

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

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# 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

## ii How to Use This Manual

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. Subsequently, the context in which educational stakeholders are implementing Problem Solving/Response to Intervention (PS/RtI) has changed (e.g., language used, federal and state policies, funding issues, advances in the field). Research further investigating the technical adequacy of several instruments contained within this manual has been conducted as well. Therefore, we have updated the manual to provide the most up-to-date information available regarding the technical adequacy of Project instrumentation and the context within which they should be used.

Updates to the manual occurred primarily in four sections; the *Introduction* and chapters addressing the *Beliefs on RtI Survey* (formally called the *Beliefs Survey*), *Perceptions of RtI Skills Survey*, and the *Coaching Evaluation Survey*. We updated the *Introduction* to include more contemporary information on PS/RtI, systems change, and the variables measured by Project instrumentation. Changes to the chapters covering each of the three 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 are 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

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68% of school districts surveyed indicated that they have fully implemented or are in the process of district-wide implementation of RtI.

Nationally, a three-tiered, data-based decision-making model is typically referred to as the RtI model. Florida PS/RtI Project staff, however, view examining student RtI across the three tiers as the fourth step in the problem solving process. Therefore, Project staff have typically referred to PS/RtI whenever discussions about the data-based decision-making model occur. Recently, the terminology Multi-Tiered System of Supports (MTSS) has evolved as a way to describe PS/RtI practices. For the purpose of this manual, the terms RtI, PS/RtI, and MTSS are viewed as largely synonymous. For consistency, the term PS/RtI will continue to be used throughout this manual.

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-

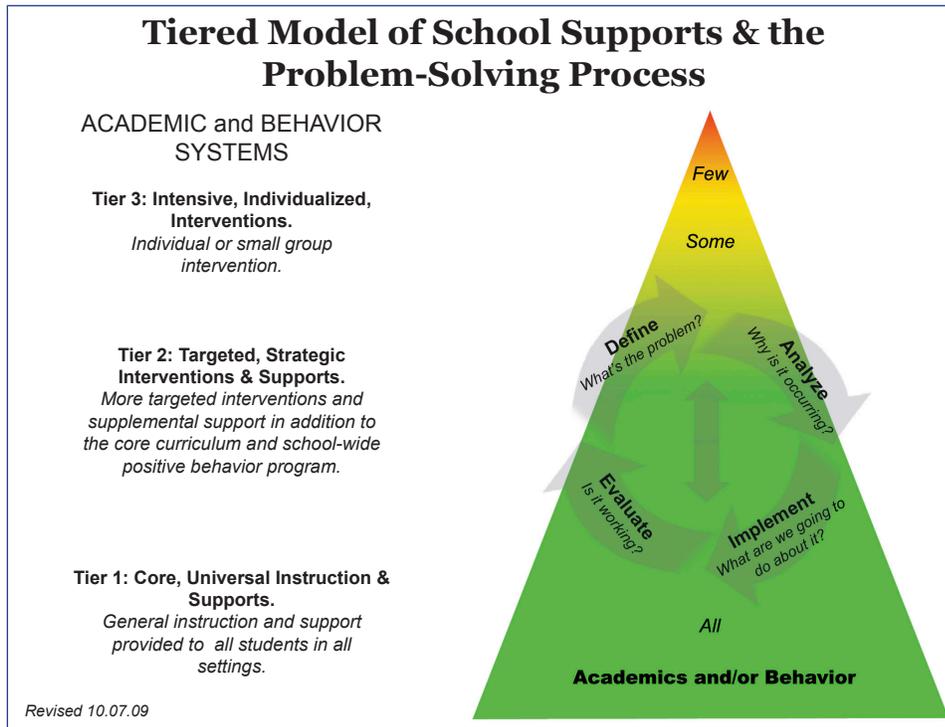


Figure 1. Problem Solving/Response to Intervention (PS/RtI) Model Diagram.

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-

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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 demonstra-

tion 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/> 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> for more information on the Project.

### Facilitating Implementation Through a Systems Change Approach

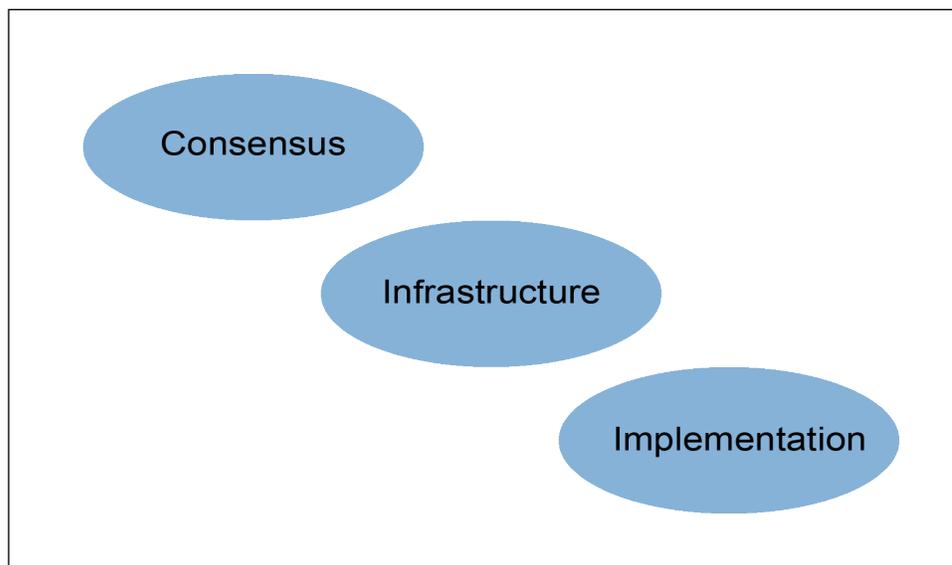
Working within a PS/RtI framework requires that all school staff (including teachers, principals, coaches, content specialists, student services personnel, etc.) change the way in which they have traditionally functioned. This change necessitates development of the motivation and capacities of educators 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 implementation of new practices, including PS/RtI practices. One systems change model

**School-Based Leadership Teams:** SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school.

**PS/RtI Coaches:** PS/RtI Coaches work with SBLTs as well as other school- and district-level personnel to facilitate PS/RtI implementation. PS/RtI Coaches have expertise in data-based decision-making, systems issues, and consultation.

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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.*

### ***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

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/adoption of standards-based comprehensive assessment systems
- Identification of which Tier I, II, and III resources are available to teachers and the development/adoption of resources that are needed
- Alignment of existing policies and procedures to be consistent with the use of PS/RtI practices across tiers
- Development/adoption of decision rules regarding students' RtI
- Development/adoption 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.

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Although the term professional learning is emerging to describe the acquisition or enhancement of knowledge, skills, attitudes, etc., the term professional development will continue to be used throughout this manual. Professional learning and professional development are often used synonymously.

The term coaching has been defined in a number of ways. For the purpose of this manual, coaching is defined as the process of providing educators ongoing training, technical assistance, and support to facilitate PS/RtI implementation.

- 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-

*Noell & Gansle (2006) are referenced throughout this manual when discussions of implementation integrity occur. Although the primary focus of the authors' article is on treatment integrity of interventions implemented directly with students, Project staff applied these concepts to assessment of PS/RtI implementation.*

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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**, and **Year 3** 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

# Self-Assessment of Problem-Solving Implementation (SAPSI)

## Description & Purpose

### *Theoretical Background*

The *Self-Assessment of Problem-Solving Implementation (SAPSI)* is a progress monitoring tool used to assess the extent to which schools are making progress toward full implementation of PS/RtI practices. 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 *SAPSI* is a self-report measure organized around the same system's change model (consensus, infrastructure and implementation) as the NASDSE (<http://www.nasdse.org>) *School-Based Blueprint for Implementation of RtI*. Specifically, the *SAPSI* contains 27 items that assess the extent to which schools are (1) building consensus among key stakeholders, (2) developing the infrastructure necessary to support implementation, and (3) implementing PS/RtI practices and procedures. School-Based Leadership Teams (SBLTs) complete the items collaboratively by selecting from the following response options: *N= Not Started (The activity occurs less than 25% of the time)*; *I= In Progress (The activity occurs approximately 25% to 74% of the time)*; *A= Achieved (The activity occurs approximately 75% to 100% of the time)*; *M= Maintaining (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)*. Only one response should be provided for each item.

**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 instrument is two-fold. The first purpose is to assess current levels of consensus, infrastructure development, and implementation of a PS/RtI model. This information is used to identify areas in which schools and districts require actions to be taken to facilitate PS/RtI implementation. The second purpose is to assist educators in progress monitoring implementation of the PS/RtI model. These data are used to evaluate the extent to which actions taken to facilitate implementation have been successful as well as identify any needs not identified during previous administrations.

**Intended Audience****Who Should Complete the SAPSI?**

School-Based Leadership Team (SBLT) members complete the SAPSI. 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.

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

The SBLTs who complete the *SAPSI* 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.

**Directions for Administration**

The *SAPSI* is completed by SBLT members in three steps.

**Step 1**

An identified facilitator (e.g., PS/RtI Coach, Principal) reviews the *SAPSI* to ensure that the format and content are understood by SBLT members. All SBLT members

**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.

should be provided information on the *SAPSI*'s purpose, what the instrument measures, how the information will be used, and procedures for completing it.

### Step 2

Each SBLT member completes the assessment individually. Facilitators can provide a copy of the *SAPSI* to each SBLT member prior to the scheduled SBLT meeting at which the instrument will be completed. Disseminating copies of the instrument approximately 1 week before the meeting provides adequate time for participants to record their perspectives and to attend ready to contribute to discussions.

### Step 3

The facilitator guides discussion until consensus is reached among the group regarding the score for each item. The facilitator records final responses to be submitted. Group completion of the *SAPSI* typically takes 30 minutes to 2 hours depending on the amount of discussion required to reach consensus on each item. Only the *SAPSI* version that represents the consensus of the SBLT members should be used for decision-making purposes.

Some teams have found it helpful to identify potential action plans to address needs identified while completing the *SAPSI*. Although using the data derived from the *SAPSI* to inform implementation actions is highly recommended, facilitators will need to attend to the amount of time allocated to complete the instrument to ensure that the team completes all items.

### Frequency of Use

When determining how often SBLT members should complete the *SAPSI*, 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 *SAPSI* 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 *SAPSI* are provided below. General recommendations are to administer the instrument:

- During the beginning and end of the first year of PS/RtI implementation efforts. Completing the *SAPSI* at the beginning of the year can assist SBLT and DBLT members in identifying initial levels of consensus, infrastructure development, and implementation of PS/RtI practices. The information obtained can be used to develop short- and long-term goals for implementing PS/RtI practices as well as develop strategic and action plans (e.g., profes-

sional development activities and support to be provided). Administering the *SAPSI* again at the end of the first year will allow SBLT and DBLT members to examine progress made during the year and to refine goals and action plans for the subsequent school year.

- During the middle and end of each subsequent school year. Completing the *SAPSI* at these times provides formative data on changes in consensus, infrastructure development, and PS/RtI implementation levels. Specifically, administering the *SAPSI* during the middle of the year provides information to SBLT and DBLT members on the potential impact of any actions taken since the instrument was completed at the end of the previous school year. Completing the *SAPSI* at the end of each school year can provide data on changes since the middle of the year as well as serve as a baseline for actions to be taken the next school year.

## Technical Adequacy

### *Content Validity Evidence*

Content validity evidence was determined by careful identification and definition of the domains of specific content that the instrument would measure as reflected in the literature on systems change and from review of other instruments that purport to measure the identified domains. The Project’s version of the instrument was adapted from the IL-ASPIRE *SAPSI* v. 1.6. The Illinois ASPIRE *SAPSI* included items that assessed indicators of consensus development, infrastructure building, and implementation of PS/RtI practices. Because the sections included matched the systems change model adopted by the Project, Project staff decided to make modifications to some items to align with specifics of the PS/RtI model used in the State of Florida.

### *Internal Consistency Reliability*

Internal consistency reliability estimates were computed for each of the three domains measured by the instrument. Specifically, items within each of the three *SAPSI* sections of “Consensus,” “Infrastructure Development,” and “Implementation” were examined separately. *SAPSI*s administered during the Winter of 2010 to 34 pilot schools were used to derive internal consistency estimates. The following Cronbach’s alpha coefficients were derived for each of the three domains:

- Consensus:  $\alpha = .64$
- Infrastructure Development:  $\alpha = .89$
- Implementation:  $\alpha = .91$ .

## Scoring

### *Analysis of Responses to the SAPSI*

The amount of analysis required to use the *SAPSI* for decision-making will likely depend on the unit of analysis (e.g., school, district, state). School-level personnel using the results may want to simply chart responses from the final version(s) com-

**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 *SAPSI*, content-related validity evidence is based on expert judgment that the sample of items on the *SAPSI* is representative of consensus, infrastructure, and implementation activities that facilitate positive implementation of PS/RtI practices.

**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 *SAPSI*, an internal consistency reliability estimate provides a measure of the extent to which teams who responded one way to an item measuring an activity domain (or factor) tended to respond the same way to other items measuring the same domain.

pleted by the facilitator to identify needs and monitor progress over time. Stakeholders examining other units of analysis (e.g., district-level, schools served across a state or geographic region) would likely need to aggregate results to inform decision-making. Included below are ways in which personnel aggregating results from multiple schools can consider analyzing data from the *SAPSI*.

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 activity level evident across change domains. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., *Not Started*, *In Progress*, *Achieved*, *Maintaining*) by SBLTs can be calculated for each item.

Calculating item means provides an overall impression of the consensus, infrastructure development, and implementation activities occurring. When calculating average implementation levels, the following values should correspond with each response option: 0 = *Not Started*; 1 = *In Progress*; 2 = *Achieved*; 3 = *Maintaining*. Calculating average activity 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) consensus building, (2) infrastructure development, and (3) implementation. A domain score for each of the three change domains measured by the instrument may be computed for *SAPSI*s completed 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 total number of items within the domain to **produce an average activity level for each domain**. The items that comprise the three domains are as follows:

- **Domain 1** (*Consensus*): Items 1-5
- **Domain 2** (*Infrastructure Development*): Items 6-20
- **Domain 3** (*Implementation*): Items 21a-27

Average activity levels 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 engaging in specific activities to facilitate PS/RtI implementation. This information can be used to identify specific activities that may need to be addressed systematically (through professional development, policies and procedures, etc.), but does not provide detailed information regarding the variability across schools for each activity.

Calculating the frequency of schools in which activities were reported as *Not Started*, *In Progress*, *Achieved*, and *Maintaining* for an item, on the other hand, provides information on the range of activity levels. This information can be used to determine what percentage of schools engaged in specific activities to facilitate PS/RtI implementation. When making decisions about how to address implementation efforts, information on the number of schools engaging in a particular activity can help inform decisions regarding modifying implementation plans (e.g., professional development, policy/procedure development, personnel allocation). For example, identifying the percentage of schools served who have reported achieving

For example, if a school selected *I*, *I*, *N*, *A*, *I* when completing Items 1-5 that comprise the “Consensus” section, the values corresponding with those responses would be added together to obtain a total value of 5 (i.e., 1+1+0+2+1 = 5). The total value of 5 would be divided by the number of items (5) to obtain the domain score (i.e., 5/5 = 1). A domain score of 1 could be interpreted as the school, on average, being *in progress* with consensus building.

or maintaining an activity can inform whether actions should be taken to address implementation across schools or with a small number of specific schools who have not yet engaged in the activity consistently. Items on which the majority of schools report achieving or maintaining an activity would likely suggest the need to target those schools not yet consistently engaging in the activity for additional assistance. Items on which less than the majority of schools report consistent engagement in the activity would likely suggest the need to take a broader approach to impact all schools.

It is recommended that key stakeholders analyze *SAPSI* 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 SBLTs report engaging in activities to implement PS/RtI. 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 consensus development across time may best be answered by calculating and displaying domain scores. Questions about specific consensus building activities occurring across a district may best be answered by calculating and displaying the number of schools that report achieving or maintaining the activities. 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 Facilitating SAPSI Completion***

Qualifications of the facilitator. Personnel in charge of facilitating completion of the *SAPSI* should have a thorough understanding of the PS/RtI model and the systems issues that must be addressed when implementing the model. Facilitators also should possess the consultation skills required to facilitate consensus among a group of individuals that may have different opinions regarding the extent to which the school is engaging in certain activities. If individuals with expertise in the aforementioned areas are not available, facilitators should receive thorough training to develop those skill sets in addition to being trained to facilitate completion of the *SAPSI*.

Content of the training. A brief training on facilitating completion of the *SAPSI* is recommended before administering the instrument. Trainings on facilitating completion of the *SAPSI* should include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes, and the alignment between the *SAPSI* and a systems change approach to implementing PS/RtI practices
- Each item should be reviewed so that facilitators have a clear understanding of what is being measured. The *Item Scoring Description* (located in *SAPSI – Supplements*, page 26) is a useful tool for providing facilitators with guidance on how to score each item
- Administration procedures developed and/or adopted
- Common issues that arise during administration such as frequently asked questions and how to address disagreements among team members.

