Summary of Pilot Results
RtI Interventionist Survey
February 15, 2012

Overview

In general, the interventionist survey was fairly straightforward to the four respondents and they found it relative easy to complete. A total of four interventionists reviewed the survey and provided their comments and made recommendations to improve the survey. These interventionist highlighted a number of issues that are described in detail below in Exhibit 1. Some of the issues they identified were:

- Terminology referring to teachers, school teams, and their roles was somewhat confusing.
- Descriptive terms referring to reading level (e.g. somewhat or far below)
- In a number of items (e.g., B4) there were too many response options to select.
- Respondents thought that some response options could be standardized across items for consistency (e.g,. A14 and A17).
- Time spans or time durations could be shortened (e.g., A17)

The exhibit below contains the summarized comments and questions by item as well as the recommended changes (in some cases, no recommendations for changes were offered).

Exhibit 1: RtI Interventionist Survey

Item Number	Number Of Respondents	School Staff Questions	Response
Directions	1	Purpose of survey on cover page seems a little short. You talk about other things like professional development. Not just "describing services".	No change –instructions indicate that there is a section on teacher professional background and experience
A2	4	The word "Specialist is confusing. Specialists in their building also denote art teacher, librarian.	Changed specialist classroom to interventionist classroom
A3	2	Why list 4-6 grade options if aimed at grades 1-3	No change—it is possible that students from grades 4-6 may be included in groups with students from lower grades.
A5	2	"Somewhat or far below" means different things depending on the measured used to assess.	No change—identifying terminology that it is used in every school is problematic. If

Item Number	Number Of Respondents	School Staff Questions	Response
			respondents have concerns about what the terms mean the SRM contact can clarify.
A7	1	Is this really supposed to be the last meeting, or the last "typical" meeting? If the last meeting was 10 minutes because of an assembly, is that really what you want to know?	Added "typical"
A7	2	Options list is too long.	No change Agree that the list is long—changing to hrs and minutes didn't help though
A8	4	Why the lumping of 3-4 and 5-6? Less than 6 is considered a small group. It seems ok to lump above 6. Plus, it is inconsistent with the next two questions which ask about the group.	Changed response options to match A9 and A10
A9	2	No "zero" option.	Added "0" box
A10	2	No "zero" option.	Added "0" box
A11	1	Might want to think about moving A11 after A12 because the type of intervention in A12 usually is specific to the type of component of reading that is emphasized. A12 should prompt A11.	No change—core component corresponding to needs of the students in the group which should drive the nature of the intervention provided
A11	2	Question needs to be reworded.	No change—concerned that core components of reading could be confused with core curriculum
A12	3	Some of the instructional materials in the list they don't think of really as materials, but more like "programs".

Leveled Literacy Intervention is Fontas and PInnell, so could this could be marked under the one below it as well? Is this different? Ones that may be missing: Phonics Series, Study Island, System 44. | Changed to "reading programs and/or reading series" Moved F&P to LLI. Did not add additional programs—can be added by respondent—list is too long. |
| A13 | 1 | What is the goal of this question? Is it to figure out how much of the instruction is delivered by a computer rather than the interventionist? Many kids also have these computerized | Changed stem Are any of the reading interventions primarily delivered by a computerized instructional system |

Item Number	Number Of Respondents	School Staff Questions	Response
		interventions in their "intervention plan" but they do not occur during tier time. A12 also you can indicate multiple interventions used but this question is only about one.	
A14	2	There are too many choices among response options.	Reduced number of weeks to reduce answer options
A15	3	The word progress in the response options suggests that they are getting better.	Changed stem Student's responsivenss to an intervention
Directions before A16	4	Envisioning all of one's groups might not work for these questions, because teaching a tier 2 and 3 group can be very different.	Added option for prereferral process Provided options for answering for Tier 2 and/or Tier 3 groups
A16	1	The first response option, the word "changed" is a little too definitive. Plus the PM data might actually indicate the instruction should continue.	No change (only 1 person noted this)
A17	4	What do we mean by "formally"? Are we talking about a "formal assessment" or a formal assessment procedure? There is no "zero" response option. There is also only 6. Sometimes PM is done daily depending on the program. Need a 6+ option.	Changed stem to "In a typical month, approximately how often do you measure student progress, using any of the following types of reading outcome and skill measures?" Added "0" and 6+
A18	2	"School level teams" has different meanings depending on school structure.	Added clarification that school level may also mean grade level teams.
A19	1	"School level teams" has different meanings and consists of different folks depending on school structure	Added social worker as a separate option and guidance counselor
A20	2	In this school, they meet for each child, they don't meet as a team to discuss multiple children. So, the team could differ depending on the child being discussed. It's still a school level team?	Clarified that team could be grade-level
A21	2	By law they are required to get kids to "adequate" levels, so that's the lingo that they feel is more proper than "satisfactory".	Added term adequate

Item Number	Number Of Respondents	School Staff Questions	Response
		Given that they meet on a child-by-child basis, the response options "to determine if **any** struggling readers need a change in their instruction doesn't really capture it. The word "any" throwing them off. Where in the response options would a teacher/interventionist involved be able to reflect back and determine that *they* need to adjust their instruction?	Change any student to "individual" Possible in To determine if adjustments are needed in the core reading instruction/curriculum
B1	3	Is this the primary role or does it include all the roles teacher play?	Added ELL teacher
B2	4	The directions say "teacher". Then in the response boxes it says years as an "educator". Does this include paraprofessionals? In their building everyone is considered an "educator". Need to clarify roles and if this is referring to certified teachers. Are they counting calendar years? If they came in January, is this a half year? Considered a "year" at this school?	Changed teacher to educator to allow paras to respond No change
B3	2	They also have "Bachelors Plus" and "Masters Plus" which is sort of in between and you can get a "Plus Plus" until you get your masters.	Question asks about highest education degree not about credits hours toward a degree
B6	4	Confusing. Too many choices. Also difficult to recall off top of head. Is the time reflective of only at this school if came part way through the year? One participant had a problem with answering the "mentor" question because participant mentors all the time. Is this "formal" mentoring that goes beyond normal job duties?	Added formal mentor to indicate an assigned role/responsibility rather than just informal helping a colleague

Item Number	Number Of Respondents	School Staff Questions	Response
		Two participants wanted to distinguish between required and voluntary PD said that 12 months is a long period to recount.	
B7	4	This question is unclear. The wording is strange.	Reworded to make clearer Added special education as an option