l At which lo	cation do you work?	,			
ii At Willon 10	oution do you monki		School Name		
Location			V		
DIRECTIONS: Using the presents your response	ne scale below, please indicate y se.	our level of agreemen	t or disagreement with e	each of the following	statements that best
Please use the followin Strongly Disagree Disagree Neutral Agree Strongly Agree	g response scale:				
2. I believe in	the philosophy of No	Child Left Be	ehind (NCLB) e	ven if I disagı	ree with some
of the require	ments.				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	0	0
achieving ber	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	O	0	0	Ō	Ō
b. Math	O	0	0	0	0
4. The primary	, function of Tier 2 in	struction (sup	plemental inst	ruction) is to	ensure that
students mee	t grade-level benchn	narks in:			
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	0	0	0	O	0
	0	0	0	0	0
b. Math	~				
			ities are canah	le of achievin	na arada-laval
5. The majorit	y of students with le		ities are capab	le of achievin	ıg grade-level
	y of students with le n:	arning disabil	-		
5. The majorit benchmarks i	y of students with le in: Strongly Disagree	arning disabil	Neutral	Agree	Strongly Agree
5. The majorit benchmarks i	y of students with le in: Strongly Disagree	Disagree	Neutral	Agree O	Strongly Agree
5. The majorit benchmarks i	y of students with le in: Strongly Disagree	arning disabil	Neutral	Agree	Strongly Agree
5. The majorit benchmarks i a. Reading b. Math	y of students with le in: Strongly Disagree	Disagree	Neutral	Agree O	Strongly Agree
5. The majorit benchmarks i a. Reading b. Math 6. The majorit	y of students with le in: Strongly Disagree C	Disagree C C C C C C C C C C C C C C C C C C	Neutral	Agree O	Strongly Agree
5. The majorit benchmarks i a. Reading b. Math 6. The majorit	y of students with le in: Strongly Disagree C c ty of students with b	Disagree C C C C C C C C C C C C C C C C C C	Neutral	Agree O	Strongly Agree
5. The majorit benchmarks i a. Reading b. Math 6. The majorit	y of students with le in: Strongly Disagree C cy of students with b	Disagree C C C ehavioral prol s in:	Neutral C C blems (EH/SED	Agree C O or EBD) are 0	Strongly Agree

	, of students of colo	r are capable	of achieving g	rade-level be	nchmarks in:
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	0	0	О	0	0
o. Math	O	0	\circ	0	0
. Students wi	th high-incidence di	sabilities (e.g	j. SLD, EBD) wh	o are receivi	ng special
ducation serv	ices are capable of	achieving gra	ade-level bench	ımarks (i.e., g	jeneral
ducation star	ndards) in:				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	O	0	O	0	0
o. Math	O	0	0	0	0
. Latino, Hmo	ng and African Ame	rican student	ts are capable o	of achieving o	grade-level
enchmarks a	t the same level of V	Vhite students	S		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Reading	O	O	0	0	0
o. Math	0	0	0	0	0
Λ General ed	ucation classroom t	eachers shou	ıld imnlement n	nore different	tiated and
			-		
iexible instruc	ctional practices to				_
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
			0		
	О	О	O	О	O
1. General ed					
	ucation classroom t	eachers woul	ld be able to im		
	ucation classroom t terventions if they h	eachers woul	ld be able to im staff support.	plement more	e differentiate
	ucation classroom t	eachers woul	ld be able to im		e differentiate
	ucation classroom t terventions if they h	eachers woul ad additional	ld be able to im staff support.	plement more	e differentiate Strongly Agree
and flexible in	ucation classroom t terventions if they h	eachers woul ad additional Disagree C	ld be able to im staff support. Neutral	plement more Agree	Strongly Agree
and flexible in	ucation classroom terventions if they h Strongly Disagree C additional intervent	eachers woul ad additional Disagree C	ld be able to im staff support. Neutral	plement more Agree	Strongly Agree
and flexible in the second sec	ucation classroom terventions if they h Strongly Disagree C additional intervent	eachers woul ad additional Disagree C	ld be able to im staff support. Neutral	plement more Agree	Strongly Agree
and flexible in	ucation classroom to terventions if they head the strongly Disagree Conditional interventore students.	eachers would ad additional Disagree	ld be able to im staff support. Neutral	Agree C n classroom	Strongly Agree
and flexible in	ucation classroom to terventions if they hostrongly Disagree additional interventore students. Strongly Disagree	eachers would ad additional Disagree	Id be able to im staff support. Neutral Ceneral educatio Neutral	Agree C Agree Agree Agree C	Strongly Agree would result i
and flexible into	ucation classroom to terventions if they hostrongly Disagree additional interventore students. Strongly Disagree	eachers would ad additional Disagree Considered Disagree Considered Considere	Id be able to im staff support. Neutral eneral educatio Neutral C strategies in so	Agree Agree Agree Agree Agree Agree C Chools would	Strongly Agree would result i
