

2011 Response to Intervention Implementation

Introduction

About the report. This report focuses on teacher concerns regarding the implementation of RtI in AISD middle schools at the end of the 2010-2011 school year. The Stages of Concerns Questionnaire from the Concerns Based Adoption Model (CBAM) framework was administered to AISD middle school teachers in the spring of 2011. The survey was emailed to 597 core course teachers, with a 60.6% response rate (n=362). Details about this survey are presented on page 2 of this report.

In addition to exploring teacher concerns regarding RtI, teachers were asked for their feedback on the district's Curriculum Road Maps (CRMs) and work using Wiggins' and McTighe's Understanding by Design (UbD) Framework. CRMs are instructional planning guides for each grading period that teachers use to plan and pace instruction. UbD is a framework for developing and

Concerns Based Adoption Model. CBAM is a conceptual framework developed by researchers at the University of Texas at Austin and designed to describe how teachers and other facilitators respond to the implementation of new educational innovations (George, Hall, & Stiegelbauer. 2008).

The CBAM framework includes three diagnostic dimensions: Stages of Concern, Levels of Use, and Innovation components. This evaluation focuses solely on the Stages of Concern (Table 1). Within this framework, seven stages describe a continuum of responses an individual may have when implementing an innovation:

Self concerns refer to the questions individuals may ask when first exposed to a new innovation (Stage 1), and how it might affect them (Stage 2). It also includes questions by individuals who may be more concerned about other initiatives or are not concerned with the innovation (Stage 0).

Task concerns emerge as individuals must learn new skills and deal with new factors, (e.g., time demands, materials) as a result of the innovation (Stage 3).

Impact concerns describe individual's thoughts about how they can make the innovation better serve their students (Stage 4), how to improve their use of the innovation through collaboration (Stage 5), and how to improve the innovation itself (Stage 6).

Stages of Concern Questionnaire

Teachers' Stages of Concerns.

Teachers were asked to rate each item on a scale from 0 (not true of me now) through 7 (true of me now). Most respondents to the SoCQ consistently identified the "unconcerned" Stage (0) as best describing their concerns about RtI. This stage is characterized by statements describing the individual as not being aware of the intervention and/or being preoccupied with other things or struggling to make RtI a priority in light of other demands.

Table 2. A majority of teachers across the district identified with Stage 0 as their highest Stage of Concern (n=357).

	Highest stage of concern							
	0	1	2	3	4	5	6	Total
Number of teachers	235.1	29.5	47.5	25.8	8.5	6	4.7	357
Percentage of teachers	66%	8%	13%	7%	2%	2%	1%	100%

Note: Some teachers reported their highest scores on two or more stages. When this occurred, their count was split proportionally according to how many stages were tied for highest. Five teachers did not enter any data in the SoCQ section of the survey and were omitted from frequency analyses.

Stages of Concern Questionnaire Results

Relative Intensity of Teacher Concerns. In addition to examining the frequency of teachers identifying with particular stages of concerns, the relative intensity of their concerns among the different stages was assessed. In this process, the raw scale scores were converted to percentile scores, plotted, and graphically presented as a “profile”.

The district level profile (Figure 1) indicated that teachers’ highest concerns were related to the earliest stage of the change process, Stage 0. Simply, teachers were not aware of the RtI program or were

Table 3. Of the teachers who identified Stage 0 as their highest Stage of Concern, most identified Stage 2/Stage 3 as their second Highest Stage of Concern

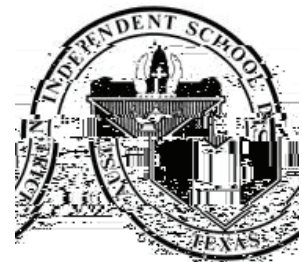
Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		22%	35%	34%	1%	2%	6%

Note: Percentages were rounded to the nearest whole number, so row totals may not equal 100%. Some teachers reported their highest /second highest scores on two or more stages. When this occurred, their count was split proportionally according to how many stages were tied for highest/second highest.