### ***Training Suggested for Analyzing, Interpreting, and Disseminating SAPSI 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 *SAPSI* 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 listed below:

- Appropriate use of the instrument 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**

Consistent with scoring the instrument, the interpretation and use of *SAPSI* data will vary by the unit of analysis being examined. Key stakeholders examining *SAPSI* data from multiple schools (e.g., district personnel examining district-level data) will likely be interpreting aggregated data. School-level personnel will likely be examining data specific to their school. Included below are recommendations for examining, interpreting, and using data to inform decisions for stakeholders examining multiple schools. School-level personnel should consider following the broad recommendations included below but will not need to conduct the steps described for examining data from multiple schools.

#### ***Examination of Broad Domains***

When interpreting *SAPSI* data, it is recommended that the three broad domains measured by the instrument (i.e., Consensus, Infrastructure Development, Implementation) be examined first. Key stakeholders (e.g., SBLTs, DBLTs) can examine graphically displayed data to evaluate levels of consensus, infrastructure development, and implementation. Each of the methodologies for scoring mentioned

above (i.e., calculating average activity levels at the domain and item levels and calculating the frequency/percent of schools 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 *SAPSI* is to take note of the percent of schools that reported having *Not Started* (0), being *In Progress* (1), having *Achieved* (2), and having *Maintained* activities to facilitate PS/RtI implementation (see [Year 2 Evaluation Report](#), page 43). This type of visual analysis allows stakeholders to determine the extent to which schools tend to report engaging in a given activity. This approach can be used to examine activities designed to facilitate implementation 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 activities tend to be engaged in more or less frequently. Key stakeholders should consider a number of factors when identifying which activities tend to be engaged in at relatively high levels versus those being engaged in at low levels. The extent to which schools should be facilitating consensus, developing infrastructure, and implementing PS/RtI practices will depend on training received; length of time since the school decided to implement the model; district, state, and national policies and procedures; availability of data systems to support data-based decision-making; among myriad other factors. Given the multiple interacting variables that impact school efforts to implement any initiative, it is important to consider all aspects of the system that contribute to or impede engagement in specific activities while developing plans that address needs evident in the data.

Although using self-report measures such as the *SAPSI* can provide invaluable information on the extent to which SBLTs report engaging in activities to facilitate PS/RtI implementation, self-report data tends to be positively biased (Noell & Gansle, 2006). Given the potential for schools to report higher levels of activities than what other sources of data would suggest, it is recommended that data from the *SAPSI* be compared with other data/information on implementation integrity.

### ***Data Dissemination to Stakeholders***

It is important that a plan for disseminating data on implementation integrity and providing key stakeholders the time and support to discuss the information 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 time periods when the *SAPSI* tends to be completed. This time line allows stakeholders such as SBLT members to discuss activity levels suggested from the *SAPSI* data, develop or alter goals, and design strategies (e.g., professional development plan, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members may also want access to data from schools to plan 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 efforts. Finally, SBLT members are highly encouraged to share school *SAPSI* data with instructional staff members. The stakeholders are often critical to the implementation of a PS/RtI model and their support and input are important to consider when developing and finalizing action plans.

To facilitate discussions about implementation efforts, one helpful strategy is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about each school's 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 *SAPSI* data and other implementation integrity measures (e.g., other data sources are discussed elsewhere in this manual) (see also *Year 2 Evaluation Report*). 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 *SAPSI* Data

The following example demonstrates how key stakeholders may use data derived from the *SAPSI* to inform PS/RtI implementation. Data from the *SAPSI* 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,

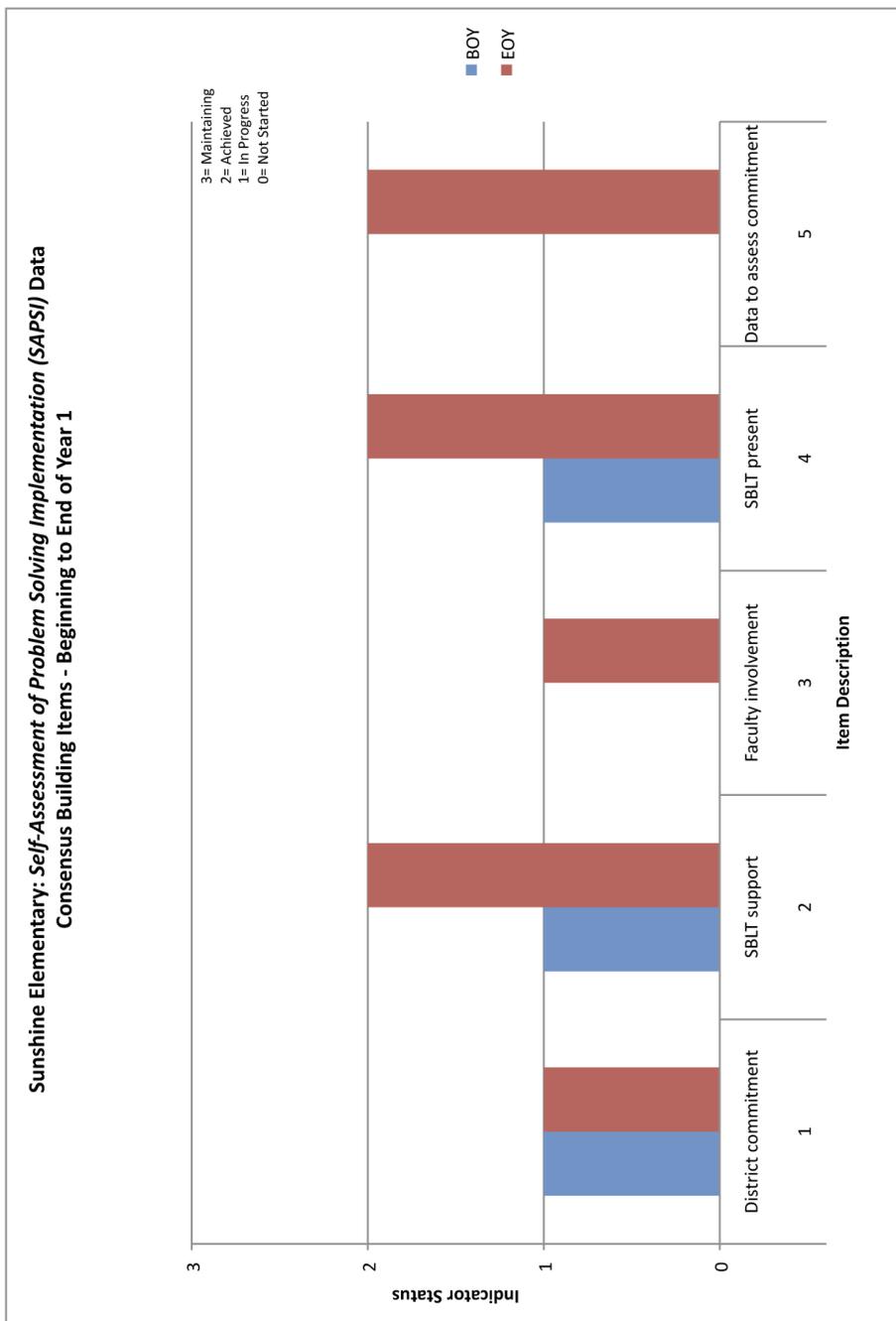


Figure 3. School-Level Example of SAPSI Data (BOY = Beginning of Year; EOY = End of Year).

the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

### ***Background Information and Explanation of the Graph***

Sunshine Elementary recently committed to implementing the PS/RtI model at the school. The newly formed SBLT at Sunshine Elementary met at the beginning of the school year to plan for implementation but realized that they did not know where to begin. At the suggestion of the school's PS/RtI Coach, the team decided to complete the *SAPSI* at their next meeting to inform goals and activities for the year and beyond. They also agreed to complete the instrument again at the end of the year to examine progress and identify additional needs. Given that the school was in the beginning stages of implementing PS/RtI practices, the team decided to focus first on consensus development. Figure 3 above includes results of the items from the *SAPSI* that assess consensus activities. Notice that two bars are located above each item. For each item, these bars represent the two time points in which the SBLT completed the *SAPSI* during the first year. The blue bars represent initial, beginning of the year (BOY) *SAPSI* scores for Sunshine Elementary, while the red bars represent the end of year (EOY) *SAPSI* scores. For each item, the following scale was used: 0= *Not Started*, 1= *In Progress*, 2= *Achieved*, 3= *Maintaining*.

### **Interpretation and Use of the Data**

Examination of broad *SAPSI* domains. Following the first administration of the *SAPSI* at the beginning of the year, the SBLT met to discuss the results and plan for addressing consensus levels. First, the SBLT took note of the initial status of consensus building activities reflected by the *SAPSI* items displayed in Figure 3. Team members noted that district commitment (Item 1), SBLT support (Item 2), and having an established SBLT (Item 4) were all in progress as indicated by the values of one displayed on the graph. They also noted that the school had not started involving the faculty (Item 3) or using data to assess staff levels of commitment (Item 5) as noted by the value of *zero* displayed on the graph. Overall, these data suggested that work needed to be done to establish consensus for PS/RtI implementation at the school before school-wide implementation could occur. SBLT members proceeded to plan for how to increase consensus at the school.

Identification of specific needs. Because the SBLT noted that the school had not started or was in progress with consensus building activities at the beginning of the school year, certain activities could be recommended. For example, to increase district commitment (Item 1), SBLT members could attempt to meet with district leadership staff to discuss issues, advocate for further PS/RtI-related professional development activities, and foster regular communication with the DBLT. Additionally, the SBLT could increase faculty involvement (Item 3) by creating opportunities to share PS/RtI updates and information with school staff, as well as encourage the input and participation of staff through a variety of strategies (e.g., discussions at staff meetings, focus groups composed of representatives from grade level teams). The SBLT also could begin to identify or create data collection tools to help assess consensus among the staff (Item 5). The decision made by the SBLT

would depend on a number of factors including receptiveness of district leadership to providing support, whether roles and responsibilities of SBLT members have been firmly established, and what information is currently available on facilitators and barriers to staff buy-in at the school.

After some discussion, the SBLT decided that firmly establishing members of the SBLT (including roles and responsibilities) should be the primary focus of the team, at least initially. Although the SBLT had been established, questions remained about whether any additional members needed to be added and what the individual responsibilities of team members would be. Existing team members established regular biweekly meetings for the remainder of the school year at which the first task would be to finalize membership including roles and responsibilities. The team decided to focus on clearly establishing and defining the role of SBLT members as a priority because they believed that focusing on the other consensus building activities required a functioning team first. After issues with the team were addressed, SBLT members could move onto other consensus building activities that would require coordinated, systematic efforts.

Monitoring of implementation using *SAPSI* data over time. After finalizing team membership, and roles and responsibilities, as well as engaging in some additional consensus-building activities that were derived from SBLT planning efforts, Sunshine Elementary was interested in how their school's consensus levels changed throughout the year. Refer back to Figure 3 above to see the end of the year *SAPSI* results. The red bars, representing the end of year *SAPSI* data, demonstrated increases in indicators of consensus development for most items. Specifically, the school had achieved the establishment of a functioning SBLT. The team also discussed the fact that the establishment of the team allowed them to engage in additional activities throughout the year to build consensus. For example, while the SBLT noted that involving faculty in PS/RtI implementation (Item 3) was not present at the beginning of the year, involving staff in implementation was in progress by the end of the school year. By administering the *Beliefs Survey* to school staff, Sunshine Elementary had achieved a data source to inform consensus development (Item 5) as well as provided a mechanism for involving staff. While this comparison of beginning of year to end of year data shows promising changes for Sunshine Elementary, it is critical to remember that consensus building is an ongoing activity. During Year 1, Sunshine Elementary established an SBLT that met regularly and provided increased levels of support to the school. In addition, the SBLT began collecting data to inform what supports staff needed. SBLT members agreed that it was critical to continue to engage in these activities to ensure that buy-in from key stakeholders (e.g., district leadership, school staff) continues to increase.

## SAPSI Item Scoring Description

### Self-Assessment of Problem-Solving Implementation Item Scoring Description

The item scoring descriptions below were developed to help Project PS/RtI Coaches facilitate completion of the SAPSI in Florida schools. These descriptions may be modified to be consistent with language, terms, etc. used in other areas of the nation.

#### Consensus: Comprehensive Commitment and Support

1. **District level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year):** SBLT members should discuss the extent to which district level leadership is helping facilitate school-level commitment to PS/RtI. The types of district level leadership activities that are currently occurring should be discussed and compared to activities that would indicate that the district level leadership is engaging schools to facilitate commitment and support. Examples of indicators include meeting with SBLT members (e.g., the team, principals) to discuss issues, providing resources such as funding and professional development opportunities, and communicating with schools on a regular basis regarding district initiatives and directions regarding PS/RtI. Importantly, these examples are not exhaustive but should be thought of as common indicators of district commitment and support.
2. **The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings):** Stakeholders at the school identified as individuals responsible for facilitating PS/RtI implementation should be discussed in terms of how much training, support, and involvement related to PS/RtI they are providing. Examples of indicators of leadership involvement include the principal participating in SBLT meetings, principals and/or other school leadership engaging in activities such as presenting to staff and participating in book studies on PS/RtI, and leadership freeing up time for key staff to engage in professional development and implementation activities. Again, these indicators should not be thought of as an exhaustive list.
3. **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, 3-year time line for implementation available):** This item assesses the extent to which staff are involved in PS/RtI at the school. A number of examples are included in the item to reference. The key issue to discuss is how much staff members receive communications regarding PS/RtI and are provided opportunities to provide input and participate in decision-making.
4. **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 ed., special ed.):** Although direct representation of each of these roles by an individual is one way to discuss this item, it is not necessary to have one person for each role. Common examples of roles that may be represented

by individuals indirectly include parents and sometimes teachers (although including teachers and parents directly is highly recommended). The key discussion to have with the team in these cases is the extent to which someone with experience working as or with the role advocates from their perspectives. Regardless of whether the roles are directly or indirectly represented on the team, all roles must be represented for SBLTs to provide a rating of achieved or maintained.

5. **Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff:** Teams should discuss the extent to which data (e.g., surveys) are collected and used to examine how much buy-in and what needs exist among school staff. The data collected can come from Project or school developed instruments. Regardless of the source of the data, teams should ensure that data have been collected for the purpose of assessing consensus issues prior to providing a rating of achieved or maintained.

Infrastructure Development: Data Collection and Team Structure

6. **School-wide data (e.g., FAIR, DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process:** School teams should discuss the extent to which data that can be used for universal screening and to summarize school outcomes are collected. How systematically and efficiently the data are collected (e.g., are the data collected every time within the suggested time frame) should be discussed as well. Data that can be collected and analyzed for the purposes of school-wide decisions must be collected a minimum of 3 times per year for teams to provide a rating of achieved or maintained.
7. **Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data-based decisions:** Databases provided by the state (e.g., PMRN), the district, or purchased/developed by the school all can be used as indicators for this item. The extent to which they are actually used to help make data-based decisions, not just used to store data should be part of the discussion. Both the availability and use of the database must be present for teams to rate this item as achieved or maintained.
8. **School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings):** The extent to which data summarizing student academic and behavioral outcomes at the school, grade, and classroom levels are presented to staff should be discussed. Data aggregated at the grade level can be used as an indicator for this item but school-level aggregation of data should be discussed before deciding on a rating for the item. The critical issue for teams to agree on is how frequently the performance of students in a given content area is summarized and presented staff following a benchmarking/screening session.
9. **School-wide data are used to evaluate the effectiveness of core academic programs:** The difference between this item and the previous one is whether discussions occur that

lead to a decision regarding the effectiveness of academic content area instruction. Thus, the data examined must actually be used (can be in conjunction with other data sources) to make a decision about the extent to which core instruction met the needs of all students for a team to rate this item as achieved or maintained.

10. **School-wide data are used to evaluate the effectiveness of core behavior programs:** The discussion and decisions regarding rating this item should be the same as #9. The only difference is that the focus should be on behavior rather than academic content areas.
11. **Curriculum-Based Measurement (e.g., FAIR, DIBELS) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics:** This item assesses the extent to which universal screening data (i.e., data collected on all students) are used to identify students in need of additional intervention to be successful in a given academic content area. Assessments such as those from the FAIR system, DIBELS, Benchmark assessments from the curriculum, etc. can be counted as long as they are administered to all students and criteria exist that allow educators to determine which students are at-risk for not meeting standards in the content area being examined. Teams should be sure to discuss how frequently the data collected are actually used to identify students at-risk before selecting a rating.
12. **Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior:** The discussion for this item should be similar to the discussion regarding #11. Although screening data and procedures may be different for behavior than academics (e.g., ODRs, teacher nomination processes), the rating decided upon by the team should be based on how systematically procedures are used to screen for students who are at-risk behaviorally.
13. **Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs:** Teams should discuss how frequently data are used to evaluate how effective Tier 2 intervention protocols/programs are in terms of improving student academic and/or behavioral performance. Importantly, a part of the discussion should be the degree to which schools evaluate individual student responses versus aggregating the responses of students who were receiving the same intervention to determine how effective the protocol/program was. Teams should not rate the activity as achieved or maintained if they do not look at the effectiveness of the program in addition to looking at how individual students receiving Tier II interventions respond.
14. **Individual student data are utilized to determine response to Tier 3 interventions:** This item assesses the extent to which ongoing progress monitoring data are used in decisions regarding student response to intervention. More frequent progress monitoring data than what is collected through universal screenings must be frequently included in decision-making for teams to rate this activity as achieved or maintained.

