



Department of
Education

LEAD Conference

Examining Northeast Tennessee Teacher Knowledge and Perceptions of Response to Instruction and Intervention (RTI²)

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Agenda

- Overview of Research
 - Aims
 - Design
 - Participants
- Results
 - Online Survey & Focus Groups
- Roundtable Discussion

Overview of Research

- **Funding: ETSU Research & Development Committee**
- **Aims of Research Grant**
 - Identify professional development and training needs of teachers following the 1st year implementation of RTI²
 - Inform curricula development in teacher education to enhance RTI² training provided to pre-service teachers

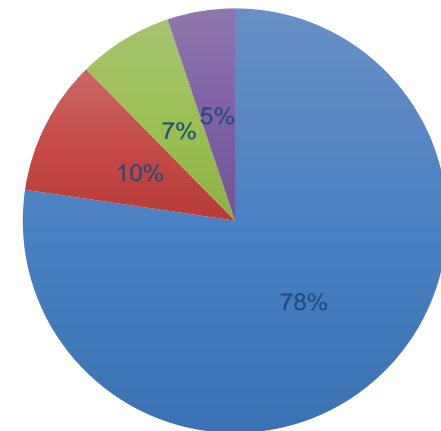
Study Design

- Cooperation with 10 School Districts in NE Tennessee; ETSU IRB approval
- Online Survey
 - Initial launch May 2015, follow-up launch August 2015
 - Emailed link to 1400 teachers (grades 1-6)
- Focus Groups
 - Teacher volunteers participated in three regions NE Tennessee

Overview of Results, thus far (Survey)

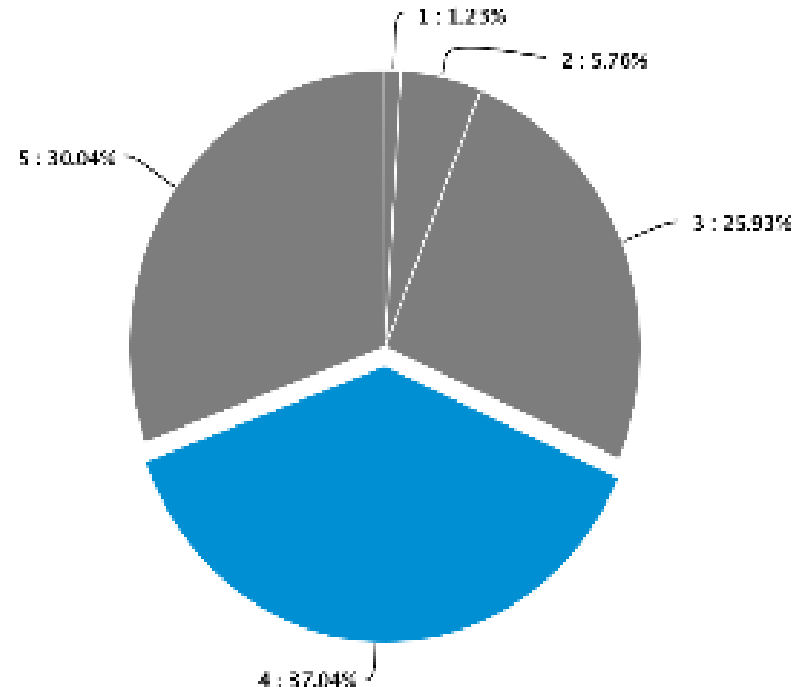
- Demographics
 - Majority of teachers reported providing instruction
 - In 4th grade, remaining results were evenly distributed across Grades K-6
 - Most were providing Tier 1 & Tier 2 instruction (69.91%) with 25% providing Tier 3
- Special Education
 - Modified = 34.55%
 - Comprehensive = 4.55%
 - Both = 34.55%
 - Other = 26.36% (interventionist)
- Assessment methods reported
 - Easy CBM, Aims, and STAR

Demographics



Readiness Level

- Most teachers (37.04%) reported being familiar with RTI on a scale of 1-5, with 5 being the most familiar