co/C2_21Tf0Tc0.856r2(aw)8(are)JJ/C2_21Tf0Tc/C2_21Tf.7730Td@003Tj/TT1I0Td[pro]6(g)3(r3.3470Td@003Tj/T

About the Department of Program Evaluation. The Department of Research and Evaluation (DRE) was established in 1972 to support program decision and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DRE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DRE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners. [DPE reports can be accessed online.](#)

About the Author. Josh Haney is working toward his



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Appendix A: Stages of Concern Questionnaire

Item	Description
Stage 0—Unconcerned	
3	I am more concerned about another innovation.
12	I am

Appendix B:

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Appendix D: Open Ended Response Question Results

At the end of the 2011 middle school teacher survey, teachers were asked the following question: What are areas of additional support or training that you need to better use CRM's? Only 5% of the survey respondents provided information related to training needs.

Of those that provided a response, most provided comments regarding the district's Curriculum Road Maps (CRMs). Many did not

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Appendix E: Relative Intensity of Teacher Concerns by Campus

As with the district wide summary, Stage 0 consistently had the highest relative intensity percentile score among all campuses. The upward tailing at Stage 6 also was observed for all campuses. Please refer to page 4 of the report for interpretation of results.

Table 4. Among all Campuses, Teachers Highly Identified with Stage 0 Concerns

School	Stages of Concern						
	0	1	2	3	4	5	6
Fulmore Middle School (n=24)	91%	66%	67%	65%	30%	36%	47%
Kealing Middle School (n=24)	91%	80%	80%	65%	33%	31%	47%
Lamar Middle School (n=17)	94%	66%	72%	80%	30%	28%	47%
Burnet Middle School (n=23)	94%	66%	80%	80%	59%	48%	69%
O'Henry Middle School (n=17)	94%	72%	76%	77%	38%	48%	57%
Pearce Middle School (n=11)	81%	69%	76%	69%		69%	

Appendix F: Campus Results for BAILEY MIDDLE SCHOOL

Table 3. Of the Bailey Teachers Who

Appendix F: Campus Results for BEDICHEK MIDDLE SCHOOL

Table 3. Of the Bedichek Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern

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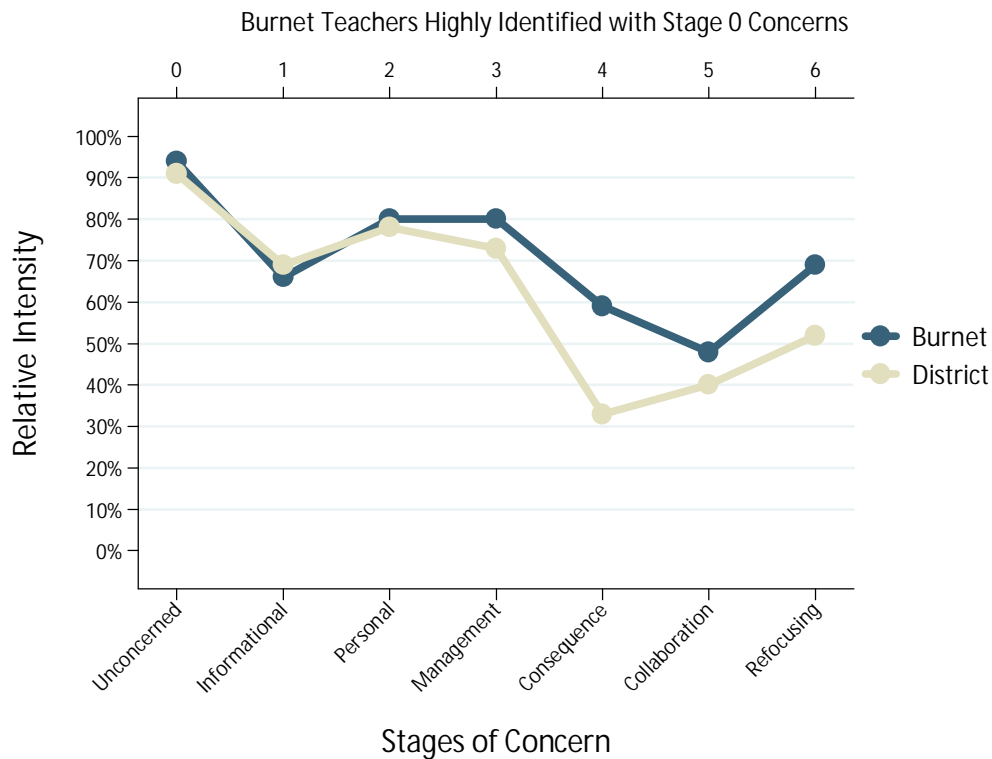
Appendix F: Campus Results for BURNET MIDDLE SCHOOL

