

October 2014 EC Meeting Post-Assessment

1. Demographic Information:

Name:

District:

Email Address:

*2. Meeting Location/Region:

- | | |
|--|---|
| <input type="radio"/> Area 1/ISC North Cook | <input type="radio"/> Edwardsville |
| <input type="radio"/> Area 1/ISC South Cook | <input type="radio"/> Southwestern IL College |
| <input type="radio"/> Area 1/ISC West Cook | <input type="radio"/> Mt. Vernon |
| <input type="radio"/> Belvidere/Creekside | <input type="radio"/> Murphysboro ROE |
| <input type="radio"/> Woodlawn Arts | <input type="radio"/> Woodstock |
| <input type="radio"/> LEASE | <input type="radio"/> Decatur |
| <input type="radio"/> Pekin | <input type="radio"/> Chicago Heights |
| <input type="radio"/> Normal ROE/Rantoul ROE | <input type="radio"/> Red Bud |

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April EC 2014 Pre-Assessment

3. For each topic, rate your level of knowledge.

	1-Low	2	3	4	5-High
Parent Engagement Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally Responsive Parent Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entry/Exit Decision Rules for Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Written Decision Rules at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tier 3 Fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Intensify Intervention at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Intervention Strategies to Use at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Intervention Strategies to Use at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tier 3 Team Structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tier 3 Team Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. For each topic, rate the degree to which you want to know more.

	1-Low	2	3	4	5-High
Parent Engagement Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally Responsive Parent Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entry/Exit Decision Rules for Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Written Decision Rules at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tier 3 Fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to Intensify Intervention at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Intervention Strategies to Use at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Intervention Strategies to Use at Tier 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. King and Goodwin's (2008) article presented eight assumptions about culturally responsive parent involvement. Please list and briefly describe two assumptions addressed in the article.

1.
2.

6. King and Goodwin's (2008) article presented five misconceptions about culturally responsive parent involvement. Please name and briefly describe one misconception addressed in the article.

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7. There are several usable methods for setting cut scores for entry to or exit from Tier 3 supports. Briefly describe one of those methods.

8. When measuring RtI/MTSS fidelity to ensure positive student outcomes, the measurement of fidelity is often categorized into four areas. Name those four areas.

1.
2.
3.
4.

9. Early in problem analysis it is helpful to assess whether a student's difficulty in performing a skill or task is due to one category of deficit or the other. This is especially for older students where sometimes both deficits are contributing to the difficulty. Name the generic name for this category of assessment and the basic steps in the process.

10. Intensifying interventions at Tier 3 is important to meet students more intense needs at this level. The IES Practice Guide offered several strategies specifically for intensifying reading interventions. Name and briefly describe one of those identified strategies.

11. Intensifying interventions at Tier 3 is important to meet students more intense needs in Math as well. Name and briefly describe a strategy addressed during the training that targets intensifying Math interventions.

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12. We recognize that the short answer type questions on this survey cannot reflect the depth of knowledge that our External Coaches possess. Please choose one of this training's topics and share some of your personal experience or expertise. (This is an optional question. Each textbox will accommodate up to 100 characters.)

Parent
Involvement
and
Engagement

Entry/Exit
Decision
Rules for Tier
3

Tier 3
Fidelity Tools
and
Measurement

Strategies to
Intensify
Intervention
at Tier 3

Tier 3
Consensus
Issues

Coaching
around any
of the above
topics.

THANK YOU

Thank you for taking this pre-assessment. Although we know it does not represent the knowledge or expertise of our External Coaches, it does help us to show pre-post growth as a result of our trainings. We appreciate your ongoing commitment to building your skills as RtI/MTSS Coaches!