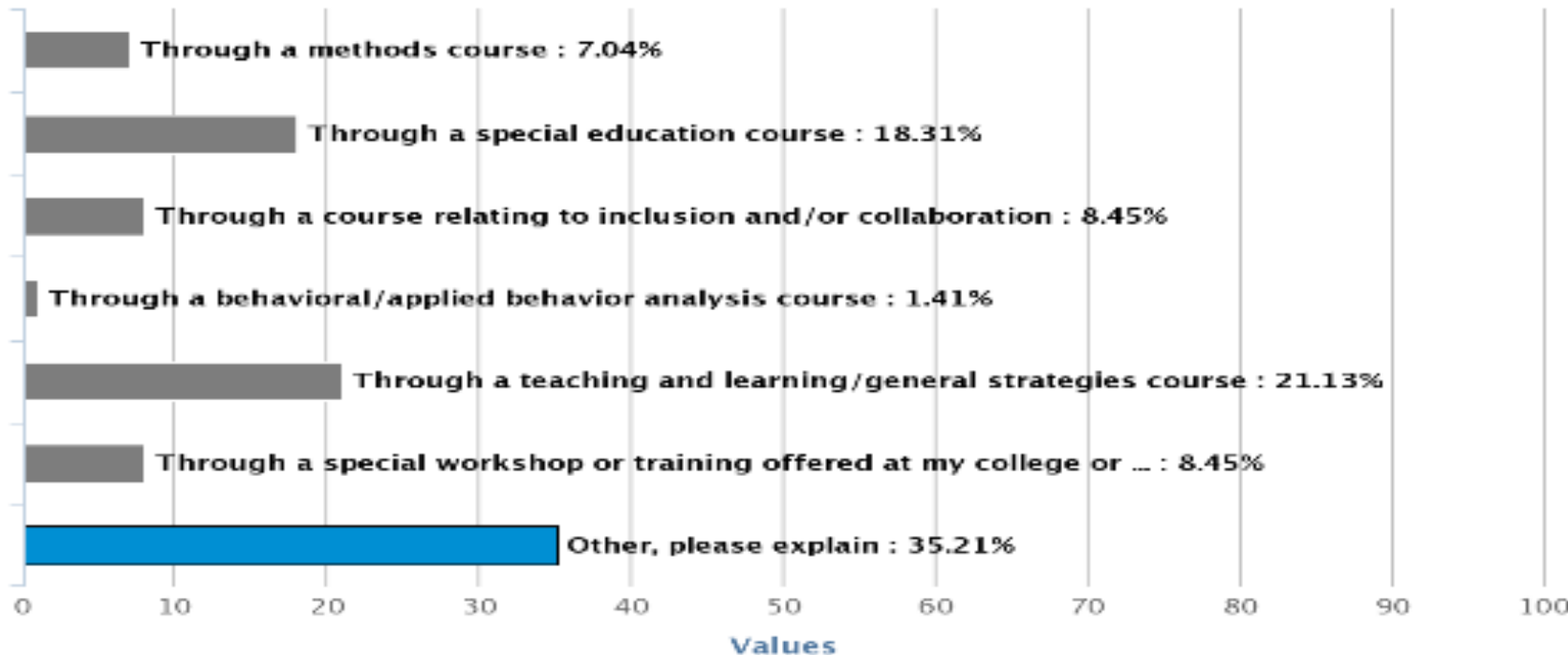


Teacher Perception of RTI Preparedness

- Most teachers “somewhat agreed” that they were prepared in the following components of RTI
 - However, most noted they needed help with:
 - The ability to access, identify, and implement resources for evidence-based practices for a diverse group
 - Develop reasons as to why a student or group of students were not achieving desired levels of performance

Training Level

- Pre-service training
 - Most teachers have not received pre-service training (81.14%) with only 17.11% indicating “yes”
- The teachers who *did* receive training, indicated the following programs (the “others” were predominately through Residency I, II, and a state training)



Agreement with Readiness Level Statements

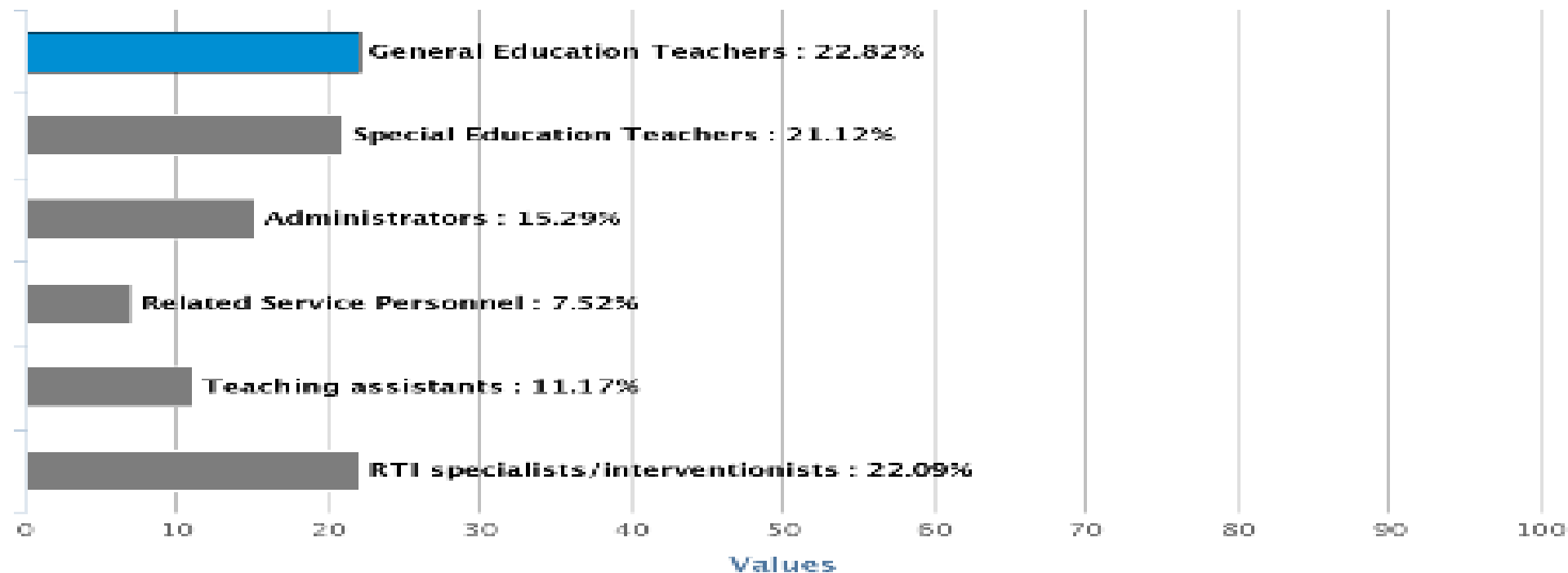
- Most teachers “somewhat agreed” with having an understanding of RTI (1-4 Scale, 1 being lowest)
- However, the areas they needed help in were:
 - Time necessary to analyze student data (1.58 average)
 - Resources to provide effective instruction (1.89)
 - And assessment material needed to make effective identification and placement decisions (1.84)