15. **Special Education Eligibility determination is made using the RtI model for the following ESE programs:**
  - a. **Emotional/Behavioral Disabilities (EBD):** Although the State of Florida requires the use of a RtI model in determining eligibility for EBD programs, a team should discuss the extent to which its school actually uses a RtI model in its decisions regarding EBD eligibility when rating this item.
  - b. **Specific Learning Disabilities (SLD):** Although the State of Florida requires the use of a RtI model in determining eligibility for SLD programs, a team should discuss the extent to which its school actually uses a RtI model in its decisions regarding SLD eligibility when rating this activity.
16. **The school staff has a process to select evidence-based practices.**
  - a. **Tier 1:** The team should discuss how it determines if its core instructional practices are evidence-based in academic and behavioral content areas. State, district, and school policies, plans, and procedures all can be used as indicators when addressing this item.
  - b. **Tier 2:** The same discussion should occur for supplemental practices as is referenced above for core instruction.
  - c. **Tier 3:** The same discussion should occur for intensive, individualized interventions as is referenced above for core and supplemental instructional practices.
17. **The School-Based Leadership Team has a regular meeting schedule for problem-solving activities:** The team should discuss whether they have structured, protected meeting times to plan for and engage in problem solving. To rate this activity as achieved or maintained, teams must have meetings that are scheduled in advance and that occur multiple times throughout the school year.
18. **The School-Based Leadership Team evaluates target student's/students' RtI at regular meetings:** How often student data are used to evaluate student RtI across tiers should be discussed. The frequency at which teams meet to discuss student RtI and how much data are actually used in the decisions that are made should be factored into the rating of this activity.
19. **The School-Based Leadership Team involves parents:** There are multiple ways that parents can be involved in PS/RtI planning and practices. Examples include having parents on the team, communicating to and receiving input from parent organizations (e.g., PTAs), and including a representative on the team whose job it is to advocate for parents. The rating of the item should be decided based on the extent to which the team has evidence that suggests parents are meaningfully involved in School-Based Leadership Team activities.
20. **The School-Based Leadership Team has regularly scheduled data day meetings**

**to evaluate Tier 1 and Tier 2 data:** The extent to which regularly scheduled meetings occur in which data are actually used to evaluate the impact of core (Tier 1) and supplemental (Tier 2) instructional practices should be used to rate this activity. The regularity with which these meetings are scheduled and actually occur as well as how frequently data are used (in conjunction with other sources) to inform effectiveness decisions should be included in the team’s discussion. Multiple (i.e., more than once) meetings in which data must occur for the team to rate this item as achieved or maintained.

Implementation: Three-Tiered Intervention System and Problem Solving Process

21. **The school has established a three-tiered system of service delivery.**
  - a. **Tier 1 Academic Core Instruction clearly identified:** The key question to be addressed is does the school have or are they working on ways to communicate what constitutes Tier I Academic Instruction in the building. School, district, and state plans and other documents can be used to provide evidence when rating this item.
  - b. **Tier 1 Behavioral Core Instruction clearly identified:** The rating of this item focusing on Tier I Behavior should be based on a similar discussion as is described above for 21a.
  - c. **Tier 2 Academic Supplemental Instruction/Programs clearly identified:** The rating of this item focusing on Tier II Academic instruction should be based on a similar discussion as is described above for 21a.
  - d. **Tier 2 Behavioral Supplemental Instruction/Programs clearly identified:** The rating of this item focusing on Tier II Behavior instruction should be based on a similar discussion as is described above for 21a.
  - e. **Tier 3 Academic Intensive Strategies/Programs are evidence-based:** The team should discuss whether individualized, intensive academic interventions used at the school can be identified as evidence-based. Documents such as those referenced in 21a or other sources can be used as indicators for this item.
  - f. **Tier 3 Behavioral Intensive Strategies/Programs are evidence-based:** The team should discuss whether individualized, intensive behavior interventions used at the school can be identified as evidence-based. Documents such as those referenced in 21a or other sources can be used as indicators for this item.
22. **Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:**
  - a. **Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data):** The team should discuss the extent to which data are used to determine the performance gap between the target student(s), and (1) benchmarks/standards (i.e., expected level)

and (2) peers (tends to be more applicable when problem solving small group or individual student performance). To be rated as achieved or maintained, teams must regularly calculate the size of the performance gap (e.g., subtract expected from current levels of performance, divide expected or peer levels of performance by target student current levels of performance) when identifying a problem.

- b. **Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined:** The extent to which the team concretely and measurably defines the skill, strategy, or concept the target student(s) are expected to demonstrate should be discussed. How frequently the team specifies the target skill/behavior so that everyone understands and agrees on the instructional target should be factored into the rating of this item.
- c. **Problem analysis is conducted using available data and evidence-based hypotheses:** The extent to which the team (1) generates hypotheses based on alterable variables and (2) uses available data to determine if the reasons generated are likely barriers to the target skill/behavior being performed should be discussed. Ratings of achieved or maintained require that both components of problem analysis (i.e., generating potential reasons for student struggles and using data to determine which reasons are the most likely) are completed the majority of the time.
- d. **Intervention plans include evidence-based (e.g., research-based, data-based) strategies:** Ratings on this item should be based on the extent to which the team develops instructional/intervention plans based on (1) strategies that have been demonstrated as effective through research or (2) strategies that have locally collected data to support the impact of their use.
- e. **Intervention support personnel are identified and scheduled for all interventions:** Teams should discuss the extent to which support plans are developed to assist educators responsible for delivering interventions to students. To receive a rating of achieved or maintained, support plans should be developed the majority of the time that include who is responsible, what supports they will provide to the educator(s) delivering the intervention, and when and where the support will be provided.
- f. **Intervention integrity is documented:** This item assesses the extent to which evidence that the intervention plan was implemented as intended is documented. Teams should examine how frequently documentation of instructional/intervention fidelity is presented when examining student RtI before rating themselves on this item.
- g. **Response to intervention is evaluated through systematic data collection:** Teams should discuss how frequently benchmark and/or ongoing progress monitoring data are used to determine how students responded to instruction/intervention. To receive ratings of achieved or maintained on this item, data reflecting student performance

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on the identified skill/behavior should be presented and decisions made regarding student RtI (e.g., good, questionable, poor) at the majority of meetings intended to discuss student progress.

- h. **Changes are made to intervention based on student response:** The extent to which student RtI is used to adjust instruction/intervention plans should be discussed when completing this item. How frequently decisions regarding student RtI (e.g., good, questionable, poor) are directly linked to changes made (if any) in the plan for target students must be discussed prior to providing a rating.
- i. **Parents are routinely involved in implementation of interventions:** How frequently parents are meaningfully involved in the intervention plans developed for students should be discussed. Involvement can take many forms (e.g., implementing a component of the plan, being involved in the meetings where the plan is developed, receiving frequent updates on student progress). Although taking part in the actual implementation of an intervention is one way a parent can be involved, teams should not consider it the only way that parents can be involved and still receive ratings of achieved or maintained for this item. What is important for teams to discuss is the extent to which parents are provided the opportunity to participate in the problem-solving process for their children.

### Implementation: Monitoring and Action Planning

- 23. **A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/RtI:** Teams should discuss whether they have a written down, agreed upon plan for how PS/RtI will be implemented in their schools. In addition to whether the plan exists, how comprehensive (e.g., how far down the road does the plan cover; what consensus, infrastructure, and implementation issues are addressed) the plan is should be discussed. To provide a rating of achieved or maintained for this item, a multi-year plan that addresses consensus, infrastructure, and implementation issues must be present.
- 24. **The School-Based Leadership Team meets at least twice each year to review data and implementation issues:** Teams should discuss how often they meet and review student and implementation data to address issues. To provide ratings of achieved or maintained, teams must meet a minimum of two times per year during which they examine and discuss student outcome and PS/RtI implementation data.
- 25. **The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data and implementation issues:** Teams should discuss how often they meet with members of their District Leadership Team (the full team is not required) to discuss the types of issues captured in the previous item. A minimum of 2 times per year is required to provide a rating of achieved or maintained.
- 26. **Changes are made to the implementation plan as a result of school and district leadership team data-based decisions:** The difference between this item and the

previous two is whether the discussions regarding student and implementation data among School- and District- Based Leadership Teams resulted in changes to the implementation plan at the school. The frequency that data are used to make changes to the plan at these meetings should be considered before providing a rating.

27. **Feedback on the outcomes of the PS/RtI Project is provided to school-based faculty and staff at least yearly:** The extent to which data (e.g., student outcomes, implementation data) are shared with faculty and staff at the school should be discussed by the team. How the outcomes are shared (e.g., presentation, newsletter) is not as important as what is shared and the frequency that the information is provided when discussing this item. A minimum of 1 time per year must be established for teams to rate this item as achieved or maintained.

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SAPSI\*

**Self-Assessment of Problem Solving Implementation (SAPSI)\***

**PS/RtI Implementation Assessment**

**Directions:**

In responding to each item below, please use the following response scale:

- Not Started (*N*)** — (The activity occurs less than 24% of the time)
- In Progress (*I*)** — (The activity occurs approximately 25% to 74% of the time)
- Achieved (*A*)** — (The activity occurs approximately 75% to 100% of the time)
- Maintaining (*M*)** — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

**For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team’s response in the column labeled “Status”. In the column labeled “Comments/Evidence”, please write any comments, explanations and/or evidence that are relevant to your team’s response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.**

<b><u>Consensus: Comprehensive Commitment and Support</u></b>	<b>Status</b>	<b>Comments/Evidence</b>
1. District level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. 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, 3-year timeline for implementation available).		
4. 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 ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

**Additional Comments/Evidence:**

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SAPSI\*

**PS/RtI Implementation Assessment (Cont'd)**

**Scale:** Not Started (*N*) — (The activity occurs less than 24% of the time)  
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)  
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)  
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

<b><u>Infrastructure Development: Data Collection and Team Structure</u></b>	<b>Status</b>	<b>Comments/Evidence</b>
6. School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., DIBELS) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs:		
a. Emotional/Behavioral Disabilities (EBD)		
b. Specific Learning Disabilities (SLD)		

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**PS/RtI Implementation Assessment (Cont'd)**

**Scale:** Not Started (*N*) — (The activity occurs less than 24% of the time)  
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)  
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)  
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

<b>Infrastructure Development: Data Collection and Team Structure (Cont'd)</b>	<b>Status</b>	<b>Comments/Evidence</b>
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meetings.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and Tier 2 data.		

**Additional Comments/Evidence:**

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**PS/RtI Implementation Assessment (Cont'd)**

**Scale:** Not Started (*N*) — (The activity occurs less than 24% of the time)  
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)  
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)  
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

<b>Implementation: Three-Tiered Intervention System and Problem-Solving Process</b>	<b>Status</b>	<b>Comments/Evidence</b>
21. The school has established a three-tiered system of service delivery.		
a. Tier 1 Academic Core Instruction clearly identified.		
b. Tier 1 Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based.		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:		
a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data).		
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.		
c. Problem analysis is conducted using available data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.		
e. Intervention support personnel are identified and scheduled for all interventions.		

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SAPSI\*

**PS/RtI Implementation Assessment (Cont'd)**

**Scale:** Not Started (*N*) — (The activity occurs less than 24% of the time)  
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)  
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)  
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

<b>Implementation: Three-Tiered Intervention System and Problem-Solving Process (Cont'd)</b>	<b>Status</b>	<b>Comments/Evidence</b>
f. Intervention integrity is documented.		
g. Response to intervention is evaluated through systematic data collection.		
h. Changes are made to intervention based on student response.		
i. Parents are routinely involved in implementation of interventions.		

**Additional Comments/Evidence:**

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SAPSI\*

**PS/RtI Implementation Assessment (Cont'd)**

**Scale:** Not Started (*N*) — (The activity occurs less than 24% of the time)  
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)  
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)  
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

<b>Implementation: <i>Monitoring and Action Planning</i></b>	<b>Status</b>	<b>Comments/Evidence</b>
23. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/RtI.		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and district leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/RtI Project is provided to school-based faculty and staff at least yearly.		

**Additional Comments/Evidence:**

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# CHAPTER TWO

## Tools for Examining Consensus Development

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

# Beliefs on RtI Scale

## Description & Purpose

### *Theoretical Background*

The *Beliefs on RtI 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 (Fullan, 2010; Sharratt & Fullan, 2009). 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 *Beliefs on RtI 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. The instrument consists of 19 items divided into two parts. Part I (Items 1-5) asks for background information (education and work-related) on the respondent. Part II contains items (Items 6-19) 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*.

### *Purpose*

The *Beliefs on RtI 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 *Beliefs on RtI 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.

## Intended Audience

### *Who Should Complete the Beliefs on RtI Scale?*

School-Based Leadership Team (SBLT) members complete the *Beliefs on RtI Scale* 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 *Beliefs on RtI Scale* 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 *Beliefs on RtI Scale* 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, obtain input from staff regarding the school's PS/RtI initiative, and facilitate consensus building regarding the rationale for implementing PS/RtI practices.

## Directions for Administration

### *Methods of Administration*

The *Beliefs on RtI Scale* can be administered in venues such as trainings, staff meetings, or grade-level meetings. The scale also may be administered through

#### **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.

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®). 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. Following the procedures outlined below for providing directions to educators completing the scale 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 *Beliefs on RtI 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 *Beliefs on RtI Scale* 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 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 *Beliefs on RtI Scale* 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 *Beliefs on RtI 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 *Beliefs on RtI 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 *Beliefs on RtI 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 implemen-

tation 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 *Beliefs Survey*, 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. Project staff considered 80% agreement among panel members that an item was relevant and well written as the criterion for retaining an item in its current form. When agreement from the panel members was below 80%, Project staff reviewed and discussed feedback from the respondents who disagreed with the item. Criteria used to determine whether suggestions should be incorporated into revisions included the extent to which recommended changes would improve the clarity of the item, change the intended meaning of the item, allow educators from other school districts to understand the item (i.e., terms suggested needed to be common to most school districts), and was accurate when feedback was provided about grammatical issues. Following any changes that were made, the suggested changes provided by EEVP members were compared to the revised item to determine if the disagreements had been resolved. Any members whose disagreements had been resolved were added to the members who initially agreed before recalculating the percentage of agreements with an item. This process resulted in the vast majority of items (80% of the original items) approximating or exceeding the 80% criterion of panel member agreement established for retaining an item. The remaining items were retained despite not attaining the 80% threshold because Project staff concluded that making the changes requested by Panel members would have either resulted in grammatical errors (e.g., replacing "data were" with "data was") or terminology not commonly used across school districts.

**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 *Beliefs on RtI Scale*, content-related validity evidence is based on expert judgment that the sample of items on the *Beliefs on RtI 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 *Beliefs on RtI 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 *Beliefs on RtI Scale* measures three underlying belief domains (or factors).

**Construct Validity Evidence**

Exploratory common factor analytic (EFA) and confirmatory factor analytic (CFA) procedures were used to determine the underlying factor structure of the *Beliefs on RtI Scale*. Data from surveys administered to 2,430 educators in 62 schools from eight school districts across Florida during the fall of 2007 were used to analyze the instrument. The dataset was randomly split into two halves with the first half of the data used to conduct the EFA and the remaining half used to conduct the CFA.

For the EFA, factors were extracted using the 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. Collectively, the three factors accounted for 73% of the common variance in respondent ratings of the belief statements. The resultant factors were labeled 1) *Academic Abilities and Performance of Students With Disabilities*, 2) *Data-Based Decision Making*, and 3) *Functions of Core and Supplemental Instruction* (see *Beliefs Survey: Table 1* in *Supplements*, page 59 for the final factor solution).

Project staff then used CFA procedures to examine the factor structure at the educator level using the second dataset derived from the fall 2007 administration. Maximum likelihood estimation and standard errors corrected for the nested data structure (i.e., educators nested within schools) were used in the analysis. The fit for each model was examined using the  $X^2$  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). CFI values greater than or equal to .95 and SRMR and RMSEA values less than or equal to .08 (Hu & Bentler, 1999) were considered to indicate acceptable levels of fit. Furthermore, the Bayesian information criterion (BIC; Schwartz, 1978) was used to compare the relative fit of alternate models explored.