and flexible in the second success for most	ucation classroom to terventions if they hostrongly Disagree additional interventore students. Strongly Disagree C activities and early oblem-solving teams	eachers would ad additional Disagree Consin the general Disagree Consideration in the general Disagree Consi	Id be able to im staff support. Neutral C eneral educatio Neutral C strategies in so	Agree Agree Agree Agree C Chools would education.	Strongly Agree Strongly Agree Strongly Agree C Tesult in fewer
nd flexible in the second seco	ucation classroom to terventions if they he strongly Disagree additional interventore students. Strongly Disagree C activities and early oblem-solving teams Strongly Disagree	ceachers would ad additional Disagree Control of the general control	Id be able to im staff support. Neutral Ceneral education Neutral Centategies in some strategies in some support.	Agree	Strongly Agree Strongly Agree Strongly Agree Strongly Agree Strongly Agree
and flexible in the second sec	ucation classroom to terventions if they hostrongly Disagree additional interventore students. Strongly Disagree C activities and early oblem-solving teams	eachers would ad additional Disagree Consin the general Disagree Consideration in the general Disagree Consi	Id be able to im staff support. Neutral C eneral educatio Neutral C strategies in so	Agree Agree Agree Agree C Chools would education.	Strongly Agree Strongly Agree Strongly Agree C Tesult in fewer
and flexible in 12. The use of success for mo	ucation classroom to terventions if they he strongly Disagree additional interventore students. Strongly Disagree C activities and early oblem-solving teams Strongly Disagree	ceachers would ad additional Disagree Disagree Disagree C C C C C C C C C C C C	Id be able to im staff support. Neutral Ceneral education Neutral Cents in special of Neutral Neutral Neutral Oents in special of Neutral	Agree Agree Agree C chools would education. Agree	Strongly Agree Strongly Agree Strongly Agree Strongly Agree
and flexible info 12. The use of success for mo 13. Prevention referrals to pro	ucation classroom to terventions if they he strongly Disagree additional interventore students. Strongly Disagree C activities and early oblem-solving teams Strongly Disagree	cachers would ad additional Disagree C Disagree C Disagree C Disagree C C C C C C C C C C C C C C C C C C	Id be able to im staff support. Neutral C eneral educatio Neutral C strategies in scents in special educatio Neutral C ents in special educatio	Agree Agree Agree Agree Agree C Chools would education. Agree C ned not by ho	Strongly Agree Strongly Agree Strongly Agree Strongly Agree Strongly Agree C Strongly Agree Strongly Agree Strongly Agree
and flexible info 2. The use of success for most on the second of the s	ucation classroom to terventions if they he strongly Disagree additional interventore students. Strongly Disagree Continue and early oblem-solving teams Strongly Disagree Continue and early Disagree Continue and e	cachers would ad additional Disagree C Disagree C Disagree C Disagree C C C C C C C C C C C C C C C C C C	Id be able to im staff support. Neutral C eneral educatio Neutral C strategies in scents in special educatio Neutral C ents in special educatio	Agree Agree Agree Agree Agree Agree Agree Agree Agree Chools would Agree Agree Agree Agree Agree Agree Agree Agree	Strongly Agree Strongly Agree Strongly Agree Strongly Agree Strongly Agree C Strongly Agree Strongly Agree Strongly Agree
2. The use of success for most and flexible in the success for most and	ucation classroom to terventions if they he strongly Disagree additional interventore students. Strongly Disagree Continue and early oblem-solving teams Strongly Disagree Continue and early Disagree Continue and e	cachers would ad additional Disagree C Disagree C Disagree C Disagree C C C C C C C C C C C C C C C C C C	Id be able to im staff support. Neutral C eneral educatio Neutral C strategies in scents in special educatio Neutral C ents in special educatio	Agree Agree Agree Agree Agree Agree Agree Agree Agree Chools would Agree Agree Agree Agree Agree Agree Agree Agree	Strongly Agree Strongly Agree Strongly Agree Strongly Agree Strongly Agree C Strongly Agree Strongly Agree

	reMTSS Co	HOIL Z			
15. The "severity" o	f a student's b	ehavioral pro	blem is determ	ined not by h	ow
nappropriate a stud	dent is in term	s of his/her be	havioral perfor	mance but by	y how quickly
he student respond	ls to intervent	ion.			
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	0	O
6. The results of IQ	and achievem	nent testing ca	an be used to id	lentify effecti	ve
nterventions for stu		•		-	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	0	0	0
7. Many students c	-				-
chool "not ready"	to learn or fell	too far behind	l academically	for the availa	ble
nterventions to clos	se the gap suff	ficiently.			
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	O	0	0	0	0
0 Hainn aturdant h		-4	4: 6 4:		4 -
8. Using student-ba			vention effecti	veness is mo	re accurate
han using only "tea	acher judgmen	ıt."			