School Provisions of Training in RTI

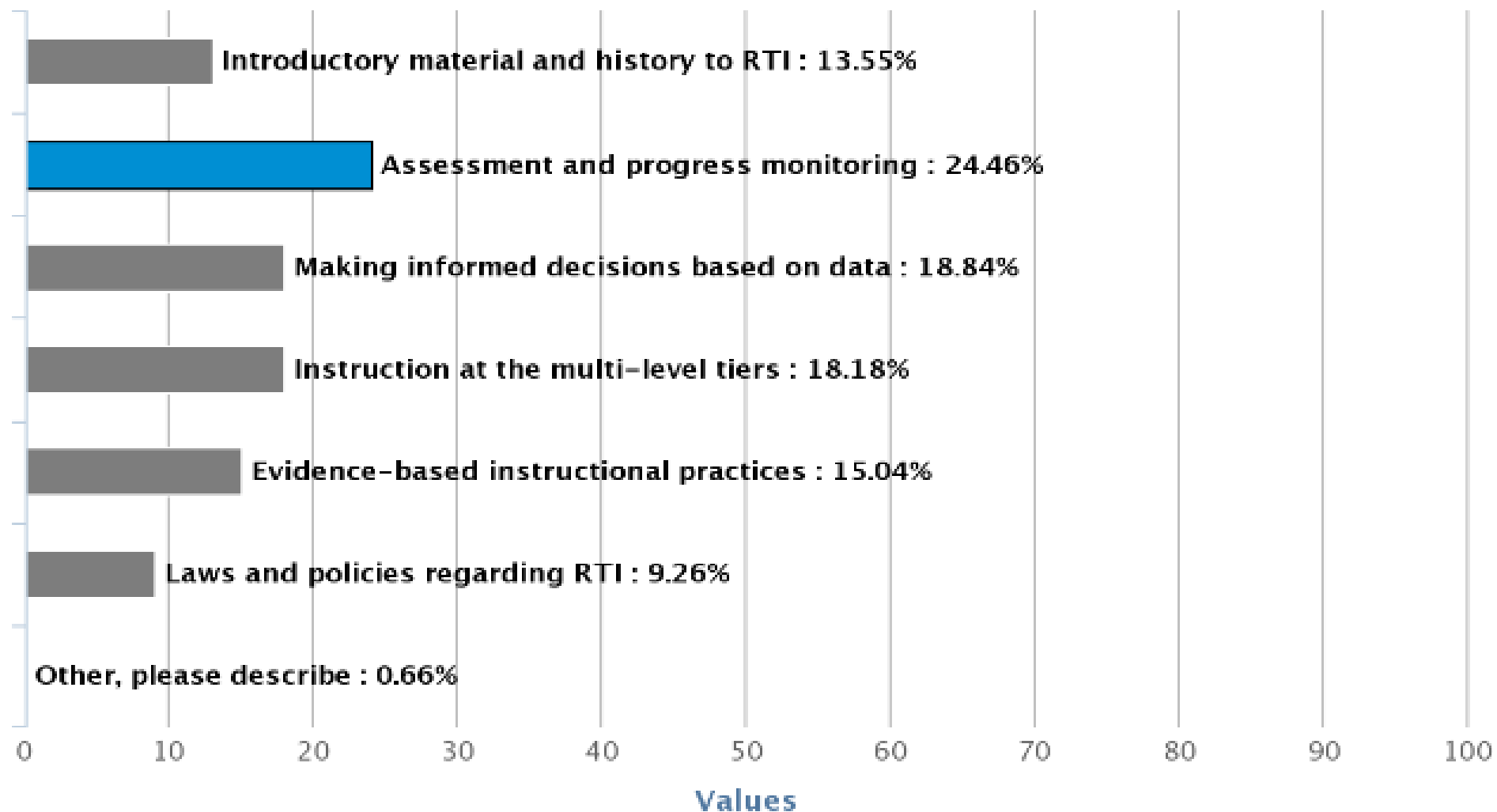
- A small percentage of respondents said they had not received any training (15.28%) with 8.80% (unsure) - and of that small percentage - they noted willingness to receive training

School Training

- Those 81% who *did* indicate having a school training and attending, noted that:
 - The training was a requirement 50%, with the other 23.32% reporting it was NOT a requirement and 25.39% unsure
 - The following faculty were required to attend these trainings:



