Field-testing a Test of Teacher RTI Knowledge and Skill

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Background
Within Response to Intervention (RTI), instruction and assessment should coincide to yield honed decision-making, and thus, improved student outcomes (Fuchs & Fuchs, 2006). Recent findings reveal inconsistencies in their co-application (e.g., Alonzo & Tindal, 2016; Saez, 2012), suggesting gaps in teacher understanding and a need for targeted professional development (PD) support.

We present field-test results for the Test of Teacher RTI Knowledge and Skill (T-RTI) — designed to evaluate the effects of individualized, web-based PD on instructional and assessment practices and student reading achievement in Grades 3-5.

Participants
(n = 355, active users of easyCBM® inter Fooformative assessment system)

T-RTI Measure
Comprised of:
- 10 selected-response items
- 2 performance tasks:
  - PT1 Student & Class-level Analysis (B)
  - PT2 Data Team Analysis (S)

In addition, we requested feedback on items and T-RTI content during the field test (to guide refinement).

Content targets three key RTI domains:

Results (RQ2 & RQ3 cont.)

Table: Data for T-RTI: Improved Teaching Practices Learning Outcomes

<table>
<thead>
<tr>
<th>Instructional Adequacy (IA)</th>
<th>Data-based Decision-making (DD)</th>
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</thead>
<tbody>
<tr>
<td>Curriculum without instruction</td>
<td>Instructional &amp; performance analysis</td>
</tr>
<tr>
<td>Social environment quality</td>
<td>Instructional &amp; performance analysis</td>
</tr>
<tr>
<td>Practice interference 15%</td>
<td>Instructional &amp; performance analysis</td>
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<td>Instructional &amp; performance analysis</td>
</tr>
</tbody>
</table>

Balancing between appropriate length and depth in constructed responses (RQ2, i.e., accuracy grounded in item intent)
- “They are good classroom scenarios.”
- “I think the questions were well thought out and thought provoking.”
- “An understanding of the interventions used would have been helpful.”
- “I think the questions were well thought out and thought provoking.”
- “They are good classroom scenarios.”
- “... as a teacher this really makes me think a lot about my analysis of students.”

Research Questions
1. What is the level of teachers’ RTI knowledge and skill overall and by key domain (RQ2)?
2. What is the level of teachers’ RTI knowledge and skill overall and by key domain (RQ2)?
3. What are teachers’ perceptions of the T-RTI as a tool for evaluating practices (RQ3)?

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“T-RTI (PD) should incorporate data routinely available to and used by teachers.”

Conclusion
We present field-test results for the Test of Teacher RTI Knowledge and Skill (T-RTI) — designed to evaluate the effects of individualized, web-based PD on instructional and assessment practices and student reading achievement in Grades 3-5.

Results 

1. Critique summary – both test- and item-based.
2. Revise and Refine.
3. Present to DATA for RTI (Practitioner) Leader Development Team for further feedback for revision and refinement.
4. Pilot in Year 2.

Literature Cited

Contact Information
Please contact P. Shawn Irvin at pirvin@uoregon.edu for more information and discussion.
Additional information on the field test in Oregon (Project BRT) and the University of Oregon can be obtained at<br>http://brtprojects.org