Table 3. Of the Burnet Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		0%	33%	44%	0%	0%	22%

Note: This table corresponds with Table 3 in the district wide section of this report.

Figure 1. Burnet Concern Profile (n=23)



Note: This graph corresponds with Figure 1 in the district wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

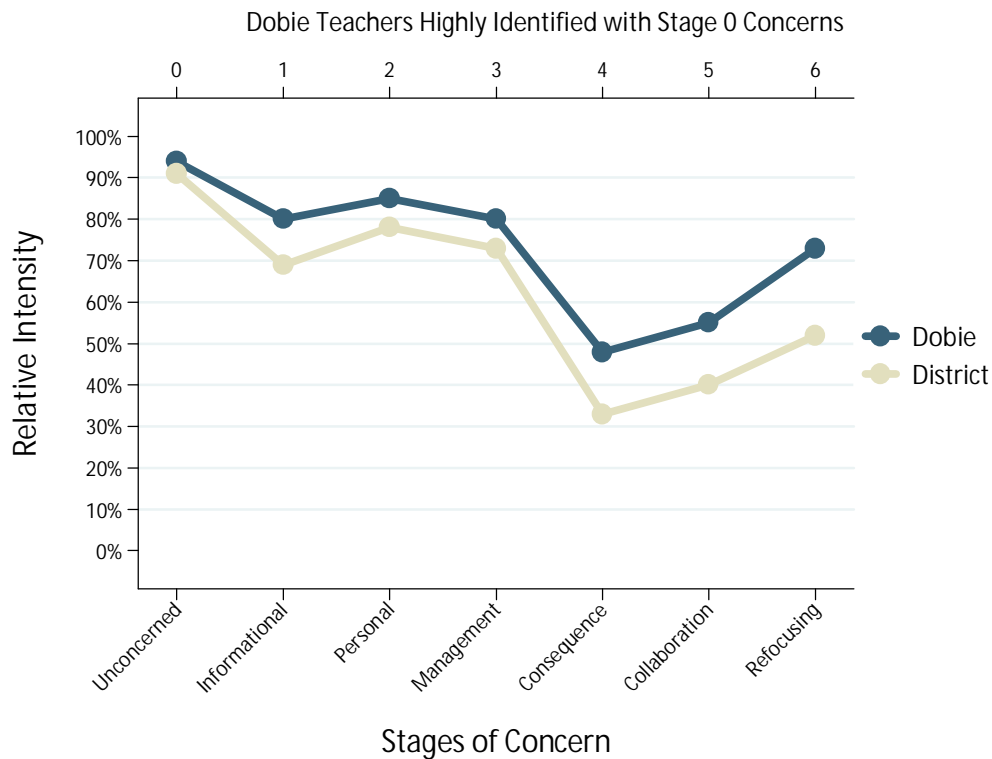
Appendix F: Campus Results for DOBIE MIDDLE SCHOOL

Table 3. Of the Dobie Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		27%	18%	55%	0%	0%	0%

Note: This table corresponds with Table 3 in the district wide section of this report.