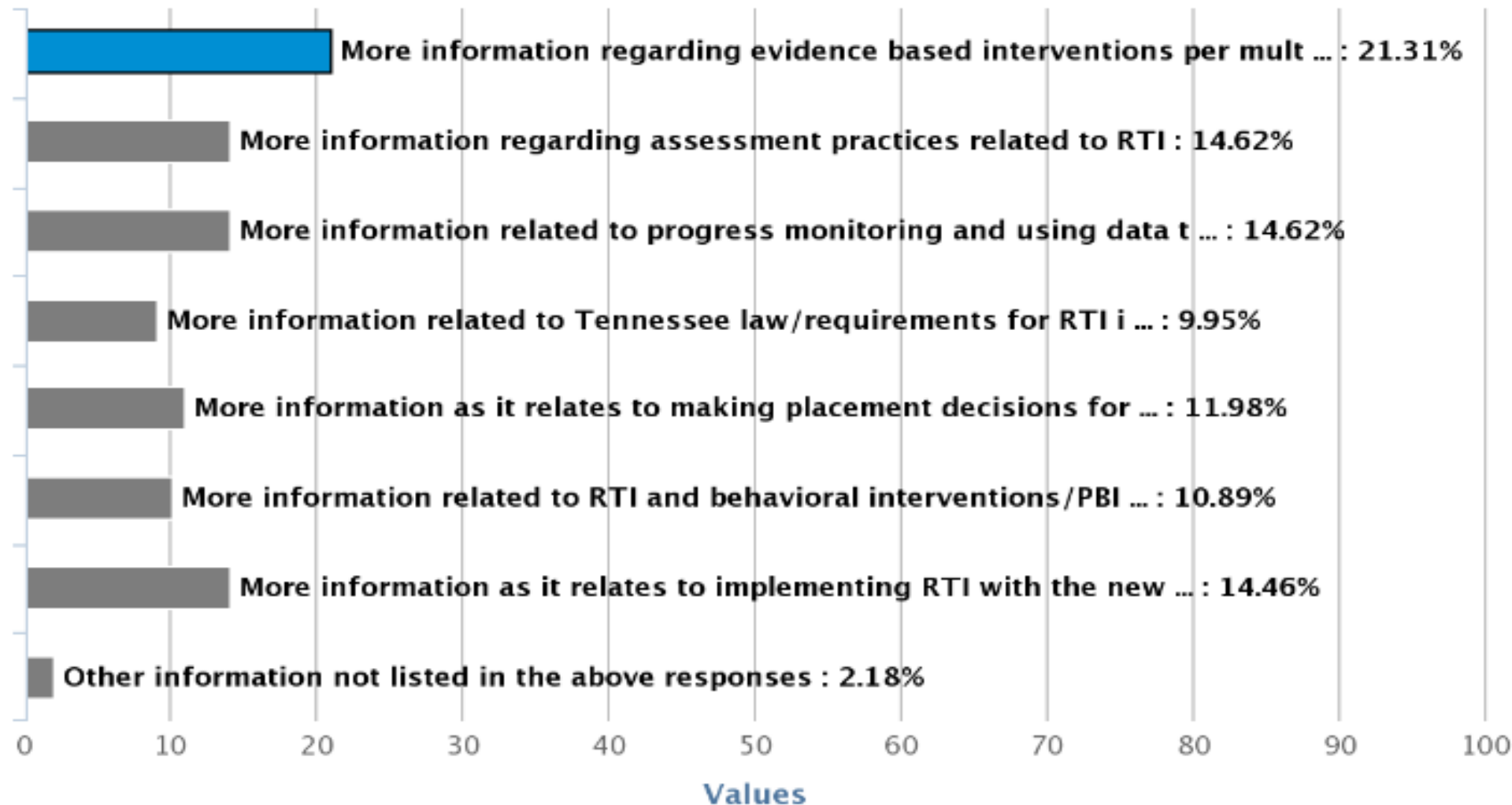
Training Topics



Primary Area of Need

- Assistance with Identifying Learning Needs
 - *“ Much more needed for diagnosis, and a plan with materials to follow. ”*

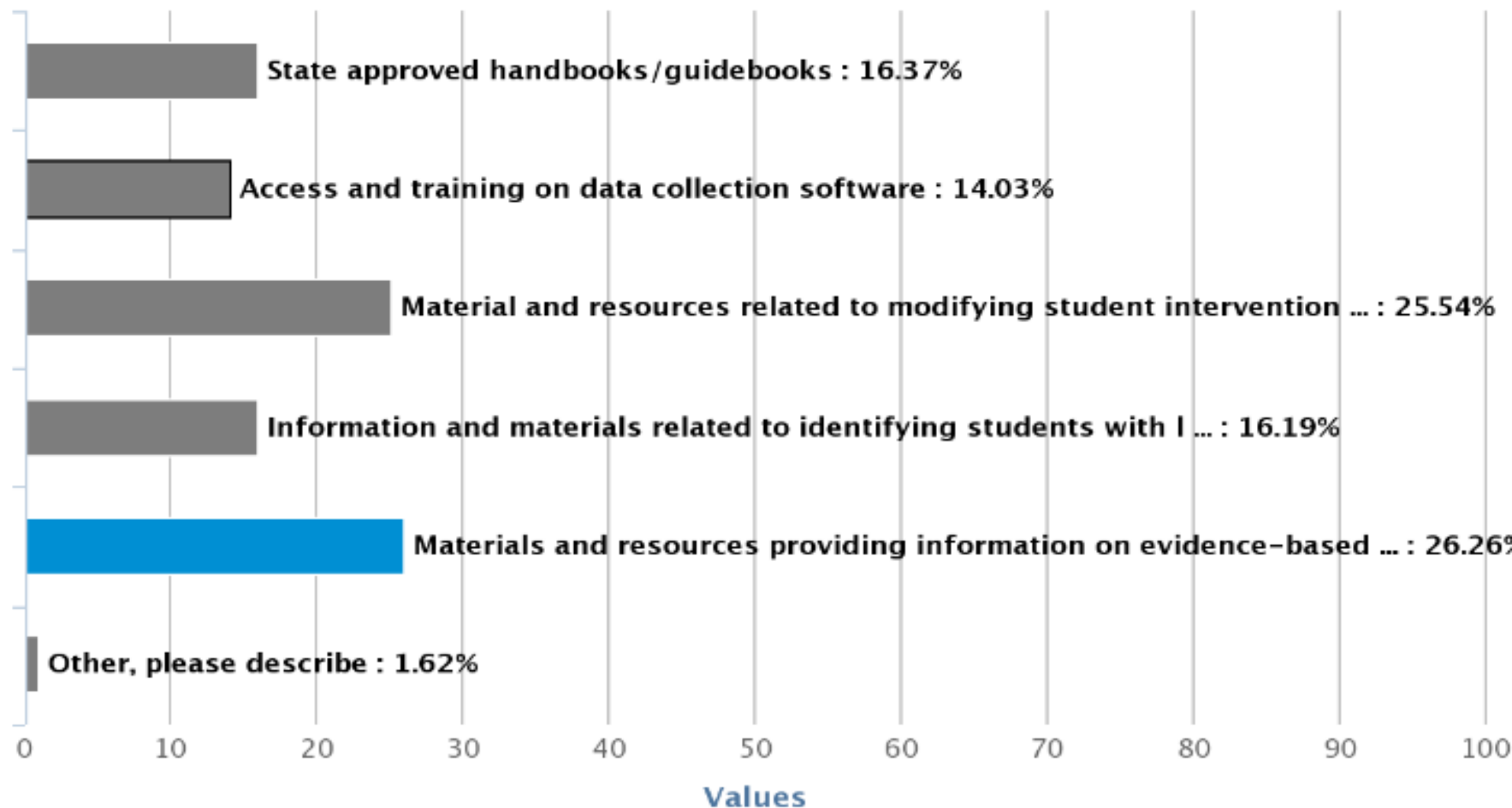
“What Would You Like to See in Future Trainings?”



“What Information at Training Would Be Most Helpful?”

