

Midwest Instructional Leadership Council
System Analysis Survey Questions
9.2010

Please select the following responses that best describe your current status.

1. Please select the position that best describes your current role.
2. Please select the response that reflects your number of years in education.
3. Please select the response that reflects your time in your current position.
4. Please select the highest degree that you have earned.
5. Please select the level(s) at which you work. You may select more than one.

Please select the best response for the questions that follow. Your responses are important to help determine your districts current use of response to intervention (RtI) as an educational service delivery system.

Beliefs

1. I believe that ALL children have the ability to achieve to high academic and behavioral standards.
2. The primary purpose of supplemental instruction is to insure that students meet grade level benchmarks/standards in the core curriculum.
3. Students with high incidence disabilities (LD, EBD, S/L) receiving special education services are capable of achieving grade-level benchmarks/standards in reading and mathematics
4. General education teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body
5. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.
6. The severity of a student's academic and behavioral problems are determined not by how far behind the student is in terms of his/her academic or behavioral performance, but rather by how quickly a student responds to intervention
7. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment"
8. Evaluating a student's response to intervention is a more effective way of determining what a student is capable of achieving than using scores from "tests" (e.g., IQ/achievement tests)
9. All students can achieve grade level benchmarks if they have sufficient support.
10. The goal of assessment is to generate and measure effectiveness of instruction/intervention

Practices

These questions ask you to reflect on the practices you observe in your school district.

1. In our district/school, professional development is aligned and supportive of district and building strategic plans and initiatives
2. In our district/school, teachers (and other professional staff) receive ongoing embedded professional development, coaching, and support
3. In our district/school, paraprofessionals receive professional development and ongoing, embedded, coaching, and support
4. In our school, data (e.g., Curriculum-based measurement, office disciplinary referrals, etc.) are used to determine the percent of students receiving core instruction that achieve benchmarks/grade level standards in academics
5. In our district/school, data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks/grade level standards in academics
6. In our district/school, progress monitoring occurs for all students receiving supplemental and/or intensive interventions in academics
7. In our district/school, 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 academics
8. In our district/school, 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
9. In our district/school, problem-solving teams define the problem behavior in observable, measurable terms (e.g. Johnny reads 25 words per minute with 95% accuracy on unrehearsed grade level text materials)
10. In our district/school, district level leadership provides active commitment and support for school improvement actions (e.g., meets to review data and issues at least twice each year)
11. In our district/school, school leadership provides training, support, and active involvement in school improvement actions (e.g., principal is actively involved in school-based leadership team meetings.
12. In our district/school, faculty/staff support and are actively involved with problem solving RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, three-year timeline for implementation is available)
13. In our district/school, a school-based leadership team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general education, special education)
14. In our district/school, data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of problem-solving/response to intervention on faculty/staff

15. In our district/school, nationally normed curriculum-based measurement data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics
16. In our district/school, office disciplinary referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior
17. In our district/school, the school staff employs a process to select evidence-based practices at the core level
18. In our district/school, staff regularly seek ideas and strategies from colleagues
19. In our district/school, staff are involved in the decision-making process
20. In our district/school, staff value professional development
21. In our district/school, teachers are generally aware of what others are teaching
22. In our district/school, staff work together to develop and evaluate programs and projects
23. In our district/school, staff value school improvement processes including goal setting and assessment of outcomes
24. In our district/school, teachers who disagree about instructional approaches openly and professionally discuss their concerns
25. In our district/school, academic core instruction is clearly defined
26. In our district/school, academic intensive strategies/programs are evidence-based
27. In our district/school, supplemental instruction/programs are clearly identified
28. In our district/school, teams (e.g., school-based leadership team, problem-solving team, intervention assistance team) implement effective problem-solving procedures.
29. In our district/school, a strategic plan (implementation plan) exists and is used by the school-based leadership team to guide implementation of problem-solving/response to intervention