Strongly Disagree   ○ Disagree   ○ Neutral   ○ Agree   ○ Strongly Agree

* 26. Students respond better to interventions when their parents/guardians are involved in the development and implementation of those interventions.

   ○ Strongly Disagree   ○ Disagree   ○ Neutral   ○ Agree   ○ Strongly Agree

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

   ○ Strongly Disagree   ○ Disagree   ○ Neutral   ○ Agree   ○ Strongly Agree