The fully unconstrained CFA model based on the EFA results (Model 1) did not converge. Exploration of the model statistics suggested some unusually high correlated errors among items that loaded on two of the factors - Academic Ability and Performance of Students with Disabilities and Functions of Core and Supplemental Instruction. The Academic Ability and Performance of Students with Disabilities factor included items that assessed beliefs regarding whether (1) students with learning disabilities achieve grade-level benchmarks, (2) students with behavioral problems achieve grade-level benchmarks, and (3) students with high-incidence disabilities (e.g., learning disabilities, emotional/behavioral disabilities) receiving special education services are capable of meeting grade-level benchmarks. The Functions of Core and Supplemental Instruction factor measured beliefs regarding (1) whether core instruction should be effective enough to result in 80% of students achieving benchmarks and (2) whether the primary function of supplemental instruction is to ensure students meet benchmarks. Each of these beliefs was measured for both reading and math which was the source of the correlated errors (i.e., responses to the aforementioned beliefs statements for reading and math were highly related). To address this issue, Project staff removed the items

that examined beliefs applied to math benchmarks from the analyses. This decision was supported by the fact that the majority of schools in the sample targeted reading instruction when implementing PS/RtI practices.

Removal of the math items resulted in the first model converging. The chi-square value for the first model indicated a significant lack of fit ( $X^2 = 1147.25, p < .001, df = 132$ ). Other fit indices (CFI = .71, SRMR = .07, RMSEA = .08) also suggested a general lack of fit. Following further exploration of Model 1 statistics, four correlated errors were controlled for resulting in a better fitting Model 1. Specifically, Model 1 fit indices improved (CFI = .93, SRMR = .04, RMSEA = .04) and the BIC between the first iteration of the model and the second iteration decreased from 49,515.61 to 48,543.15. However, the CFI of .93 did not meet the established threshold. Therefore, Project staff decided to examine the items and their factor loadings.

Examination of factor loadings revealed a distinct pattern. Two of the factors (*Academic Abilities and Performance of Students with Disabilities*, and *Functions of Core and Supplemental Instruction*) had factor loadings that met or exceeded .48 for all items (item loadings ranged from .48 to .65). On the third factor (*Data-Based Decision-Making*), three of the items had factor loadings that fell below .40 (loadings ranged from .32 to .37). The three items examined beliefs statements regarding additional time and resources being allocated to students performing below benchmarks prior to allocating them to students at or above benchmark, and parent involvement in problem-solving and intervention implementation. Careful review of these three items suggested that the items were not critical to the conceptual composition of the factor. Project staff also examined the remaining 10 items to determine if items on the factor were critical to its conceptualization or resulted in redundancy (i.e., multiple items measuring similar beliefs). One item examining beliefs about general education teachers implementing more differentiated intervention with additional staff support was determined to not be critical to the conceptualization of the factor (this item's factor loading was .41). The loadings for the remaining 9 items ranged from .43 to .65. Thus, the decision was made to examine an alternate model in which these four items were removed. In the alternate model (Model 2), Project staff also controlled for four significant correlated errors between pairs of items identified when examining the fit of Model 1.

Model 2 fit the data better than Model 1. Although the chi-square value for Model 2 indicated a significant lack of fit ( $X^2 = 210.56, p < .001, df = 70$ ), alternate fit indices less sensitive to sample size suggested acceptable levels of fit. The CFI of .95 met the typical cutoff value of .95 for this index. The SRMR of .04 and RMSEA of .04 were less than the cutoff value of .08 suggested by Hu and Bentler (1999). Furthermore, the BIC index for Model 2 was smaller (BIC = 38,509.46) than the BIC for Model 1 (BIC = 48,543.15). All factor pattern coefficients remained significantly different from zero ( $p < .001$ ). Standardized loadings ranged from .49 to .64 for items that loaded on the Academic Abilities and Performance of Students with Disabilities factor (3 items), from .42 to .60 for the Data-Based Decision-Making factor (9 items), and from .58 to .64 for items that loaded on the Functions of Core

**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 *Beliefs on RtI Scale*, an internal consistency reliability estimate provides a measure of the extent to which educators' who responded one way to an item measuring a belief domain (or factor) tended to respond the same way to other items measuring the same domain.

For example, if an educator selected SA, N, A when completing the 3 items that comprise the beliefs regarding “Academic Abilities and Performance of Students with Disabilities” domain, the values corresponding with those responses would be added together to obtain a total value of 12 (i.e., 5+3+4 = 12). The total value of 12 would be divided by the number of items (3) to obtain the average domain score (i.e., 12/3 = 4). An average domain score of 4 could be interpreted as the educator, on average, agreeing with belief statements regarding students with disabilities academic abilities and performance.

and Supplemental Instruction factor (2 items). Correlations between the factors were positive and significantly different from zero ( $p < .001$ ). Specifically, Academic Abilities and Performance of Students with Disabilities and Functions of Core and Supplemental Instruction, Academic Abilities and Performance of Students with Disabilities and Data-Based Decision-Making, and Functions of Core and Supplemental Instruction and Data-Based Decision-Making correlated at .53, .62, and .63 respectively (see: *Table 2 in Supplements*, page 61 for individual item loadings and standard errors by factor).

### **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** (*Academic Ability and Performance of Students with Disabilities*):  $\alpha = .71$
- **Factor 2** (*Data-Based Decision Making*):  $\alpha = .78$
- **Factor 3** (*Functions of Core and Supplemental Instruction*):  $\alpha = .54$

Reliability estimates at the educator 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 (Nunnally, 1978). The reliability estimate for the third factor (Functions of Core and Supplemental Instruction) did not meet this threshold. However, when the construct is conceptualized at the school-level, reliability estimates for the third factor exceed .70 (Castillo, et al., 2012).

Thus, the results of the EFA and CFA procedures yielded a set of 14 items (belief statements) from the 27 items (belief statements) on the full *Beliefs Survey* that taps into educator beliefs in three domains: beliefs about *the academic ability and performance of students with disabilities*, beliefs about *data-based decision making*, and beliefs about *functions of core and supplemental instruction*. This set of 14 items constitute a shorter form of the *Beliefs Survey* instrument that covers all three domains measured by the instrument. This resultant 14-item set of beliefs statements was labeled the *Beliefs on RtI Scale*.

### **Scoring**

#### ***Analysis of Responses to the Beliefs on RtI 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 *Beliefs on RtI 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 8, 9, 10.
- **Factor 2** (*Data-Based Decision Making*): Items 11, 12, 13, 14, 15, 16, 17, 18, and 19
- **Factor 3** (*Functions of Core and Supplemental Instruction*): Items 6 and 7

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 *Beliefs on RtI 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.

### ***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 scale.

### **Training Required**

#### ***Training Suggested for Administering the Beliefs on RtI Scale***

A brief training is recommended prior to administering the *Beliefs on RtI 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 *Beliefs on RtI 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 Beliefs on RtI 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 *Beliefs on RtI 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 *Beliefs on RtI 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 3 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 *Beliefs on RtI 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 level) 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 *Beliefs on RtI 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 fol-

lowing administrations. Quick access to the data allows stakeholders in leadership positions (e.g., DBLTs, SBLTs) to discuss the results from the *Beliefs on RtI Scale*, develop and/or modify consensus-building goals, and design professional development activities to facilitate changes in educators' beliefs. SBLT members also may share their school's *Beliefs on RtI Scale* 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 beliefs they reported.

One helpful strategy for facilitating discussions about *Beliefs on RtI 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?

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

The following example demonstrates how key stakeholders may use data derived from the *Beliefs on RtI Scale* to inform PS/RtI implementation. Data from the *Beliefs on RtI 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 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).

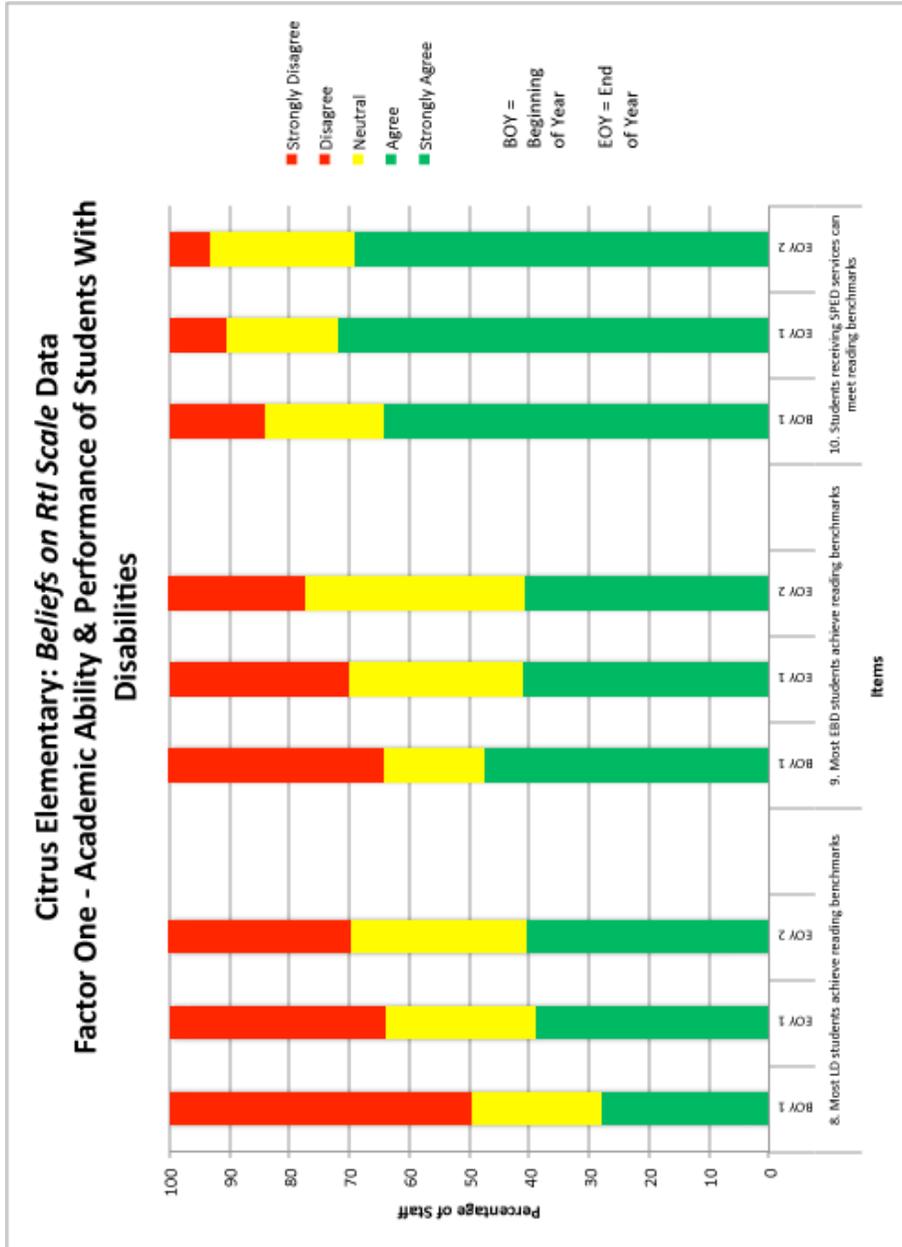


Figure 4. Example Beliefs on RtI Scale Graph.

### *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 *Beliefs on RtI Scale* at the beginning and end of the first year of PS/RtI implementation and at the end of the year thereafter. Figure 4 above 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 8, 9, and 10). 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.

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

Examination of broad *Beliefs on RtI 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 performance 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 8 and 9 across administrations. Approximately 65-70% of staff reported agreeing with the beliefs statements assessed by item 10. 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 8 and 9) and their capability of meeting benchmarks with the right supports (item 10). 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 *Beliefs on RtI 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 8) 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 AYP data (as well as other data sources) 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 10). Conversely, a slight decrease (approximately 5%) in agreement occurred during the same time frame for item 9. Item 9 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 particular, 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.

# Blank Copy of Beliefs on RtI Scale

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Beliefs on RtI Scale

## Beliefs on RtI Scale

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.*

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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

2. Job Description:

- PS/RtI Coach       Teacher-General Education       Teacher-Special Education  
 School Counselor       School Psychologist       School Social Worker  
 Principal       Assistant Principal

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

3. 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

4. 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

5. 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
6. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.	①	②	③	④	⑤
7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.	①	②	③	④	⑤
8. The majority of students with learning disabilities achieve grade-level benchmarks in reading.	①	②	③	④	⑤
9. The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading.	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 reading.	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
12. The use of additional interventions in the general education classroom would result in success for more students.	①	②	③	④	⑤
13. 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
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.	①	②	③	④	⑤
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.	①	②	③	④	⑤
16. Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”	①	②	③	④	⑤

## 58 *Beliefs on RtI Scale—Supplements*

Problem Solving/Response to Intervention

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

Beliefs on RtI Scale

	SD	D	N	A	SA
17. 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
18. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	①	②	③	④	⑤
19. The goal of assessment is to generate and measure effectiveness of instruction/intervention.	①	②	③	④	⑤

*THANK YOU!*

## Beliefs on RtI Scale: Table 1

Table 1  
Promax Oblique Factor Solution of Statements from the *Beliefs on RtI Scale*

Item #	Item	Factor Loadings		
		I	II	III
10a	The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading	<b>.83</b>	-.13	.08
10b	The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in math	<b>.82</b>	-.11	.08
9b	The majority of students with learning disabilities achieve grade-level benchmarks in math	<b>.78</b>	-.12	.09
9a	The majority of students with learning disabilities achieve grade-level benchmarks in reading	<b>.77</b>	-.14	.08
11b	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 math.	<b>.56</b>	.39	-.21
11a	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.	<b>.50</b>	.42	-.23
6	I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	.23	.21	.19
14	The use of additional interventions in the general education classroom would result in success for more students.	-.07	<b>.56</b>	.12
15	Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	-.03	<b>.51</b>	.03
12	General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	.16	<b>.45</b>	.06
24	A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.	-.17	<b>.44</b>	.08
16	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.	.13	<b>.44</b>	.00
23	Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	-.02	<b>.42</b>	.07
21	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).	-.07	<b>.41</b>	-.01

Table 1  
Promax Oblique Factor Solution of Statements from the *Beliefs on RtI Scale*

Item #	Item	Factor Loadings		
		I	II	III
17	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.	.16	<b>.41</b>	-.04
27	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	.07	<b>.40</b>	.13
25	Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.	-.11	<b>.39</b>	.08
13	General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.	-.06	<b>.39</b>	.09
20	Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”	.01	<b>.35</b>	.07
22	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.	-.10	<b>.31</b>	.06
26	All students can achieve grade-level benchmarks if they have sufficient support.	.21	.25	.08
19	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.	.04	.23	.03
18	The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.	.08	.13	.12
8b	The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in math.	-.07	.07	<b>.79</b>
8a	The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.	-.05	.08	<b>.79</b>
7b	Core instruction should be effective enough to result in 80% of the students achieving benchmarks in math.	.16	.10	<b>.65</b>
7a	Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.	.17	.11	<b>.64</b>

*Note.* Only items with factor loadings > .30 were retained for each factor. Items not loading on any of the 3 factors were items 6, 18, 19, and 26.

## Beliefs on RtI Scale: Table 2

Table 2  
Standardized Factor Loadings and Standard Errors for Items on the *Beliefs on RtI Scale*

Factor	Item #	Item	Estimate	Standard Error
SWDs	8	The majority of students with learning disabilities achieve grade-level benchmarks in reading	.49	.05
	9	The majority of students with behavioral problems (EH/SED or EBD) achieve grade-level benchmarks in reading	.52	.05
	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 reading.	.64	.05
DBDM	11	General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.	.60	.03
	12	The use of additional interventions in the general education classroom would result in success for more students.	.55	.04
	13	Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.	.55	.04
	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.	.50	.04
	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.	.48	.04
	16	Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”	.46	.04
	17	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).	.42	.05
	18	Graphing student data makes it easier for one to make decisions about student performance and needed interventions.	.47	.04

Table 2  
Standardized Factor Loadings and Standard Errors for Items on the *Beliefs on RtI Scale*

Factor	Item #	Item	Estimate	Standard Error
	19	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	.54	.03
FCSI	6	Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.	.64	.04
	7	The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.	.58	.05

*Note.* DBDM = Data-Based Decision-Making; FCSI = Functions of Core and Supplemental Instruction; SWDs = Academic Abilities and Performance of Students with Disabilities.

# 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.

*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:

**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 *Perceptions of Practices Survey*, content-related validity evidence is based on expert judgment that the sample of items on the *Perceptions of Practices Survey* is representative of the educator practices required for implementation of PS/RtI.

**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 *Perceptions of Practices Survey*, an exploratory factor analysis was 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 *Perceptions of Practices Survey* measured two underlying practice domains (or factors).

