

## Beliefs Survey

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

1. Job Description:

PS/RtI Coach       Teacher-General Education       Teacher-Special Education

School Counselor       School Psychologist       School Social Worker

Principal       Assistant Principal

Other (Please specify): \_\_\_\_\_

2. 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

3. 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

4. Highest Degree Earned:

B.A./B.S.       M.A./M.S.       Ed.S.       Ph.D./Ed.D.

Other (Please specify): \_\_\_\_\_

**Directions:** Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.

- ① = Strongly Disagree (SD)
- ② = Disagree (D)
- ③ = Neutral (N)
- ④ = Agree (A)
- ⑤ = Strongly Agree (SA)

	SD	D	N	A	SA
5. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	①	②	③	④	⑤
6. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
6.a. reading	①	②	③	④	⑤
6.b. math	①	②	③	④	⑤
7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
7.a. reading	①	②	③	④	⑤
7.b. math	①	②	③	④	⑤
8. The majority of students with learning disabilities achieve grade-level benchmarks in					
8.a. reading	①	②	③	④	⑤
8.b. math	①	②	③	④	⑤
9. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in					
9.a. reading	①	②	③	④	⑤
9.b. math	①	②	③	④	⑤
10. 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					
10.a. reading	①	②	③	④	⑤
10.b. math	①	②	③	④	⑤
11. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	①	②	③	④	⑤

	SD	D	N	A	SA
12. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	①	②	③	④	⑤
13. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
14. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	①	②	③	④	⑤
15. 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.	①	②	③	④	⑤
16. 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.	①	②	③	④	⑤
17. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.	①	②	③	④	⑤
18. 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.	①	②	③	④	⑤
19. Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”	①	②	③	④	⑤
20. 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).	①	②	③	④	⑤
21. 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.	①	②	③	④	⑤
22. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
23. A student’s parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.	①	②	③	④	⑤
24. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	①	②	③	④	⑤

SD D N A SA

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

① ② ③ ④ ⑤

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

① ② ③ ④ ⑤

*THANK YOU!*