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	O	0	O	0	0
9. Evaluating a stu	-		tions is a more	-	of determini
	-	eving than usi	ng scores from	"tests" (e.g.,	
Q/Achievement test	-	eving than usi Disagree	ng scores from	"tests" (e.g.,	Strongly Agree
Q/Achievement test	t).		•		
Q/Achievement test	Strongly Disagree	Disagree ©	Neutral O	Agree O	Strongly Agree
Q/Achievement test	Strongly Disagree	Disagree C Should be alle	Neutral C Decated first to s	Agree C students who	Strongly Agree
Q/Achievement test 20. Additional time a eaching benchmarl	strongly Disagree c and resources ks (i.e., genera	Disagree C should be allo	Neutral C Docated first to standards) befor	Agree C students who re significant	Strongly Agree
Q/Achievement test 20. Additional time a eaching benchmarl	strongly Disagree c and resources ks (i.e., genera	Disagree C should be allo	Neutral C Docated first to standards) befor	Agree C students who re significant	Strongly Agree
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct	strongly Disagree c and resources ks (i.e., genera	Disagree C should be allo	Neutral C Docated first to standards) befor	Agree C students who re significant	Strongly Agree C are not time and
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct	strongly Disagree and resources ks (i.e., generated to student	Disagree C should be allowed by the state of	Neutral C Docated first to standards) before	Agree C students who re significant marks.	Strongly Agree C are not time and
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct	strongly Disagree and resources ks (i.e., genera ted to student Strongly Disagree	Disagree C Should be allowed a should be allowed at the control of the control	Neutral C Docated first to standards) before above benches Neutral	Agree Students who re significant marks. Agree	Strongly Agree are not time and Strongly Agree
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct	strongly Disagree and resources ks (i.e., general ted to student Strongly Disagree	Disagree Should be allowed by the should be allowed by the showing states and the showing between the sho	Neutral C Docated first to standards) before above benches Neutral	Agree Students who re significant marks. Agree	Strongly Agree are not time and Strongly Agree
Q/Achievement test O. Additional time a eaching benchmarl esources are direct 1. Graphing student erformance and ne	strongly Disagree and resources ks (i.e., general ted to student Strongly Disagree at data makes eeded interven	Disagree Should be allowed a should be allowed at the short are at the short and the short at t	Neutral C Docated first to standards) before above benches Neutral	Agree Students who se significant marks. Agree C sisions about	Strongly Agree are not time and Strongly Agree C student
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct 21. Graphing studen performance and ne	strongly Disagree and resources ks (i.e., general ted to student Strongly Disagree	Disagree Should be allowed by the should be allowed by the showing states and the showing between the sho	Neutral C Docated first to standards) before above benches Neutral C ne to make dec	Agree Students who re significant marks. Agree	Strongly Agree are not time and Strongly Agree
Q/Achievement test 20. Additional time a eaching benchmarl esources are direct 21. Graphing studen performance and ne	strongly Disagree and resources ks (i.e., general ted to student Strongly Disagree at data makes eeded interven Strongly Disagree	Disagree Should be allowed by the should be allowed by the short of t	Neutral C Docated first to standards) before above benches Neutral C ne to make dec	Agree C students who e significant marks. Agree C sisions about	Strongly Agree are not time and Strongly Agree C Student Strongly Agree
Q/Achievement test 20. Additional time a reaching benchmark resources are direct 21. Graphing student reformance and ne	strongly Disagree control of the co	Disagree C should be allowed by the should be allowed by the should be allowed by the should be investigated by the should be all the shou	Neutral C Docated first to standards) before rabove benches Neutral C ne to make dec Neutral C volved in the present to standards	Agree C students who e significant marks. Agree C sisions about	Strongly Agree are not time and Strongly Agree C Student Strongly Agree
Q/Achievement test 20. Additional time a reaching benchmark resources are direct 21. Graphing studen performance and ne	strongly Disagree and resources ks (i.e., general ted to student Strongly Disagree at data makes eded interven Strongly Disagree cents (guardian) as a concern a	Disagree Should be allowed a should be allowed at the student of	Neutral C Docated first to standards) before above benches Neutral C ne to make deconvented in the project of t	Agree C students who re significant marks. Agree C sisions about	Strongly Agree are not time and Strongly Agree Strongly Agree c student
20. Additional time as reaching benchmark resources are directed. 21. Graphing student performance and new 22. A student's pare soon as a teacher him.	strongly Disagree control of the co	Disagree C should be allowed by the should be allowed by the should be allowed by the should be investigated by the should be all the shou	Neutral C Docated first to standards) before rabove benches Neutral C ne to make dec Neutral C volved in the present to standards	Agree C students who e significant marks. Agree C sisions about	Strongly Agree are not time and Strongly Agree C Student Strongly Agree

Beliefs Survey PreMTSS Cohort 2					
3. Students res	spond better to int	erventions wh	nen their paren	t (guardian) i	s involved in th
evelopment an	d implementation	of those inter	ventions.		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	0	0	О	0	O
4 All students	can achieve grade	-level benchr	narks if they ha	ve sufficient	sunnort
7. Ali Studelits	Strongly Disagree	Disagree	Neutral		Strongly Agree
	Strongly bisagree	O	Neutrai O	Agree	Strongly Agree
	v				
5. The goal of a	assessment is to g	enerate and n	neasure effecti	veness of	
nstruction/inter	vention.				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	О	0	О	0	0

Beliefs Survey PreMTSS Cohort 2
Thank you for completing your Beliefs Survey! The data will be compiled and shared with you soon.