- 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 implemented 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.
- **Factor 2** (*Perceptions of RtI Practices Applied to Behavior Content*): Items 2B, 3B, 4B, 5B, 6B, 7B, 8B, 9B, 10A2, 10B2, 10C2, 11B, 12B, 13B, 14B, 15B, 16B, 17A2, 17B2, 17C2, and 18B.

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

**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 *Perceptions of Practices Survey*, an internal consistency reliability estimate provides a measure of the extent to which educators' who responded one way to an item measuring a practice domain (or factor) tended to respond the same way to other items measuring the same domain.

For example, if an educator selected SO 10 times, OO eight times, and AO three times when completing the 21 items that comprise the "Perceptions of RtI Practices Applied to Academic Content" domain, the values corresponding with those responses would be added together to obtain a total value of 77 [i.e.,  $(3 \times 10) + (4 \times 8) + (5 \times 3) = 77$ ]. The total value of 77 would be divided by the number of items (21) to obtain the average domain score (i.e.,  $77/21 = 3.67$ ). An average domain score of 3.67 could be interpreted as the educator, on average, perceiving that RtI practices tend to occur when applied to academic content.

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).

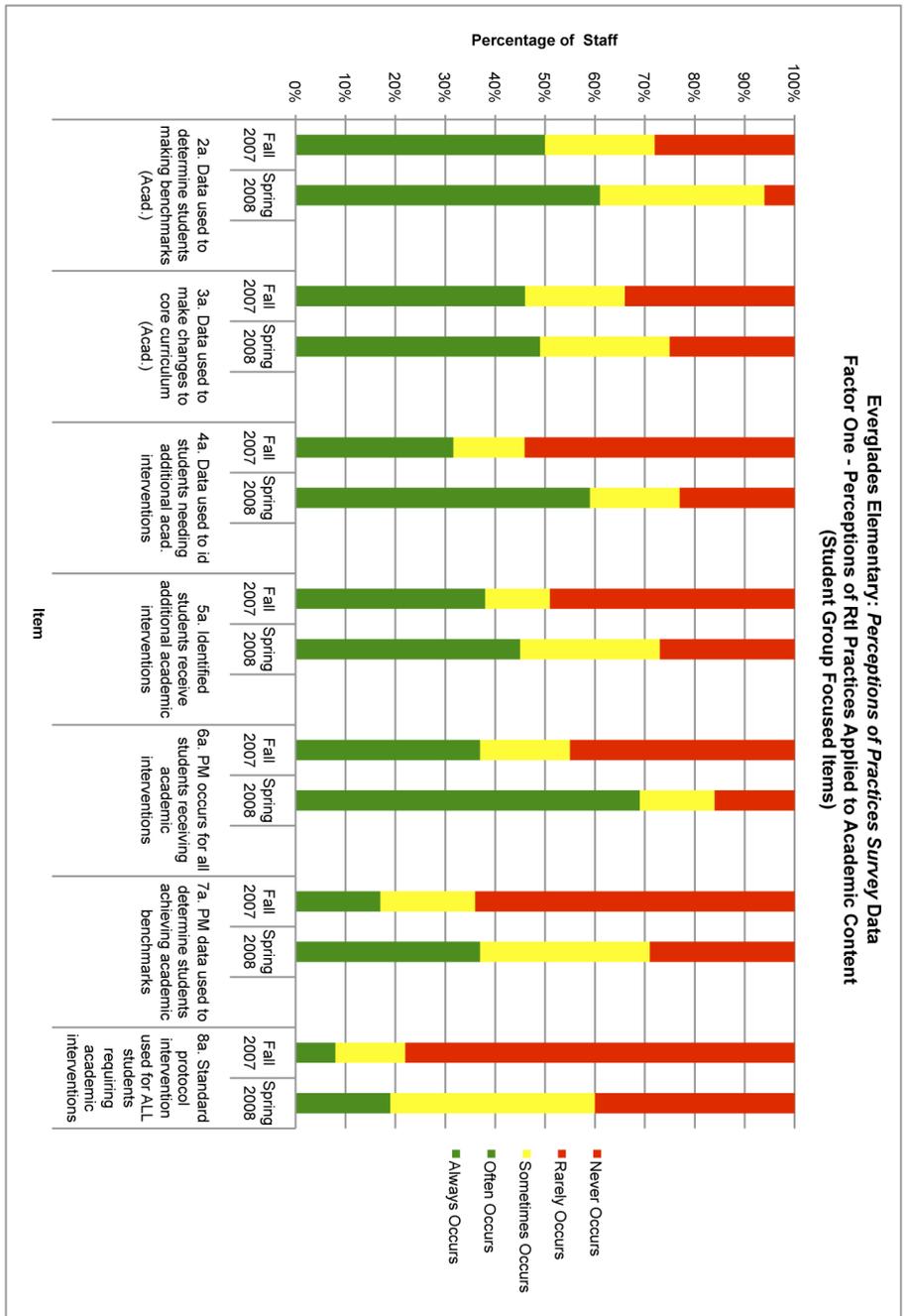


Figure 5. Example Perceptions of Practices Survey data graph.

### ***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.

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**Blank Perceptions of Practices Survey**

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Perceptions of Practices Survey

**Perceptions of Practices 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 and the last two digits of the year you were born. Then, shade in the corresponding circles.*

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**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:

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

In my School:	NO	RO	SO	OO	AO	DK
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	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
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	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

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Perceptions of Practices Survey

<b>In my School:</b>	NO	RO	SO	OO	AO	DK
<hr/>						
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	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
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	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) was used initially for <u>all</u> students who required supplemental instruction for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

**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.

<b>In my School:</b>	NO	RO	SO	OO	AO	DK
9. The target behavior was routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	<input type="radio"/>					
b. Behavior	<input type="radio"/>					
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	<input type="radio"/>					
• Behavior	<input type="radio"/>					
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	<input type="radio"/>					
• Behavior	<input type="radio"/>					
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	<input type="radio"/>					
• Behavior	<input type="radio"/>					
11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	<input type="radio"/>					
b. Behavior	<input type="radio"/>					
12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:						
a. Academics	<input type="radio"/>					
b. Behavior	<input type="radio"/>					
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	<input type="radio"/>					
b. Behavior	<input type="radio"/>					

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<b>In my School:</b>	NO	RO	SO	OO	AO	DK
<hr/>						
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	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
16. Data were graphed routinely to simplify interpretation of student performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
17. Progress monitoring data were used to determine						
a. the degree to which the target student’s rate of progress had improved for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. whether the gap had decreased between the target student’s current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. whether the gap had decreased between the target student’s current performance and the performance of same-age peers for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
<hr/>						
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 <u>could</u> learn new skills <u>or</u> whether the student’s performance was due to a disability for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

THANK YOU!

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**Perceptions of Practices Survey: Table 1**

Table 1  
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
7b	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.	<b>.88</b>	-.06
6b	Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for behavior.	<b>.84</b>	-.05
10a2	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.	<b>.83</b>	-.01
17a2	Progress monitoring data are used to determine the degree to which the target student's rate of progress has improved for behavior.	<b>.83</b>	.05
4b	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.	<b>.83</b>	-.13
17b2	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.	<b>.82</b>	.07
5b	The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for behavior.	<b>.82</b>	-.07
17c2	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.	<b>.80</b>	.09
10b2	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for behavior.	<b>.79</b>	.07
10c2	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.	<b>.78</b>	.07
12b	Data are collected to confirm the reasons that the student is not achieving the desired level of performance for behavior.	<b>.75</b>	.12
3b	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.	<b>.74</b>	.01
18b	A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and <u>can</u> learn new skills <u>or</u> whether the student's performance is due to a disability for behavior.	<b>.74</b>	.13
13b	Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for behavior.	<b>.74</b>	.11

Table 1  
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
2b	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.	<b>.73</b>	-.10
16b	Data are graphed routinely to simplify interpretation of student performance for behavior.	<b>.72</b>	.08
15b	Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for behavior.	<b>.71</b>	.19
8b	A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for <u>all</u> students who require supplemental instruction for behavior.	<b>.69</b>	.03
11b	The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the <u>desired</u> behavior for behavior.	<b>.66</b>	.19
14b	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.	<b>.64</b>	.14
9b	The target behavior is routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for behavior.	<b>.55</b>	.19
17b1	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.	-.01	<b>.85</b>
17a1	Progress monitoring data are used to determine the degree to which the target student's rate of progress has improved for academics.	-.03	<b>.85</b>
17c1	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.	.03	<b>.82</b>
15a	Data are collected routinely to determine the degree to which the intervention plans are being implemented as intended for academics.	.04	<b>.80</b>
10a1	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.	-.04	<b>.79</b>
10b1	Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) are used to identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for academics.	-.01	<b>.77</b>

## 82 *Perceptions of Practices Survey—Supplements*

Table 1  
Promax Oblique Factor Solution of Statements from the *Perceptions of Practices Survey*

Item #	Item	Factor Loadings	
		I	II
7a	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.	.00	<b>.77</b>
6a	Progress monitoring occurs for all students receiving supplemental and/or intensive interventions for academics.	-.03	<b>.76</b>
13a	Intervention plans are routinely developed based on the confirmed reasons that the student is not achieving the desired level of performance for academics.	.05	<b>.74</b>
10c1	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	.01	<b>.74</b>
12a	Data are collected to confirm the reasons that the student is not achieving the desired level of performance for academics.	.10	<b>.72</b>
18a	A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and <u>can</u> learn new skills <u>or</u> whether the student's performance is due to a disability for academics.	.11	<b>.69</b>
5a	The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for academics.	.02	<b>.67</b>
4a	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.	-.03	<b>.64</b>
3a	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.	.08	<b>.64</b>
16a	Data are graphed routinely to simplify interpretation of student performance for academics.	.06	<b>.63</b>
2a	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.	-.03	<b>.62</b>
11a	The Problem-Solving Team routinely develops hypotheses (i.e., proposed reasons) explaining why the target student is not demonstrating the <u>desired</u> behavior for academics.	.21	<b>.60</b>
14a	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.	.20	<b>.53</b>

*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

# Perceptions of RtI Skills Survey - Revised

## Description & Purpose

### *Theoretical Background*

The *Perceptions of RtI Skills Survey - Revised* 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; 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 - Revised* contains items that assess the amount of support educators perceive is required for them to successfully implement PS/RtI practices. Specifically, the instrument contains 50 items that assess skills in applying PS/RtI practices to academic and behavior content as well as skills in data manipulation and technology use. (The 50 items are organized within 16 stems reflecting core 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

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.

could teach others this skill (VHS).

### **Purpose**

The purpose of the instrument 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?***

School-Based Leadership Team (SBLT) members complete the *Perceptions of RtI Skills Survey - Revised*. 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 RtI Skills Survey - Revised* 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.

#### **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.

Results of the *Perceptions of RtI Skills Survey - Revised* 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 - Revised* 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 skills 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 RtI Skills Survey - Revised* 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, 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 - Revised*, 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.

## 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 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. Project staff considered 80% agreement among panel members that an item was relevant and well written as the criterion for retaining an item. Feedback from EEVP members for the *Perceptions of RtI Skills Survey* suggested that major revisions to the survey did not need to occur. A minimum of 80% of members agreed with the item as it was initially written for all items. Although the criterion for keeping an item as written was met for all items, Project staff reviewed any feedback provided by respondents to determine if the suggestions would improve the clarity of the items. Minor wording changes were made to clarify items or make the wording more succinct, but no substantive changes occurred from this discussion.

### *Construct Validity Evidence*

Exploratory common factor analytic procedures were used to determine the underlying factor structure of the *Perceptions of RtI Skills Survey*. A common factor

**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 *Perceptions of RtI Skills Survey - Revised*, content-related validity evidence is based on expert judgment that the sample of items on the *Perceptions of RtI Skills Survey - Revised* is representative of the educator skills needed to implement 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 *Perceptions of RtI Skills Survey - Revised*, an exploratory factor analysis was 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 *Perceptions of RtI Skills Survey - Revised* measured three underlying skill 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 *Perceptions of RtI Skills Survey - Revised*, an internal consistency reliability estimate provides a measure of the extent to which educators' who responded one way to an item measuring a skill domain (or factor) tended to respond the same way to other items measuring the same domain.

analysis was conducted using the responses from a sample of 2,184 educators in 62 schools from eight 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, three factors were retained and rotated using an oblique rotation (Promax) to aid in the interpretability of the factors.

Factor loadings for each item ranged from .33 to .90. The initial version of the *Perceptions of RtI Skills Survey* retained all items with a loading greater than or equal to .3. The three factors collectively accounted for 80% of the common variance in participant ratings. The three factors were labeled as follows: 1) *Perceptions of RtI Skills Applied to Academic Content*, 2) *Perceptions of RtI Skills Applied to Behavior Content*, and 3) *Perceptions of Data Manipulation and Technology 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 described above. The three factors continued to collectively account for 80% of the common variance despite a reduction in the number of items (see *Perceptions of RtI Skills Survey - Revised: Table 1* in Supplements, page 100 for the final factor solution).

Thus, the results of the common factor analysis suggest that the *Perceptions of RtI Skills Survey - Revised* taps into educator perceived skills in three domains: *applying RtI skills to academic content*, *applying RtI skills to behavior content*, and *skills in manipulating data and using technology* to assist in data-based decision-making.

### **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** (*Perceptions of RtI Skills Applied to Academic Content*):  $\alpha = .98$
- **Factor 2** (*Perceptions of RtI Skills Applied to Behavior Content*):  $\alpha = .97$
- **Factor 3** (*Perceptions of Data Manipulation and Technology Use Skills*):  $\alpha = .94$

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 com-

pleted the instrument. Second, the frequency of (i.e., frequency distribution) 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) data manipulation and technology use. 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, 16B, and 16C.
- **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, 13B, and 16D.
- **Factor Three** (*Perceptions of Data Manipulation and Technology Use Skills*): 14A, 14B, 14C, 14D, 14E, 17A, and 17B.

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 - Revised* can be used to answer a number of broad and specific questions regarding the extent to which educators perceive

For example, if an educator selected *NS* two times, *MnS* one time, and *SS* four times when completing the 7 items that comprise the “Perceptions of Data Manipulation and Technology Use Skills” domain, the values corresponding with those responses would be added together to obtain a total value of 16 (i.e.,  $(2 \times 1) + (1 \times 2) + (4 \times 3) = 16$ ). The total value of 16 would be divided by the number of items (7) to obtain the average domain score (i.e.,  $16/7 = 2.29$ ). An average domain score of 2.29 could be interpreted as the educator, on average, perceiving that s/he has minimal data manipulation and technology skills and requires substantial support in that area.

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.

### ***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**

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 on which support might be provided 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 - Revised*, 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 Manipulation and Technology Use 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 - Revised* 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)? 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 - Revised* 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).

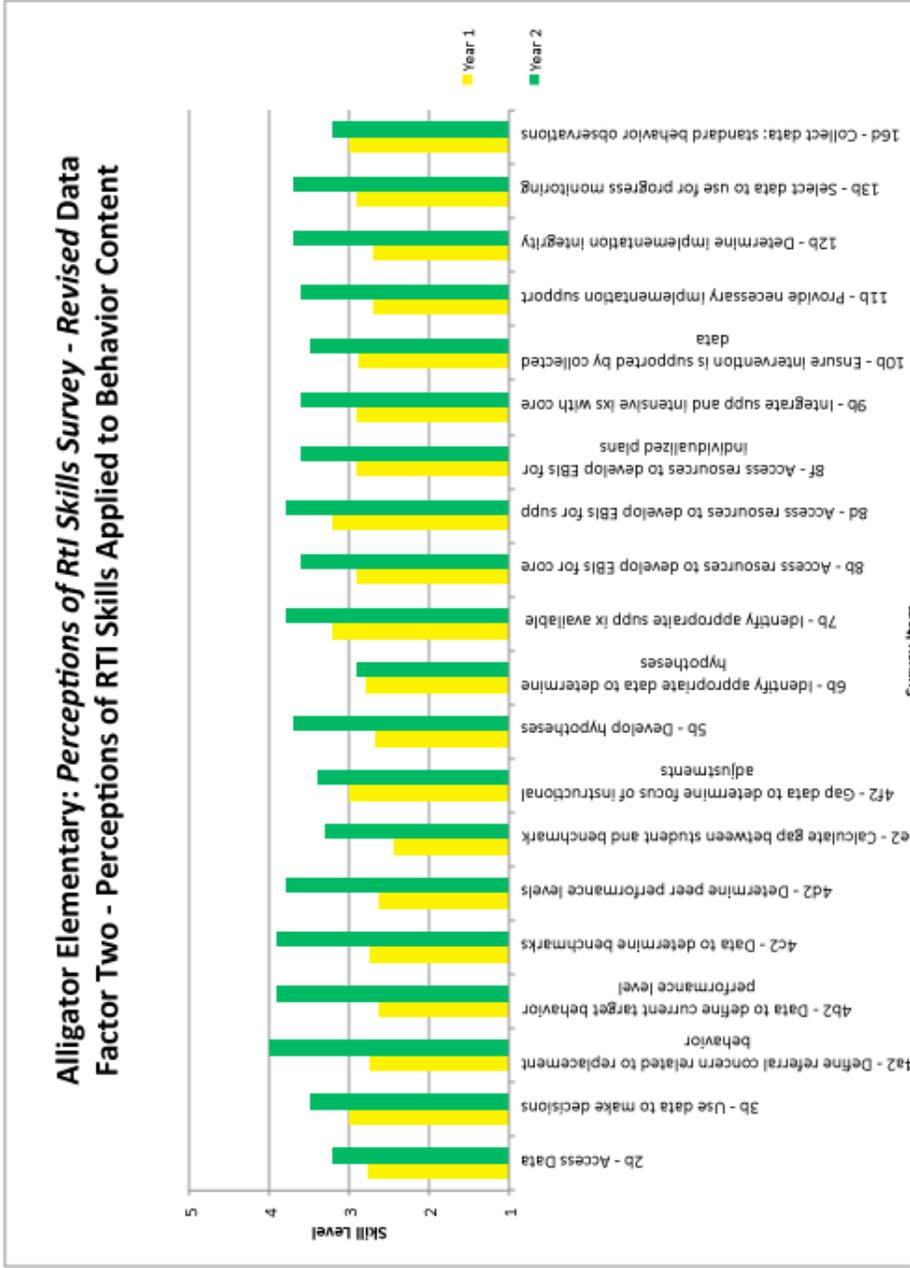


Figure 6. Example Perceptions of RtI Skills Survey - Revised graph.