- *Sources for progress monitoring*
- *Any material on RTI*
- *Tier 4, students with IEP scoring below 10th percentile*
- *Assessment, data collection*
- *Anything on diagnostics*
- *Providing RTI for ELLs*
- *“Hands on materials to use when working with my kids. For Heavens sake, not more testing data...the program has too much paperwork!”*
- *Workbooks with a variety of learning objectives*

Materials Needed



Open Ended Response.. A Snapshot of Responses (Quote from Respondent)

- *I feel I have a great deal of understanding about RTI but a great deal of that has come from my own interest and willingness to research and read to understand.*
- *I have gone to every RTI type in-service or workshop I can find on RTI, I have worked very closely with my school psychologist who has a great deal of understanding for RTI and she has shared with me all the information from workshops and training she has received as well as information from official e-mails and memo from the state regarding RTI.*
- *I really like the idea of RTI but I feel our teachers are definitely not trained to understand it, how to progress monitor ON grade level ABILITY, in the SPECIFIC area of need. I don't think they have the time it requires to look at the data, identify those not making progress and change the intervention (time of day, provider, intervention used, etc) I think our teachers have done very well at embracing it and trying to do it the best they can but they have been filled to the brim on CCSS but have not been given the same degree of information or even 1/4 of the training the common core has received.*
- *I am only in the school 1/2 due to sharing 2 schools. I do the best I can to help them understand but I do not always know what they need help with. They also get conflicting information, the school psyc said to progress monitor with easycbm but a county training said A-Z was ok. When they spent hours on a-Z and showed up the data (which she did not use appropriately because she was not properly trained on where to start and how to progress with running records, the school psyc could not use her data. There is very little training a lot of teacher frustration which makes them less willing to do the RTI at all.*

More Open Ended Responses

- *I need further information and training to implement RTI within my classroom.*
- *We are struggling to find progress monitoring materials that match the interventions that students need. We do not have enough materials to implement Tier II and Tier III instruction. We do not know where to find quality materials to fit these needs*
- *I am able to implement RTI. I would like a better, more reliable Universal Screener/progress-monitoring tool. One that, in math, directly monitors specific skills (ie, adding fractions with unlike denominators), as well as distinguishes between calculation/fluency, and reasoning/problem-solving.*
- *I think more guidelines need to be provided by the state to help districts provide RTI. I also believe more programs need to be offered to schools to provide the intervention, not just one company-based program.*
- *I feel confident that I can effectively implement RTI in my classroom. Access to more options for progress monitoring and consistency in RTI paperwork would improve my ability to implement RTI.*

Round-Table Activity Agenda

Part I:

- Please get into groups of 4-5
- You will be given a focus group question per table
- Someone please record group responses
- Discuss the following:
 - What was your group response to the question?
 - Are you seeing similar concerns regarding teacher resource needs as it pertains to your topic/question

Round-Table Activity Agenda

Part II:

- You will be given a copy of the survey questions
- Answer the following question in your group:
 - Is this survey tool something you could use to determine remaining teacher needs in regard to RTI resources?
 - What information would be helpful to you in progressing the RTI model in your district?

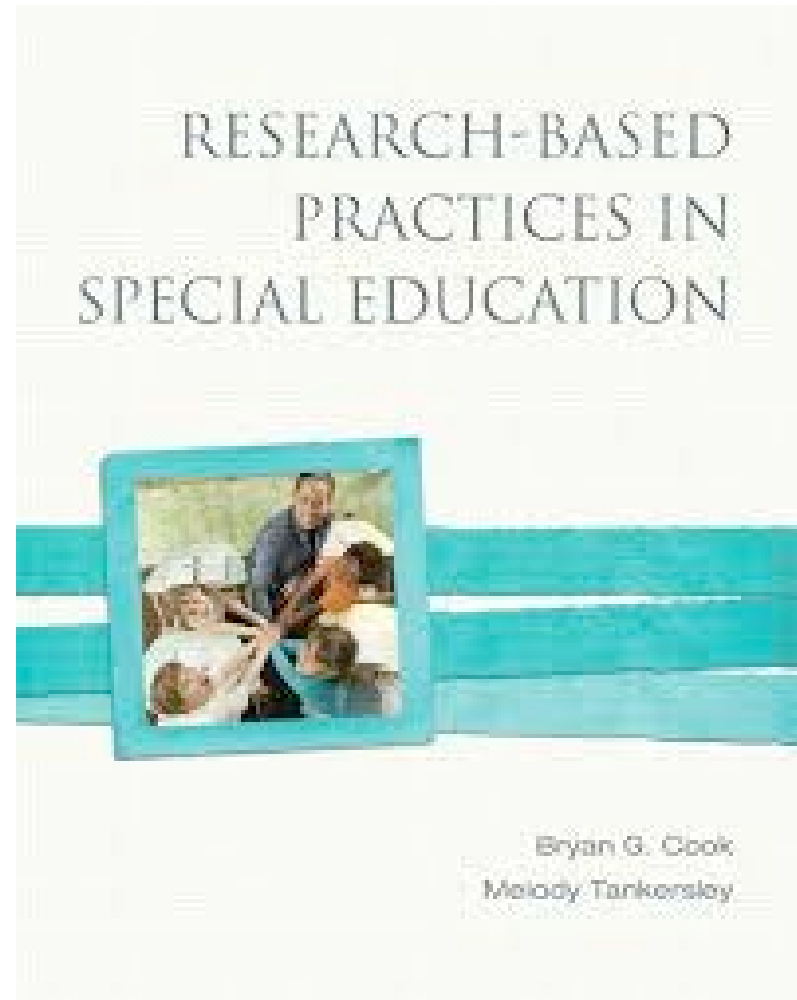
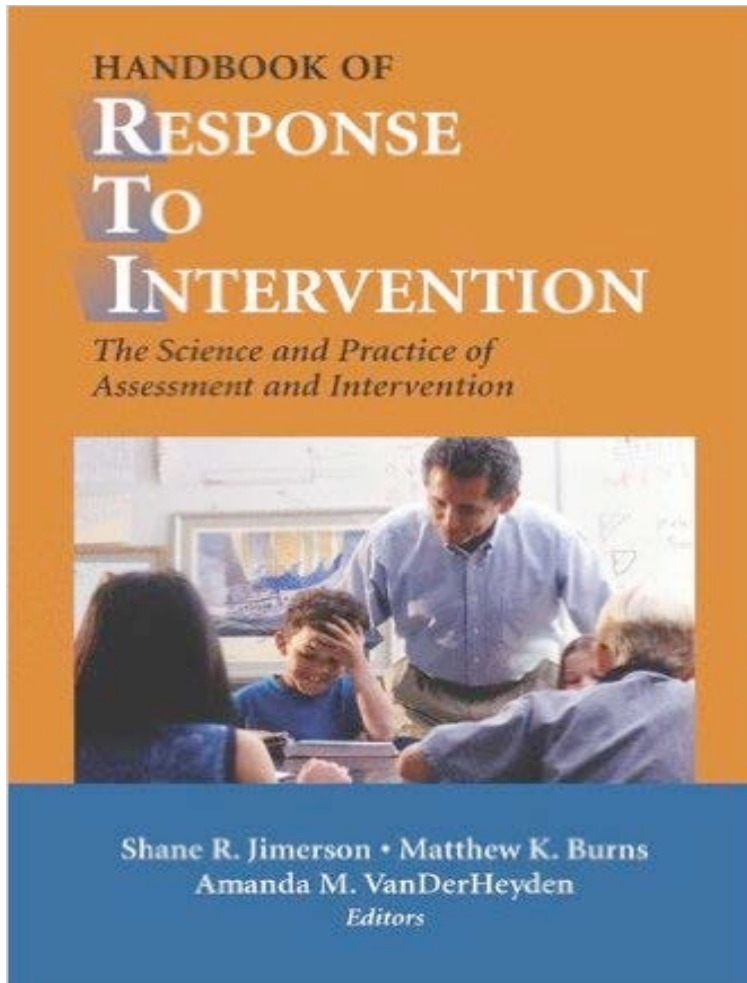
Results

