

Beliefs Survey PreMTSS Cohort 2

1. At which location do you work?

School Name

Location

DIRECTIONS: Using the scale below, please indicate your level of agreement or disagreement with each of the following statements that best represents your response.

Please use the following response scale:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. Tier 1 (core) instruction should be effective enough to result in 80% of the students achieving benchmarks in:

Strongly Disagree Disagree Neutral Agree Strongly Agree

a. Reading

b. Math

4. The primary function of Tier 2 instruction (supplemental instruction) is to ensure that students meet grade-level benchmarks in:

Strongly Disagree Disagree Neutral Agree Strongly Agree

a. Reading

b. Math

5. The majority of students with learning disabilities are capable of achieving grade-level benchmarks in:

Strongly Disagree Disagree Neutral Agree Strongly Agree

a. Reading

b. Math

6. The majority of students with behavioral problems (EH/SED or EBD) are capable of achieving grade-level benchmarks in:

Strongly Disagree Disagree Neutral Agree Strongly Agree

a. Reading

b. Math

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7. The majority of students of color are capable of achieving grade-level benchmarks in:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 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:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Latino, Hmong and African American students are capable of achieving grade-level benchmarks at the same level of White students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 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
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 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
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The “severity” of a student’s academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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15. The “severity” of a student’s behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.

Strongly Disagree Disagree Neutral Agree Strongly Agree

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

Strongly Disagree Disagree Neutral Agree Strongly Agree

17. Many students currently identified as “LD” 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

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

Strongly Disagree Disagree Neutral Agree Strongly Agree

19. 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).

Strongly Disagree Disagree Neutral Agree Strongly Agree

20. 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

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

Strongly Disagree Disagree Neutral Agree Strongly Agree

22. A student’s parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.

Strongly Disagree Disagree Neutral Agree Strongly Agree

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23. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

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

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

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

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

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Thank you for completing your Beliefs Survey! The data will be compiled and shared with you soon.