### *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 - Revised* 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 6 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 - Revised* 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 6 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 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) us-

ing 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 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.



Problem Solving/Response to Intervention

Perceptions of RtI Skills Survey - Revised

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

<b>The skill to:</b>	NS	MnS	SS	HS	VHS
<hr/>					
b. Use data to define the current level of performance of the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
c. Determine the desired level of performance (i.e., benchmark) for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
d. Determine the current level of peer performance for the same skill as the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:					
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤
<hr/>					
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	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
<hr/>					
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	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
<hr/>					
7. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
<hr/>					

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

Problem Solving/Response to Intervention

Perceptions of RtI Skills Survey - Revised

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

<b>The skill to:</b>	NS	MnS	SS	HS	VHS
15. Make modifications to intervention plans based on student response to intervention.	①	②	③	④	⑤
16. Collect the following types of data:					
a. Curriculum-Based Measurement	①	②	③	④	⑤
b. DIBELS	①	②	③	④	⑤
c. Access data from appropriate district- or school-wide assessments	①	②	③	④	⑤
d. Standard behavioral observations	①	②	③	④	⑤
17. Use technology in the following ways:					
a. Use electronic data collection tools (e.g., PDAs)	①	②	③	④	⑤
b. Graph and display student and school data	①	②	③	④	⑤

*THANK YOU!*

**Perceptions of RtI Skills Survey - Revised: Table 1**Table 1. Factor Loadings for Exploratory Factor Analysis with Promax Rotation of *Perception of RtI Skills Survey - Revised*

Item #	Item Statement	Factor Loadings		
		I	II	III
4b1	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Use data to define the current level of performance of the target student for academics	<b>.90</b>	.02	-.12
4c1	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Determine the desired level of performance (i.e., benchmark) for academics	<b>.90</b>	.03	-.13
4d1	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Determine the current level of peer performance for the same skill as the target student for academics	<b>.85</b>	.05	-.08
13a	Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions for academics	<b>.81</b>	.02	.05
3a	Use data <i>to make decisions</i> about individuals and groups of students for the core academic curriculum	<b>.80</b>	.01	-.01
9a	Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom for academics	<b>.72</b>	.17	-.01
10a	Ensure that the proposed intervention plan is supported by the data that were collected for academics	<b>.71</b>	.15	.08
7a	Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for academics	<b>.70</b>	.17	-.02
16a	Collect the following types of data: Curriculum-based measurement	<b>.69</b>	.00	.13
11a	Provide the support necessary to ensure that the intervention is implemented appropriately for academics	<b>.69</b>	.18	.02
2a	<i>Access</i> the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in academics	<b>.67</b>	-.02	.10
16c	Collect the following types of data: Access data from appropriate district- or school-wide assessments	<b>.66</b>	.00	.18
5a	Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for academics	<b>.66</b>	.21	.02
12a	Determine if an intervention was implemented as it was intended for academics	<b>.66</b>	.21	.06

Table 1. Factor Loadings for Exploratory Factor Analysis with Promax Rotation of *Perception of RtI Skills Survey - Revised*

Item #	Item Statement	Factor Loadings		
		I	II	III
4e1	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Calculate the gap between student current performance and the benchmark (district grade level standard) for academics	<b>.65</b>	.06	.14
8a	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for academic core curricula	<b>.65</b>	.11	.14
4f1	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for academics	<b>.64</b>	.13	.11
6a	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	<b>.62</b>	.21	.09
8e	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for academic individualized intervention plans.	<b>.62</b>	.15	.12
16b	Collect the following types of data: DIBELS	<b>.62</b>	-.05	.09
4a1	Perform each of the following steps when identifying the problems for a student for whom concerns have been raised: Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral <i>problem</i> for academics	<b>.60</b>	.26	-.08
8c	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for academic supplemental curricula	<b>.60</b>	.15	.15
15	Make modifications to intervention plans based on student response to intervention	<b>.54</b>	.22	.14
11b	Provide the support necessary to ensure that the intervention is implemented appropriately for behavior	.03	<b>.84</b>	-.01
7b	Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for behavior	.02	<b>.84</b>	-.02
12b	Determine if an intervention was implemented as it was intended for behavior	.05	<b>.80</b>	.04
8b	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for behavioral core curricula	-.03	<b>.80</b>	.12

Table 1. Factor Loadings for Exploratory Factor Analysis with Promax Rotation of *Perception of RtI Skills Survey - Revised*

Item #	Item Statement	Factor Loadings		
		I	II	III
8f	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for behavioral individualized intervention plans	-.02	<b>.80</b>	.10
8d	Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for behavioral supplemental curricula	-.04	<b>.80</b>	.13
4b2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Use data to define the current level of performance of the target student for behavior	.11	<b>.79</b>	-.09
9b	Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom for behavior	.10	<b>.79</b>	-.01
10b	Ensure that the proposed intervention plan is supported by the data that were collected for behavior	.10	<b>.78</b>	.05
13b	Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions for behavior	.06	<b>.76</b>	.03
6b	Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for behavior	.06	<b>.75</b>	.09
4c2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Determine the desired level of performance (i.e., benchmark) for behavior	.18	<b>.74</b>	-.14
4d2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Determine the current level of peer performance for the same skill as the target student for behavior	.20	<b>.72</b>	-.10
5b	Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for behavior	.14	<b>.72</b>	.01
4f2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for behavior	.10	<b>.69</b>	.12

Table 1. Factor Loadings for Exploratory Factor Analysis with Promax Rotation of *Perception of RtI Skills Survey - Revised*

Item #	Item Statement	Factor Loadings		
		I	II	III
4e2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Calculate the gap between student current performance and the benchmark (district grade level standard) for behavior	.08	<b>.67</b>	.13
4a2	Perform each of the following steps when identifying the problem for a student for whom concerns have been raised: Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral <i>problem</i> for behavior	.20	<b>.67</b>	-.11
2b	<i>Access</i> the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in behavior	-.02	<b>.65</b>	.10
3b	Use data <i>to make decisions</i> about individuals and groups of students for the core/building discipline plan.	.11	<b>.64</b>	.02
16d	Collect the following types of data: Standard behavioral observations	.17	<b>.52</b>	.14
14e	Construct graphs for large group, small group, and individual students: Draw a trendline	-.14	.14	<b>.87</b>
14c	Construct graphs for large group, small group, and individual students: Graph peer data	.12	-.02	<b>.87</b>
14b	Construct graphs for large group, small group, and individual students: Graph benchmark data	.17	-.08	<b>.86</b>
14d	Construct graphs for large group, small group, and individual students: Draw an aimline	-.12	.15	<b>.85</b>
14a	Construct graphs for large group, small group, and individual students: Graph target student data	.19	-.08	<b>.84</b>
17b	Use technology in the following ways: Graph and display student and school data	.20	.03	<b>.65</b>
17a	Use technology in the following ways: Use electronic data collection tools (e.g., PDAs)	.13	.15	<b>.47</b>

*Note.* Values represent standardized regression coefficients. Factor loadings > .47 are in boldface. Factor I = Perceptions of RtI Skills Applied to Academic Content; Factor II = Perceptions of RtI Skills Applied to Behavior Content; Factor III = Perceptions of Data Manipulation and Technology Use Skills. The three factors were significantly intercorrelated after oblique rotation ( $r_s = .53-.67$ ). DIBELS = Dynamic Indicators of Basic Early Literacy Skills (Good & Kaminski, 2002). FCAT = Florida Comprehensive Achievement Test (Florida Department of Education, 2005).

# 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; Kratochwill, 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.

The term coaching has been defined in a number of ways. For the purpose of this manual, coaching is defined as the process of providing educators ongoing training, technical assistance, and support to facilitate PS/RtI implementation.

The revised version contains fewer items than the original *Coaching Evaluation Survey*. See the first version of the manual, located on the Project website, for information on the original version.

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

#### **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 regular 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.

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

**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).

occur live at the meeting or through contact via media such as telephone, email, letter, etc. 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 member 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  $X^2$  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.

**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 *Coaching Evaluation Survey - Revised*, an internal consistency reliability estimate provides a measure of the extent to which educators' who responded one way to an item measuring a coaching domain (or factor) tended to respond the same way to other items measuring the same domain.

Fit indices for the first model indicated general fit. Although the chi-square value indicated a significant lack of fit ( $X^2 = 750.66, p < .001, df = 297$ ), 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 available technology resources to facilitate analyses of the data. Software and web-

For example, if an educator selected SA two times, A three times, and N two times when completing the 7 items that comprise the "Interpersonal/Communication Skills" domain, the values corresponding with those responses would be added together to obtain a total value of 28 (i.e.,  $(2 \times 5) + (3 \times 4) + (2 \times 3) = 28$ ). The total value of 28 would be divided by the number of items (7) to obtain the average domain score (i.e.,  $28/7 = 4$ ). An average domain score of 4 could be interpreted as the educator, on average, agreeing that the PS/RtI coach demonstrates interpersonal/communication skills

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 Survey - 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.

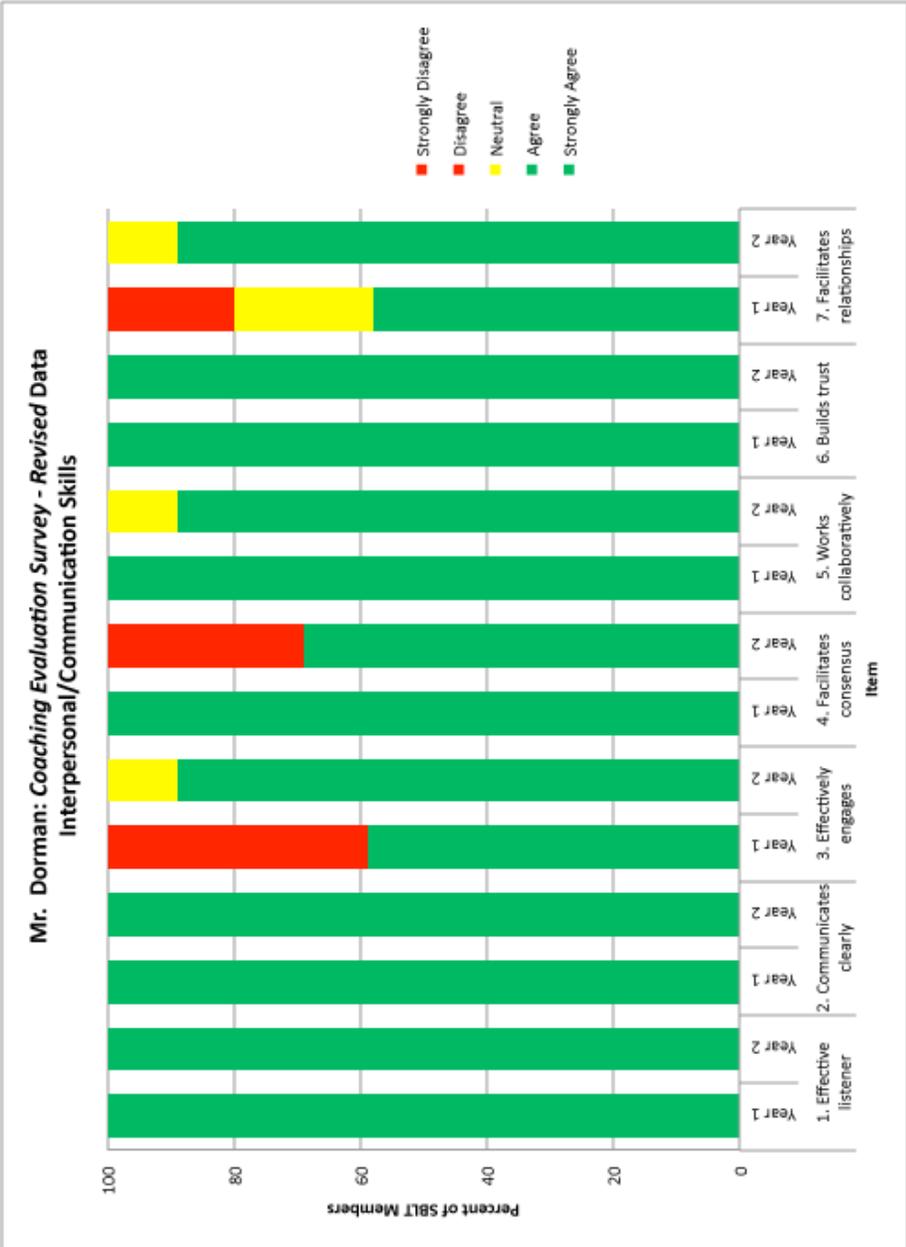


Figure 7. Example Coaching Evaluation Survey - Revised Graph

### ***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.

### ***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.

## Blank Coaching Evaluation Survey - Revised

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Coaching Evaluation Survey - Revised

### Coaching Evaluation Survey - Revised

**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)

My school's PS/RtI coach...	SD	D	N	A	SA	DK
1. ...is an effective listener.	①	②	③	④	⑤	○
2. ...communicates clearly with others.	①	②	③	④	⑤	○
3. ...effectively engages team members and other faculty in reflecting upon their professional practices.	①	②	③	④	⑤	○
4. ...is skilled in facilitating consensus building among school-based personnel.	①	②	③	④	⑤	○
5. ...is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).	①	②	③	④	⑤	○
6. ...is skilled in building trust among members of the school-based RtI leadership team.	①	②	③	④	⑤	○
7. ...is skilled in facilitating productive work relationships with other individuals in the school setting.	①	②	③	④	⑤	○
8. ...is skilled in modeling steps in the problem-solving process:						
a. Problem Identification	①	②	③	④	⑤	○
b. Data Collection and Interpretation	①	②	③	④	⑤	○
c. Problem Analysis	①	②	③	④	⑤	○

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Coaching Evaluation Survey - Revised

My school's PS/RtI coach...	SD	D	N	A	SA	DK
d. Intervention Development	①	②	③	④	⑤	○
e. Intervention Support	①	②	③	④	⑤	○
f. Intervention Documentation	①	②	③	④	⑤	○
g. Response to Intervention Interpretation	①	②	③	④	⑤	○
h. Intervention Modification	①	②	③	④	⑤	○
9. ...provides opportunities for the leadership team to practice steps in the problem-solving process.	①	②	③	④	⑤	○
10. ...works effectively with the school-based team to implement problem solving.	①	②	③	④	⑤	○
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.	①	②	③	④	⑤	○
12. ...provides <i>timely</i> feedback to members of the team.	①	②	③	④	⑤	○
13. ...provides <i>useful</i> feedback to members of the team.	①	②	③	④	⑤	○
14. ...works effectively with school-based personnel in using the problem-solving process to identify needs at the <i>school-wide</i> level.	①	②	③	④	⑤	○
15. ...works effectively with school-based personnel in using the problem-solving process to identify needs at the <i>classroom</i> level.	①	②	③	④	⑤	○
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.	①	②	③	④	⑤	○
17. ...responds to requests for technical assistance in a timely manner.	①	②	③	④	⑤	○
18. ...works with the school-based team and faculty to monitor student progress (Tier I).	①	②	③	④	⑤	○
19. ...works with the school-based team and faculty to assist in decision making.	①	②	③	④	⑤	○

**My school's PS/RtI coach...**

SD    D    N    A    SA    DK

20. ...works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.      ①    ②    ③    ④    ⑤    ○