- To be conducted beginning September 21st
- Results pending for remainder of survey and focus groups with teachers across the region

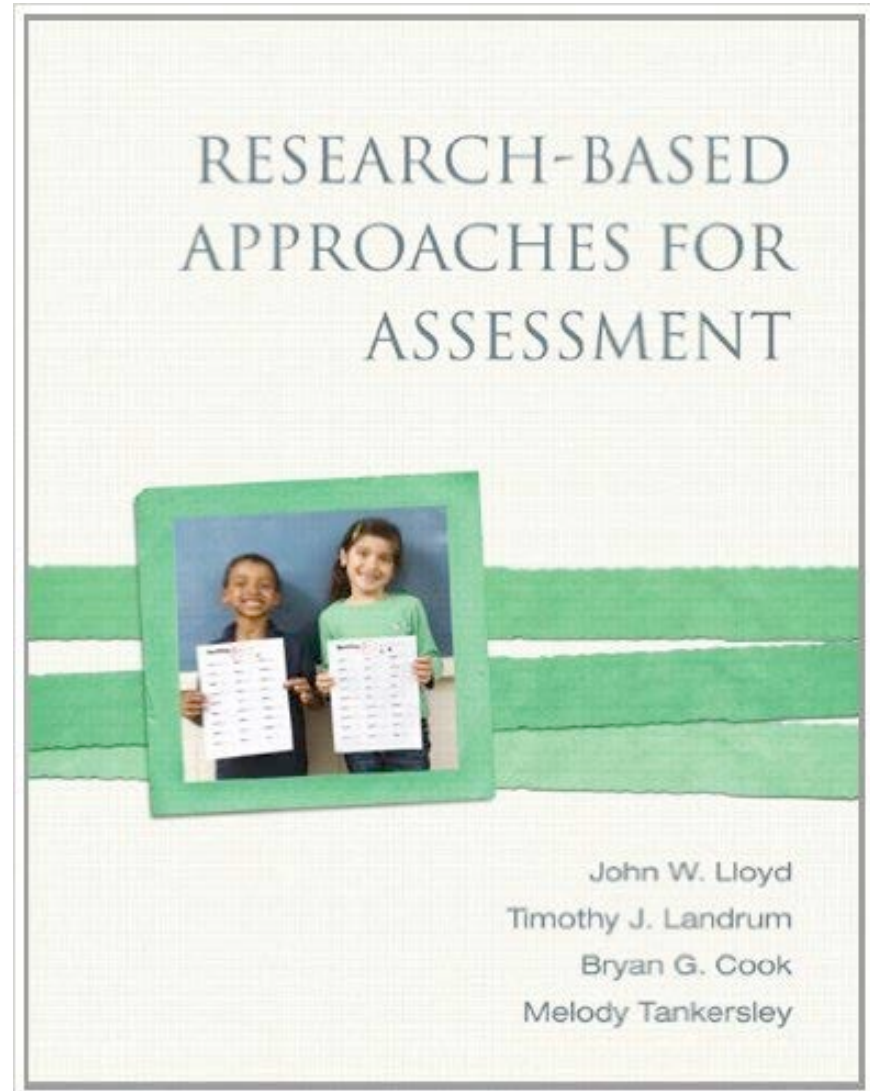
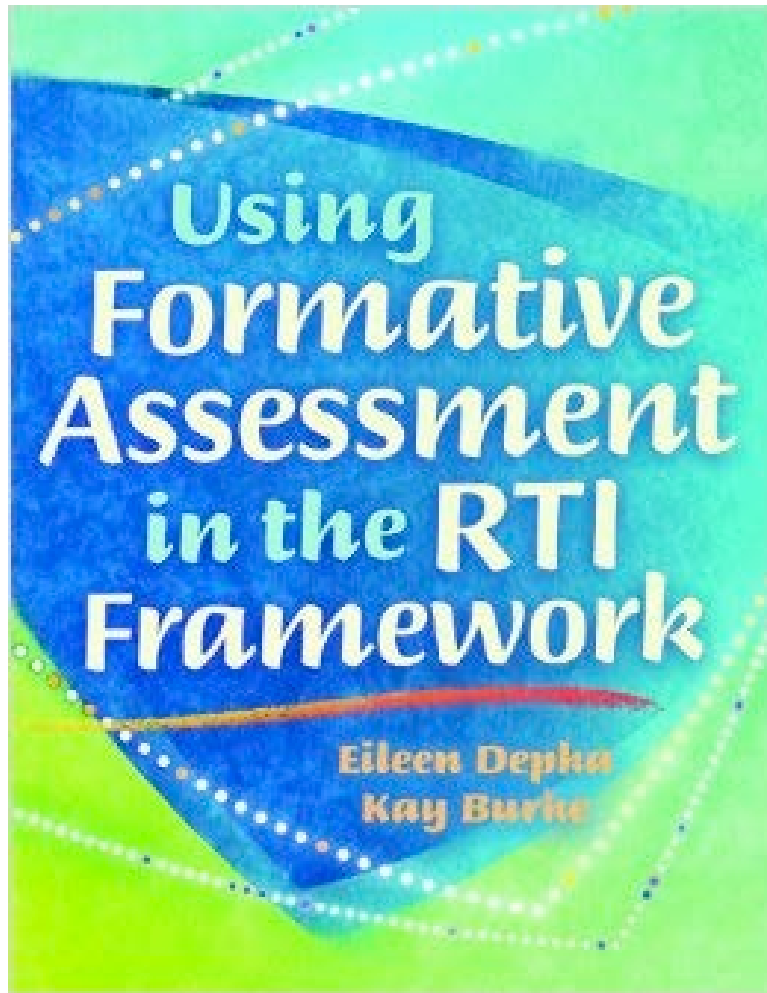
Possible Solutions-Websites

