

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 |

January EC 2015 Pre-Assessment

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

	1-Low	2	3	4	5-High
Understanding & creating communication plans as a problem solving process to help sustain RTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the key ideas when considering special education eligibility for an English Language Learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outlining the teams SLD eligibility determination process when MTSS/RTI is not in place for a particular subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how a RTI framework can be applied to eligibility decisions for disability categories other than SLD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining factors that make special education worth getting	<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
Understanding & creating communication plans as a problem solving process to help sustain RTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the key ideas when considering special education eligibility for an English Language Learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outlining the teams SLD eligibility determination process when MTSS/RTI is not in place for a particular subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how a RTI framework can be applied to eligibility decisions for disability categories other than SLD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining factors that make special education worth getting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Describe how creating communication plans is similar to each step in the problem solving process.

Problem Identification

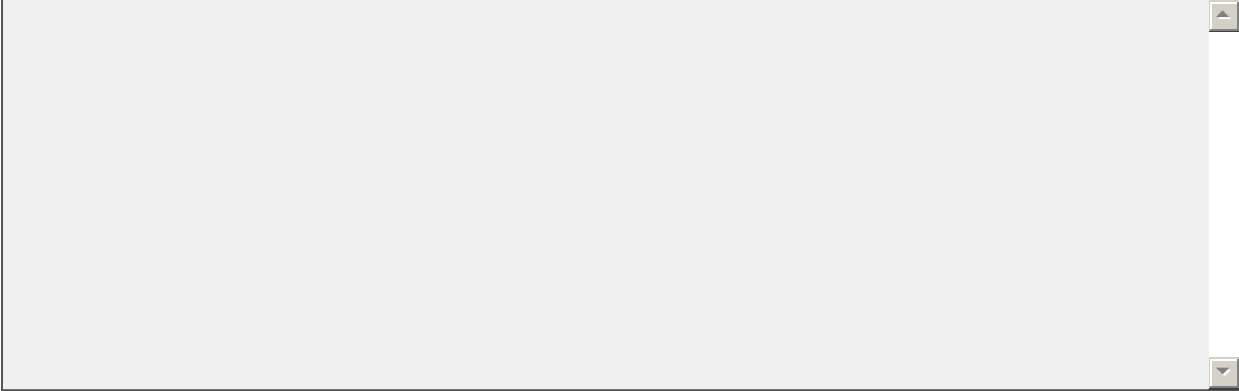
Problem Analysis

Plan Development

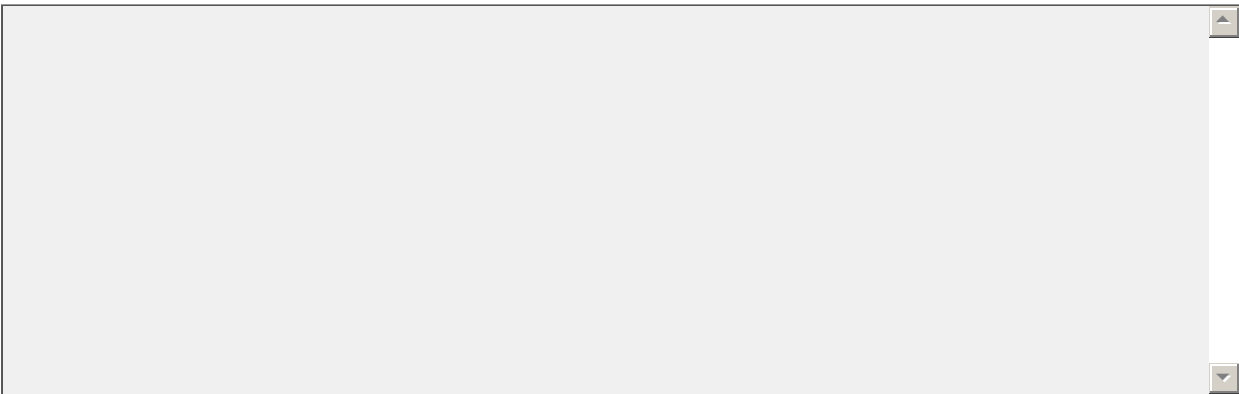
Plan Evaluation

6. What are the big ideas when considering special education eligibility for an English Language Learner?

7. Aiden is having significant difficulty with math in 7th grade, and his parents have sent a written request for referral to special education. Your school currently does not have a Tier 3 intervention process for math. What do you do? (outline the process the team should go through)



8. Rose is a 4th grade student with an IEP. A progress report on her goals was sent home at the end of first trimester indicating that she was making little to no progress. What should have happened prior to the progress report and/or should happen next?



9. 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.)

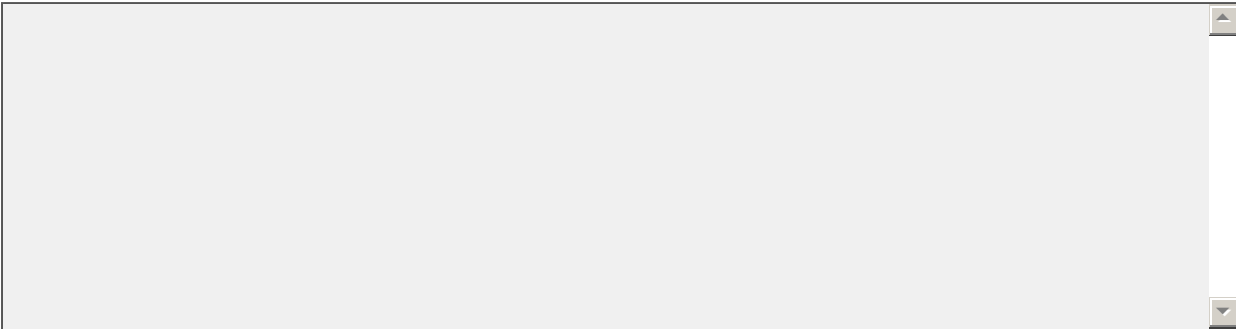
-Communication plans as a tool to sustain RTI/MTSS

-SLD eligibility and English Language Learners

-SLD eligibility for Math, Writing, Oral Expression, & Listening Comprehension

-Use of a RTI process for special education eligibility decisions for categories other than SLD

-Making special education worth getting



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!