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 1  
Promax Oblique Factor Solution of Statements from the *Coaching Evaluation Survey - Revised*

Item #	Item	Factor Loadings		
		I	II	III
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.	<b>.77</b>	.18	-.05
17	responds to requests for technical assistance in a timely manner.	<b>.75</b>	.05	.07
18	works with the school-based team and faculty to monitor student progress (Tier I).	<b>.65</b>	.19	.10
12	provides <b>timely</b> feedback to members of the team.	<b>.64</b>	.10	.23
13	provides <b>useful</b> feedback to members of the team.	<b>.62</b>	.10	.28
19	works with the school-based team and faculty to assist in decision making.	<b>.60</b>	.19	.20
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.	<b>.57</b>	.12	.28
14	works effectively with school-based personnel in using the problem-solving process to identify needs at the <b>school-wide</b> level.	<b>.55</b>	.13	.30
15	works effectively with school-based personnel in using the problem-solving process to identify needs at the <b>classroom</b> level.	<b>.52</b>	.23	.21
10	works effectively with the school-based team to implement problem solving.	<b>.51</b>	.11	.39
9	provides opportunities for the leadership team to practice steps in the problem-solving process.	<b>.45</b>	.18	.27
20	works effectively with the school-based administrator to facilitate the implementation of the PS/RTI model.	<b>.45</b>	.24	.29
8c	Models problem analysis	-.03	<b>.76</b>	.27
8f	Models intervention documentation	.31	<b>.76</b>	-.09
8d	Models intervention development	.08	<b>.72</b>	.21
8a	Models problem identification	.02	<b>.72</b>	.26
8h	Models intervention modification	.22	<b>.71</b>	.08
8b	Models data collection and interpretation	.05	<b>.70</b>	.16
8g	Models Response to Intervention interpretation	.26	<b>.70</b>	.02
8e	Models intervention support	.22	<b>.64</b>	.13
2	communicates clearly with others.	.02	.22	<b>.73</b>
3	effectively engages team members and other faculty in reflecting upon their professional practices.	.10	.14	<b>.72</b>
4	is skilled in facilitating consensus building among school-based personnel.	.26	.04	<b>.65</b>
1	is an effective listener.	.08	.20	<b>.64</b>
5	is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).	.21	.17	<b>.61</b>
7	is skilled in facilitating productive work relationships with other individuals in the school setting.	.30	.07	<b>.60</b>
6	is skilled in building trust among members of the school-based RTI leadership team.	.30	.15	<b>.53</b>

**Coaching Evaluation Survey - Revised: Table 2**

Table 2  
Standardized Factor Loadings and Standard Errors for *Coaching Evaluation Survey - Revised* Items

Factor	Item #	Item	Estimate	Standard Error
Role of the PS/RtI Coach	9	provides opportunities for the leadership team to practice steps in the problem-solving process.	.81	.02
	10	works effectively with the school-based team to implement problem solving.	.91	.01
	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.	.89	.01
	12	provides <i>timely</i> feedback to members of the team.	.84	.02
	13	provides <i>useful</i> feedback to members of the team.	.85	.02
	14	works effectively with school-based personnel in using the problem-solving process to identify needs at the <i>school-wide</i> level.	.90	.01
	15	works effectively with school-based personnel in using the problem-solving process to identify needs at the <i>classroom</i> level.	.81	.02
	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.	.84	.02
	17	responds to requests for technical assistance in a timely manner.	.79	.03
	18	works with the school-based team and faculty to monitor student progress (Tier I).	.84	.02
	19	works with the school-based team and faculty to assist in decision making.	.91	.01
	20	works effectively with the school-based administrator to facilitate the implementation of the PS/RtI model.	.89	.02
Modeling of the Problem-Solving Process	8a	Models problem identification	.89	.02
	8b	Models data collection and interpretation	.84	.02
	8c	Models problem analysis	.88	.02
	8d	Models intervention development	.88	.02
	8e	Models intervention support	.86	.02
	8f	Models intervention documentation	.89	.02
	8g	Models Response to Intervention interpretation	.92	.01
	8h	Models intervention modification	.94	.01

Table 2  
Standardized Factor Loadings and Standard Errors for *Coaching Evaluation Survey - Revised* Items

Factor	Item #	Item	Estimate	Standard Error
Interpersonal/ Communication Skills	1	is an effective listener.	.86	.02
	2	communicates clearly with others.	.83	.02
	3	effectively engages team members and other faculty in reflecting upon their professional practices.	.82	.02
	4	is skilled in facilitating consensus building among school-based personnel.	.87	.02
	5	is skilled in working collaboratively with diverse groups (e.g. SBLT, classroom teachers, grade level teachers).	.90	.01
	6	is skilled in building trust among members of the school-based RtI leadership team.	.91	.01
	7	is skilled in facilitating productive work relationships with other individuals in the school setting.	.93	.01



# 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-

**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.

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 completed 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 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). *Tiers I & II Observation Checklist Administration Summary* (in *Supplements*, 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. Perhaps 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 cancelled. 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 completing 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 observations are completed accurately is critical to data collection. For this reason, it is recommended that two observers rate 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 these inter-rater agreement procedures take place depend 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 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

**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 I and II Observation Checklist*, content-related validity evidence is based on expert judgment that the sample of items on the *Tier I and II Observation Checklist* is representative of the critical components of problem solving at the Tier I and II levels.

For example, if an observer selected *Absent*, *Present*, *Present* when completing Items 10-12 that comprise the “Problem Identification” section, the values corresponding with those responses would be added together to obtain a total value of 2 (i.e., 0+1+1=2). The total value of 2 would be divided by the number of items (3) to obtain the domain score (i.e., 2/3 = .67). A domain score of .67 could be interpreted as the team implementing more of the components of Problem Identification than were missed (i.e., a score of .5 would represent half of the components within a domain implemented and a score of 1 would represent implementation of all of the components within a domain).

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 de-

signed 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 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).

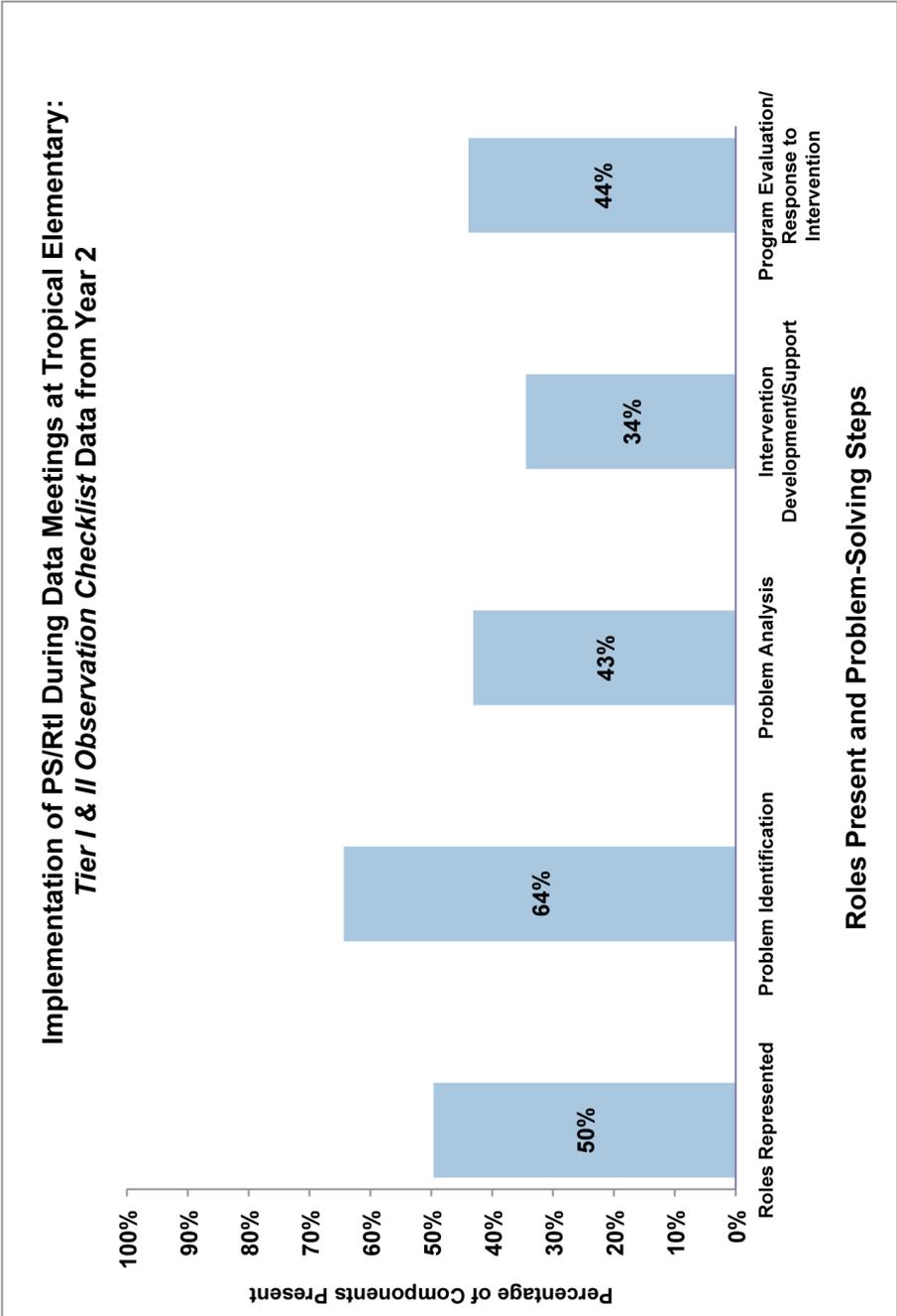


Figure 8. School-Level Example of Tiers I and II Observation Checklist Data Display

### *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 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

### Tiers I & II Observation Checklist Administration Summary 2009-10 School Year

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, how and when 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  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Observation Checklist

### Tiers I & II Observation Checklist

School Name: \_\_\_\_\_ Content Area:  Reading  Math  Behavior

Date: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**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	Present	Absent	Evidence/Notes
<b>Personnel Present</b>			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
<b>Problem Identification</b>			
10. Data were used to determine the effectiveness of core instruction			
11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions			
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			
<b>Problem Analysis</b>			
13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks			
14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks			
<b>Intervention Development/Support</b>			
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)			

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Observation Checklist

Critical Component	Present	Absent	Evidence/Notes
a. A plan for implementation of modifications to core instruction was documented			N/A
b. Support for implementation of modifications to core instruction was documented			N/A
c. Documentation of implementation of modifications to core instruction was provided			N/A
16. Supplemental (Tier II) instruction was developed or modified ( <b>Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify supplemental instruction</b> )			
a. A plan for implementation of supplemental instruction was documented			N/A
b. Support for implementation of supplemental instruction was documented			N/A
c. Documentation of implementation of supplemental instruction was provided			N/A
Program Evaluation/RtI			
17. Criteria for positive response to intervention were defined			
18. Progress monitoring and/or universal screening data were collected/scheduled			
19. A decision regarding student RtI was documented			
20. A plan for continuing, modifying, or terminating the intervention plan was provided			

**Additional Comments:**

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# 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

**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.

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

**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 I and II Critical Components Checklist*, content-related validity evidence is based on expert judgment that the sample of items on the *Tier I and II Critical Components Checklist* is representative of the critical components of problem solving at the Tier I and II levels.

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) 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).

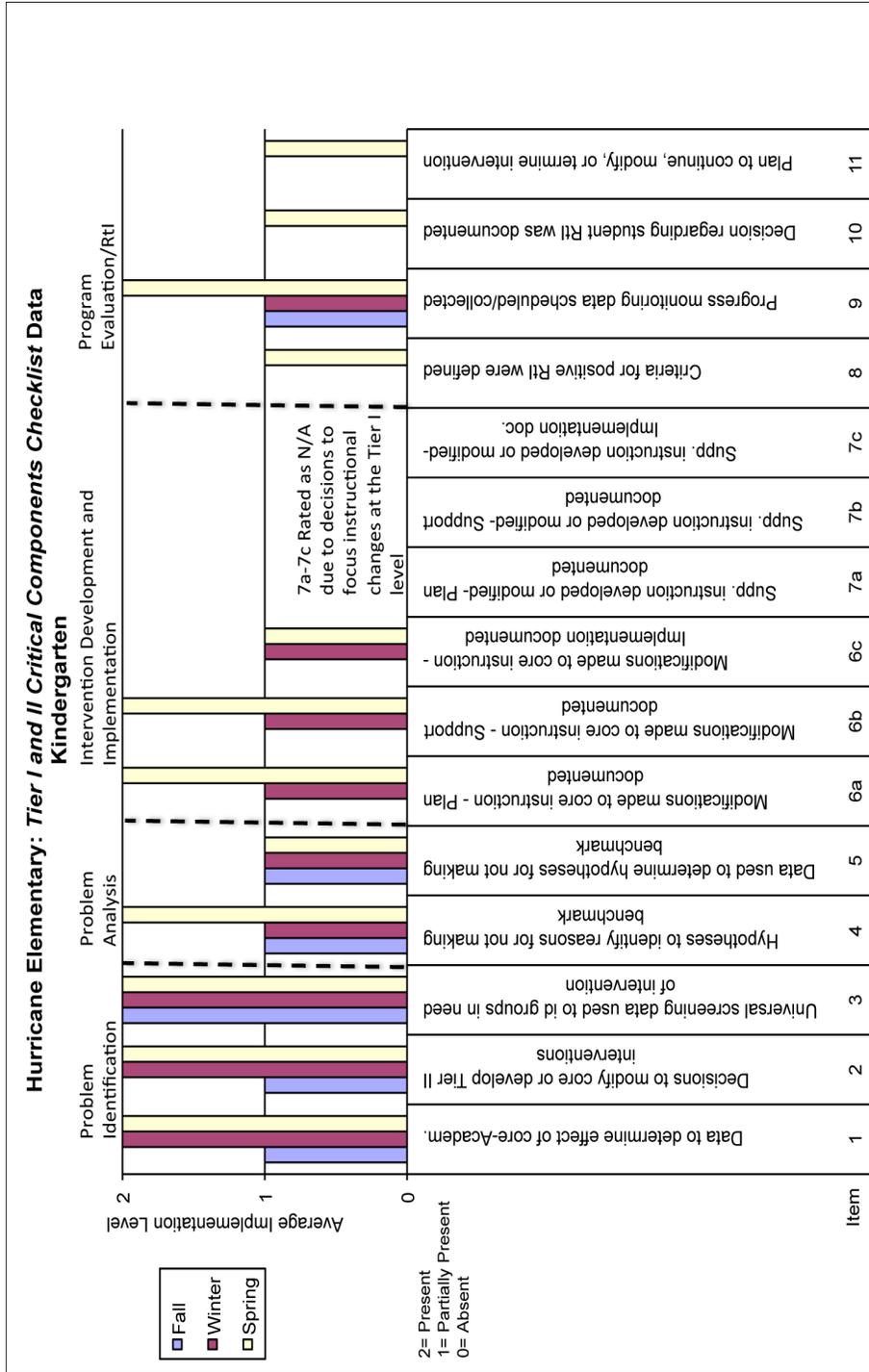


Figure 9. Hurricane Elementary's Tier I and II Critical Components Checklist Data from across year 1.

### *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.

### *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.

## Tiers I & II Critical Components Checklist Administration Summary

### Tiers I & II 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 Tiers I & II 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](mailto: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 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

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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-November: **January 15, 2010**
  - ♦ December-March: **April 30, 2010**
  - ♦ April-July: **July 31, 2010**

## Tiers I & II Critical Components Checklist Scoring Rubric

### *Tiers I and 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

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- 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

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

6c. Documentation of implementation of modifications to core instruction was provided

0 Absent = No information on the degree to which the modifications to core instruction were implemented was documented

1 Partially Present = Data were documented demonstrating that the modifications to core instruction were implemented, but none of the data were quantifiable

2 Present = Data were documented demonstrating that the modifications to core instruction were implemented and at least some of the data were quantifiable

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

0 Absent = No plan for implementation of supplemental instruction was documented

1 Partially Present = A plan for implementation of supplemental 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 implementation of supplemental 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 necessary before giving consideration to the development/modification of supplemental instruction

7b. Support for implementation of supplemental instruction was documented

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

1 Partially Present = A plan for providing support to the personnel implementing supplemental 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 supplemental 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 necessary before giving consideration to the development/modification of supplemental instruction

7c. Documentation of implementation of supplemental instruction was provided

0 Absent = No information on the degree to which supplemental instruction was implemented was documented

1 Partially Present = Data were documented demonstrating that the supplemental instruction protocol was implemented, but none of the data were quantifiable

2 Present = Data were documented demonstrating that the supplemental instruction protocol was implemented and at least some of the data were quantifiable

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

0 Absent = No criteria for determining positive RtI were provided

1 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

2 Present = The rate at which improvement on the target skill is needed for student RtI to be considered positive was provided in measurable terms

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

0 Absent = Little or no progress monitoring data were collected/scheduled

1 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

2 Present = Progress monitoring data were collected/scheduled at an appropriate frequency using measures that are sensitive to small changes in the target skill

10. Decisions regarding student RtI documented

0 Absent = No discussion of the students RtI was provided

1 Partially Present = A discussion of student RtI was provided, but no decisions regarding positive, questionable, or poor RtI were made

2 Present = Documented decisions regarding whether the students demonstrated positive, questionable, or poor RtI were made based on progress monitoring data

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

## Blank Tiers I & II Critical Components Checklist

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Critical Components Checklist

### 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.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
<b>Problem Identification</b>		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions	0 1 2	
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 1 2	
<b>Problem Analysis</b>		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
<b>Intervention Development and Implementation</b>		
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Problem Solving/Response to Intervention  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Critical Components Checklist

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

**Additional Comments:**

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# 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

**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.

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.