- What Works Clearinghouse
 - <http://ies.ed.gov/ncee/wwc/>
- The Center on Intensive Intervention
 - www.intensiveintervention.org
- RTI for Success
 - <http://www.rti4success.org/>
- RTI Network
 - <http://www.rtinetwork.org/learn/what/whatisrti>

Possible Solutions-Books



Possible Solutions- Assessment



Questions and Feedback?

RTI Preparedness in Rural Northeast Tennessee

1. Please indicate your profession:

- General education teacher
- Special education teacher
- RTI Interventionist
- Literacy Support/Coach or Title I Teacher
- Other, please describe _____

2. How many years have you been teaching and/or working in education?

- 0-3 years
- 4-6 years
- 7-10 years
- 11-20 years
- 20 years or more

3. Which best describes the demographic location of your school?

- Urban
- Rural
- Suburban

4. What is the highest degree that you hold?

- Bachelors
- Masters
- Ed.S.
- Ed.D
- Ph.D
- Other, please describe _____

5. What grades do you currently teach? (check all that apply)

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

6. You indicated that you teach special education. Please describe the type of students you teach.

- Comprehensive (moderate to severe)
- Modified (mild, high incidence disabilities)
- Both modified and comprehensive
- Other, please describe _____

7. You indicated that you teach special education. Please describe the setting (s) in which you teach. Check all that apply.

- Resource
- Self-contained
- Collaborative/Inclusive settings
- Other, please describe _____

8. Which of these methods has your district adopted to assist in the identification of students with learning disabilities?

- IQ achievement discrepancy model
- Response to Intervention
- Both A and B
- I do not know what evaluation my school uses to assist in the identification of students with learning disabilities.
- My school does not use RTI
- My school uses a method not listed above (please indicate this system in the box below).

9. What is your familiarity with RTI, with 1 being the least familiar (I don't know) and 4 being very familiar

Level of Familiarity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

10. Does your district the use of the RTI model at your school to identify students at- risk and those who may potentially have a specific learning disability (SLD)?

- Yes, my district requires the implementation of the RTI model
- No, my district does not require the implementation of the RTI model, we are allowed to use other methods
- I do not know the requirements of RTI in my district

11. At what level is your school currently implementing the Response to Intervention (RTI) model?

- We are fully implementing the RTI model (students go through 3 or more tiers of intensively increasing levels of instruction for the purpose of identifying potential academic failure and learning disabilities).
- We are partially implementing the RTI model.
- We are in the process of initiating RTI this year
- I do not know the status of my school's RTI implementation
- We do not plan to implement the RTI model at our school
- I am not familiar with the RTI model.

12. You indicated that your school is currently implementing the RTI model. Please select from the following statements that best describes your school's implementation of RTI (check all that apply)

- Our school is only implementing RTI in certain grade levels (please indicate the grade levels in the box provided below) _____
- Our school is only implementing RTI in certain subjects (e.g., reading/math). Please indicate which subject areas in the box provided below: _____
- Our school is implementing only 2 of the multi-level tiers.
- If you selected none of the answer choices above, please describe how your school is implementing RTI in the box provided below: _____

13. In determining a student's eligibility for SLD, the implementation of RTI in my school can be best described as an evaluation system that is. . .

- A required evaluation system: students must go through the final tier of RTI to be considered SLD
- A permitted evaluation system: students do not have to go through the final tier of RTI to be considered SLD

14. My school uses RTI for the following purposes:

- The identification of students with learning disabilities
- Early intervention and support for all of our students who are struggling academically
- Identification of students to receive specialized supports in addition to special education
- The development of behavioral and academic interventions for students
- All of the above

15. Have you received pre-service training in the RTI process through your college or university program?

- Yes
- No
- I do not know

16. You indicated that you received RTI information/content through your college or university program teacher education program. Please indicate what courses or by what means you received this content.

