Response to Intervention Self-Report Needs-Assessment for Teachers of Elementary Grades

Circle one numeral for each descriptive indicator.

- 1 = I have little knowledge and want additional in-service on this.
- 2 = I have some knowledge, but some additional in-service will be helpful.
- 3 = I have a good understanding of this, but need to put this into practice this year.
- 4 = I have complete understanding and have reached proficiency at this practice.

N/A = Not applicable for our state, school, or district.

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|---|--|---|---|---|---|-----|--|--|--|
| General Understanding of RTI | | | | | | | | | |
| 1. | The pyramid of interventions in our state and district | 1 | 2 | 3 | 4 | N/A | | | |
| 2. | The problem-solving model for our state or district | 1 | 2 | 3 | 4 | N/A | | | |
| 3. | The tiers of intervention in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 4. | The intervention timelines for each intervention tier | 1 | 2 | 3 | 4 | N/A | | | |
| 5. | How RTI applies to all students | 1 | 2 | 3 | 4 | N/A | | | |
| General Knowledge of Universal Screening and Progress-Monitoring Procedures | | | | | | | | | |
| 1. | The reading screening tests used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 2. | The assessments of the five components of reading used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 3. | The math assessments used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 4. | Progress-monitoring procedures during interventions | 1 | 2 | 3 | 4 | N/A | | | |
| 5. | Data-gathering procedures (weekly or daily) for RTI | 1 | 2 | 3 | 4 | N/A | | | |
| 6. | Progress-monitoring procedures in content areas | 1 | 2 | 3 | 4 | N/A | | | |
| 7. | The benchmark scores in reading and math | 1 | 2 | 3 | 4 | N/A | | | |
| 8. | The data management system for RTI used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| Knowledge of Interventions to Facilitate Student Progress | | | | | | | | | |
| 1. | The reading instructional programs used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 2. | The supplemental math programs for RTI used in our school | 1 | 2 | 3 | 4 | N/A | | | |
| 3. | Behavioral programs to foster positive behavior | 1 | 2 | 2 | 2 | N/A | | | |
| 4. | Frequency and intensity of interventions | 1 | 2 | 3 | 4 | N/A | | | |
| 5. | How to use flexible grouping for Tiers 1, 2, and 3 | 1 | 2 | 3 | 4 | N/A | | | |
| 6. | How to use creative staffing to make time for interventions | 1 | 2 | 3 | 4 | N/A | | | |
| | | | | | | | | | |

| Knowledge of Literature on the Effectiveness of RTI | | | | | | | | | | |
|---|--|----|---|---|---|-----|--|--|--|--|
| 1. | Effectiveness of RTI in reading | 1 | 2 | 3 | 4 | N/A | | | | |
| 2. | Effectiveness of RTI in math | 1 | 2 | 3 | 4 | N/A | | | | |
| 3. | Effectiveness of RTI for struggling students | 1 | 2 | 3 | 4 | N/A | | | | |
| 4. | Effectiveness of RTI for English language learners | 1 | 2 | 3 | 4 | N/A | | | | |
| 5. | Impact of RTI on adequate yearly progress | 1 | 2 | 3 | 4 | N/A | | | | |
| Му | Contributions and Suggestions for RTI in Our School | | | | | | | | | |
| 1. | . In what instructional intervention areas can you share suggestions for other teachers? | | | | | | | | | |
| | | | | | | | | | | |
| 2. | In what RTI areas should we plan further staff developmen | t? | | | | | | | | |
| | | | | | | | | | | |
| 3. | What suggestions can you offer for making RTI work better for students in our school? | | | | | | | | | |
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