**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 *Problem-Solving Team Meeting Checklists*, content-related validity evidence is based on expert judgment that the sample of items on the *Problem-Solving Team Meeting Checklists* is representative of the critical components of problem solving at the individual student level.

For example, if an observer selected *Absent, Present, Present, Absent, Present* when completing Items 10-14 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.,  $0+1+1+0+1=3$ ). The total value of 3 would be divided by the number of items (5) to obtain the domain score (i.e.,  $3/5 = .6$ ). A domain score of .6 could be interpreted as the team implementing more of the components of Problem Identification than were missed (i.e., a score of .5 would represent half of the components within a domain implemented and a score of 1 would represent implementation of all of the components within a domain).

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
- **Domain 4** (*Intervention Development/Support*): Items 19-26.

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
- **Domain 5** (*Program Evaluation/RtI*): Items 10-15.

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 Identifica-

tion, 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 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).

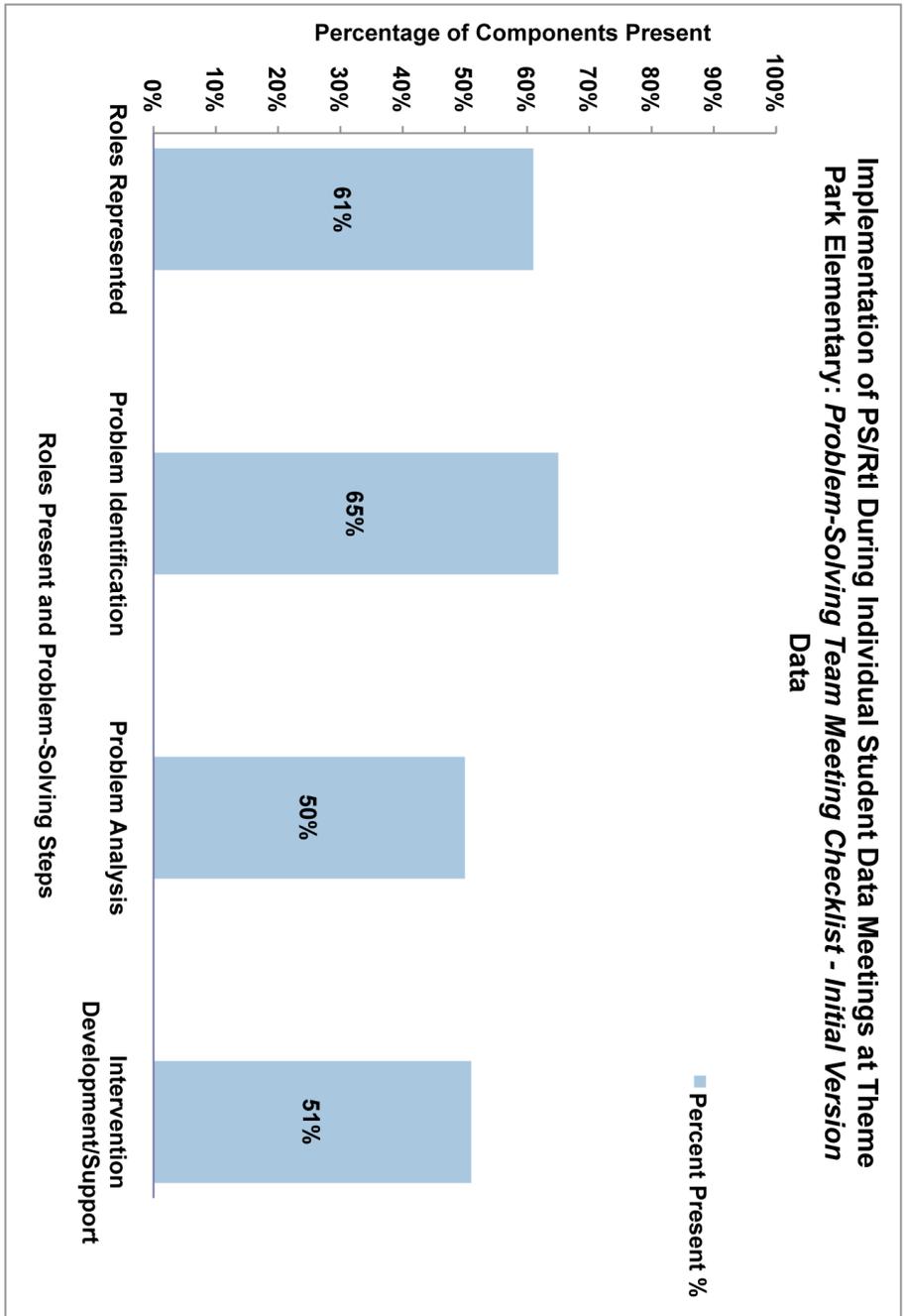


Figure 10. Example Problem-Solving Team Meeting Checklist Initial Version Graph

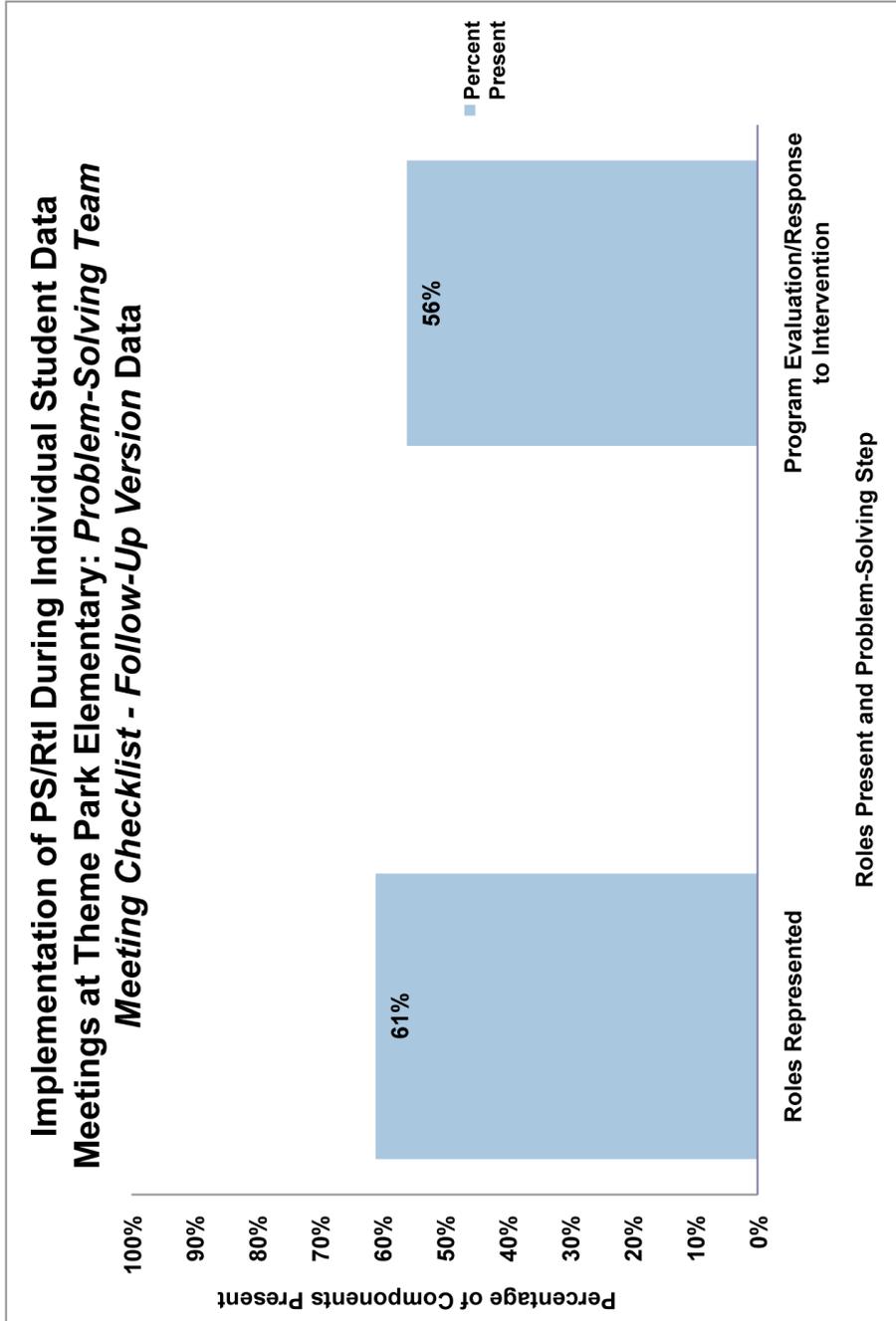


Figure 11. Example Problem-Solving Team Meeting Checklist Follow-Up Graph

*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 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**

### **Problem-Solving Team Meeting Checklists – Initial & Follow-Up Versions Administration Summary**

#### **2009-10 School Year**

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 (same student as was observed using the *Initial Version*) 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

### *“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:** 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. **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.

## “Follow-Up Version” Item Scoring Description

### *“Follow-Up Version” Item 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:** 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.

## Blank Problem-Solving Team Meeting Checklist — Initial Version

Problem Solving/Response to Intervention Problem-Solving Team Checklist — Initial Version  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

### 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.

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

192 *Problem-Solving Team Meeting Checklists — Supplements*

Problem Solving/Response to Intervention Problem-Solving Team Checklist — Initial Version  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

Critical Component	Present	Absent	Evidence/Notes
16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
17. Data were available or identified for collection to verify/nullify hypotheses			
18. At least one hypothesis was verified with data available at the meeting			
<b>Intervention Development/Support</b>			
19. Goals were clearly selected and related directly to benchmarks			
20. Interventions were developed in areas for which data were available and hypotheses were verified			
21. At least some discussion occurred about the use of evidence-based interventions			
22. A plan for assessing intervention integrity was agreed upon			
23. Frequency, focus and dates of progress monitoring were agreed upon			
24. Criteria for positive response to intervention were agreed upon			
25. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)			
26. A follow-up meeting was scheduled			

**Additional Comments:**

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# Blank Problem-Solving Team Meeting Checklist — Follow-Up Version

Problem Solving/Response to Intervention                      Problem-Solving Team Checklist — Follow-Up Version  
 Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>

## 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.

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

**Additional Comments:**

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*\*Developed by the Florida PS/RtI Statewide Project  
<http://floridarti.usf.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-

#### **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.

tices. 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-

ferent 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*.

## 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:

**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.

- **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

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 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).

Lightning Elementary: Tier III Critical Components Checklist Data

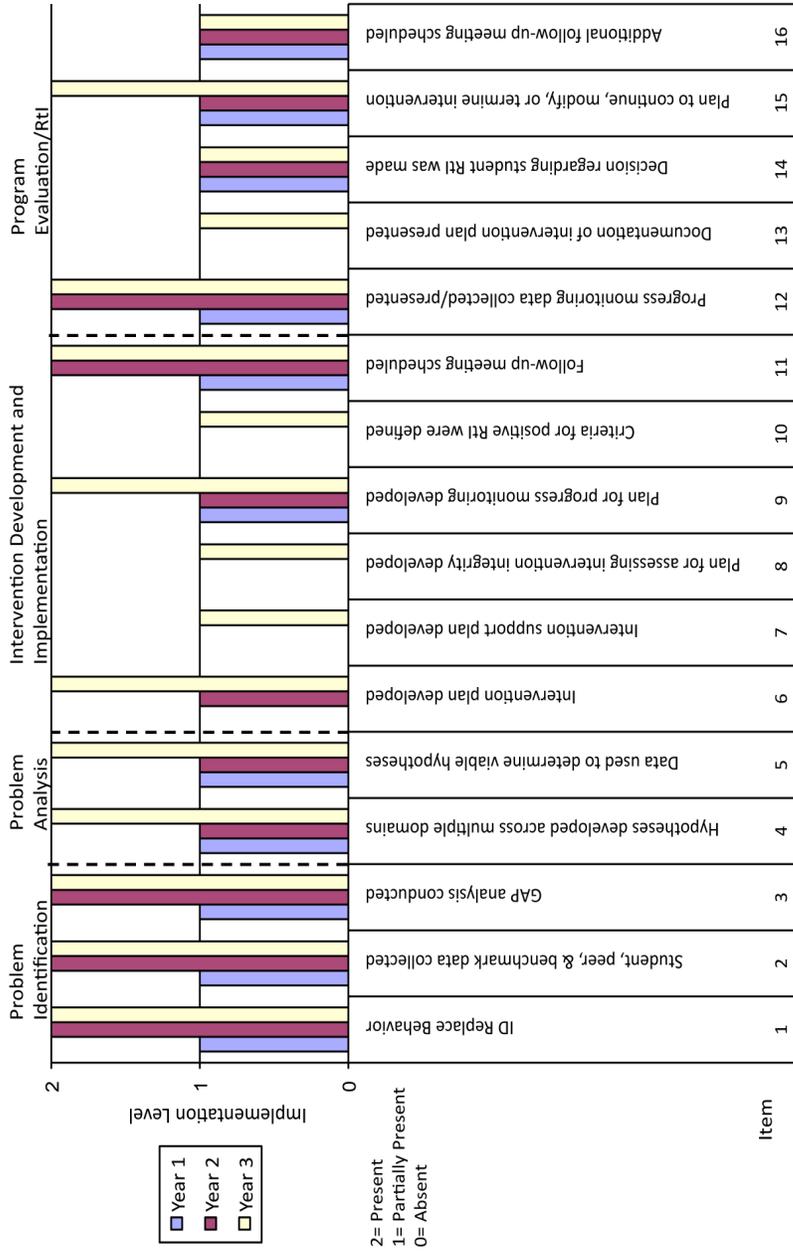


Figure 12. Lightning Elementary's Tier III Critical Components Checklist Data from across Year 1.

### *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

### 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
    - If possible, order the list chronologically in terms of the order that initial meetings occurred
    - 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

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- 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**

### *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.

## 212 Tier III Critical Components Checklist — Supplements

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 the 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)
10. Criteria for positive response to intervention were agreed upon prior to implementing the intervention plan
  - 0 Absent = No agreed upon criteria for determining positive RtI were agreed upon before implementing the intervention plan and collecting progress monitoring data
  - 1 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
  - 2 Present = The rate at which improvement on the target skill is needed for the student’s RtI to be considered positive was provided in measurable terms
11. A follow-up meeting was scheduled at the initial meeting
  - 0 Absent = No follow-up meeting was scheduled at the initial meeting
  - 1 Partially Present = Evidence of scheduling of a follow-up meeting at the initial meeting was present, but a specific date was not provided
  - 2 Present = A specific date for a follow-up meeting was scheduled at the initial meeting
12. Progress monitoring data were collected and presented graphically
  - 0 Absent = No progress monitoring data were collected
  - 1 Partially Present = Progress monitoring data were collected but the data were not presented graphically or did not match the target skill
  - 2 Present = Progress monitoring data were collected that match the target skill and that were presented graphically
13. Documentation of implementation of the intervention plan was presented
  - 0 Absent = No documentation of the extent to which the intervention plan was implemented as intended was evident
  - 1 Partially Present = Documentation of the extent to which the intervention plan was implemented as intended was evident but the data were not systematically collected (i.e., the documentation was not complete)
  - 2 Present = Documentation of the extent to which the intervention plan was implemented as intended was evident and the data were systematically collected (i.e., the documentation was complete)

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

## Blank Tier III Critical Components Checklist

### 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.

Component	0 = Absent 1 = Partially Present 2 = Present	Evidence/Comments
<b>Problem Identification</b>		
1. Replacement behavior (i.e., target skill) was identified	0 1 2	
2. Data were collected to determine the target student's current level of performance, the expected level, and peer performance	0 1 2	
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 1 2	
<b>Problem Analysis</b>		
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 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
<b>Intervention Development and Implementation</b>		
6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified	0 1 2	
7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)	0 1 2	

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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	
<b>Program Evaluation/RtI</b>				
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:**

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