- Through a methods course (e.g., reading, mathematics)
- Through a special education course
- Through a course relating to inclusion and/or collaboration
- Through a behavioral/applied behavior analysis course
- Through a teaching and learning/general strategies course
- Through a special workshop or training offered at my college or university
- Other, please explain _____

17. Does your school provide professional development training in the RTI implementation process?

- Yes
- No
- I do not know if my school provides RTI training

18. You indicated that your school did not provide training in the RTI implementation process. Have you taken RTI training elsewhere? If so, please indicate below:

- At my previous school in which I worked
- At an outside agency , such as a Board of Cooperative Educational Services (BOCES)
- At a local college or university
- Through an online training program
- Self- instruction through reading up on RTI on the Internet
- Other, please describe _____
- I have not had any RTI training

19. Does your school have designated RTI teams?

- Yes, if so, please describe the jobs of this team _____
- No
- I am uncertain

20. You indicated that you have not had any RTI training. Would you be willing to spend time attending training programs regarding RTI?

- Yes
- No
- I am uncertain

21. You indicated that your school provides RTI training. Is this training a requirement?

- Yes
- No
- I do not know if this training is required.

22. You indicated that the RTI training at your school is a requirement. Who is required to attend? (check all that apply)

- General Education Teachers
- Special Education Teachers
- Administrators
- Related Service Personnell
- Teaching assistants
- RTI specialists/interventionists

23. Have you attended the RTI training provided by your school?

- Yes
- No
- If you selected that you did not attend, please provide the reason in the box below

24. You indicated that you have attended the RTI training provided by your school. Which of the following times/dates best describe when you last attended the training.

- I have attended a training within the last 3 months
- I have attended a training within the last 6 months
- I have attended a training within the last 12 months
- I attended a training 1 year ago.
- I attended a training 2 years ago.
- I attended a training 3 or more years ago.

25. You indicated that you received training within the last year. Approximately how many day(s) did the training last?

- A half day
- A full day
- 2 or more days
- 2 or more hour training after school

26. Where does your typically school provide RTI training?

- Your school library
- The gymnasium or auditorium
- A classroom
- A designated conference room within the school
- Multiple areas (depending on what is availalbe)
- Off school campus (if so, please indicate in the box below) _____

27. Does your school receive the following on-going support with RTI trainings?

- a trained, RTI resource personnel
- a website connected to the received trainings
- a combination of assistance (e.g., websites, books, personnel)
- we have received no supplements or personnel following the training

28. Which of the following topics in RTI has your school provided during training? (Select all that apply)

- Introductory material and history to RTI
- Assessment and progress monitoring
- Making informed decisions based on data
- Instruction at the multi-level tiers
- Evidence-based instructional practices
- Laws and policies regarding RTI
- Other, please describe _____

29. At your school's RTI training, who typically provides the instruction? (Select all that apply)

- An outside expert in the field of RTI
- A college or university instructor
- A local administrator (e.g., principal, curriculum director)
- Special Education Director
- A school psychologist
- Other, please describe _____

30. You previously indicated that your school has implemented RTI. What is your current role in the implementation process? (Select all roles that apply, you may have more than one)

- Providing Tier 1 instruction (whole group, high quality instruction)
- Providing Tier 2 instruction (small group, with more intense instruction)
- Providing Tier 3 instruction (1:1 or 1:3 very small group, individualized intensive instruction)
- I am a consultant and do not provide any instructional services in RTI
- I currently do not have any role in the RTI process at my school

31. Given my current training, knowledge, and understanding of RTI, I feel prepared for:

	1= Strongly Disagree	2= Disagree	3= Agree	4= Strongly Agree
Providing effective, evidence-based interventions to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing data in order to determine the percent of students who may or may not be achieving benchmark standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions on student placement within the tiers based on various data collected from a given period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making placement decisions based on data for students who may qualify to receive special education services for a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring student progress through formalized assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing potential reasons as to why a student or group of students are not achieving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>desired levels of performance or either behavior or academics.</p> <p>Accessing, identify, and implement resources for evidence-based practices for a diverse group of students within each of the three tiers of RTI.</p> <p>Modifying student intervention plans based on their responsiveness to intervention</p>	○	○	○	○
	○	○	○	○

32. In future RTI training workshops, what information would you find most helpful? Please check all that apply.

- More information regarding evidence based interventions per multi-level tier
- More information regarding assessment practices related to RTI
- More information related to progress monitoring and using data to inform instruction
- More information related to Tennessee law/requirements for RTI implementation
- More information as it relates to making placement decisions for students with learning disabilities using the RTI process
- More information related to RTI and behavioral interventions/PBIS
- More information as it relates to implementing RTI with the new Common Core Standards
- Other information not listed in the above responses _____

33. In future RTI training workshops, what resources and/or material would you find most useful in your classroom? Please check all that apply.

- State approved handbooks/guidebooks
- Access and training on data collection software
- Material and resources related to modifying student interventions based on data
- Information and materials related to identifying students with learning disabilities using the RTI model
- Materials and resources providing information on evidence-based practices per multi-level tier
- Other, please describe _____

34. Please rate, on a scale of 1-4, the extent to which you believe the following statements are true (with 1 being not true at all and 4 being very true):

	1	2	3	4
I have the resources that I need to provide effective instruction under RTI implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the time necessary to analyze student data and problem solve with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of what RTI is at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of the requirements of RTI as mandated by the state of Tennessee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear understanding of what an "intervention" is in my school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive coaching/mentoring to help me implement RTI instructional supports and/or data based decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have enough assessment related material to make effective instructional and placement decisions under RTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Please describe, in your own words, how you perceive your ability to implement RTI in your classroom and school district. Also, what do you think would help you in improving your ability to implement the model?

Guided Interview Questions for RTI Teacher Focus Groups
May/June 2015

1. Describe the impact of the implementation of RTI on your teaching and your classroom.
2. What benefits have you seen as a result of the implementation of RTI in your classroom/school?
3. What challenges have you seen as a result of the implementation of RTI in your classroom/school?
4. What skills have you used to implement RTI?
5. What components of RTI do you need more knowledge about?
6. If you were developing a workshop for teachers about RTI, what information would you include?

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