Figure 1. Dobie Concern Profile (n=9)



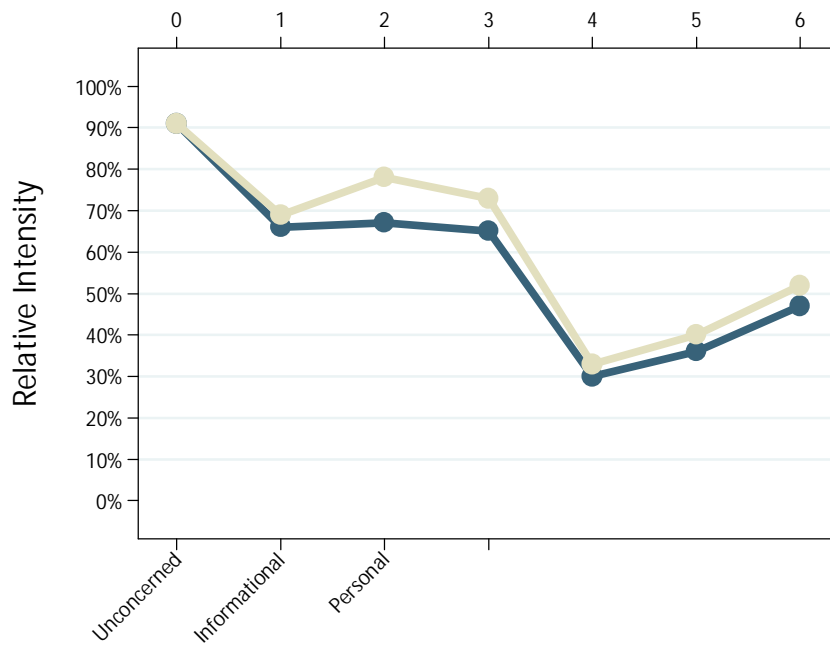
Note: This graph corresponds with Figure 1 in the district wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

Appendix F: Campus Results for FULMORE MIDDLE SCHOOL

Table 3. Of the Fulmore Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		32%	48%	19%	0%	0%	0%

Note: This table corresponds with Table 3 in the district wide section of this report.



Appendix F: Campus Results for

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Appendix F: Campus Results for KEALING MIDDLE SCHOOL

Table 3. Of the Kealing Teachers Who Identified Stage 0 as Their

Appendix F: Campus Results for LAMAR MIDDLE SCHOOL

Table 3. Of the Lamar Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		15%	32%	53%	0%	0%	0%

Note: This table corresponds with Table 3 in ...

Appendix F: Campus Results for MARTIN MIDDLE SCHOOL

Table 3. Of the Martin Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 3 as Their Second Highest Stage of Concern

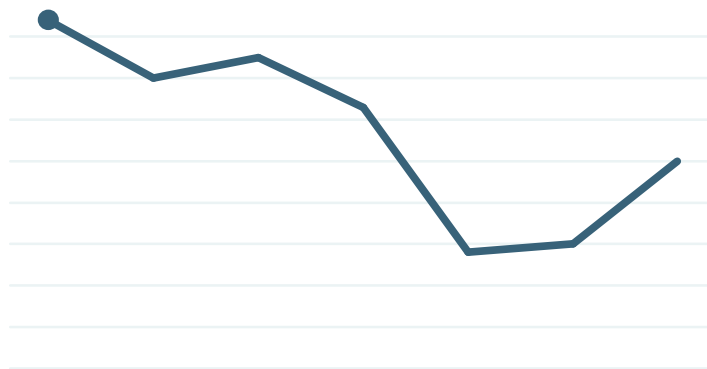
Highest Stage of Concern	Second Highest Stage of Concern
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Appendix F: Campus Results for MENDEZ MIDDLE SCHOOL

Table 3. Of the Mendez Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		30%	38%	21%	0%	0%	11%

Note: This table corresponds with Table 3 in the district wide section of this report.

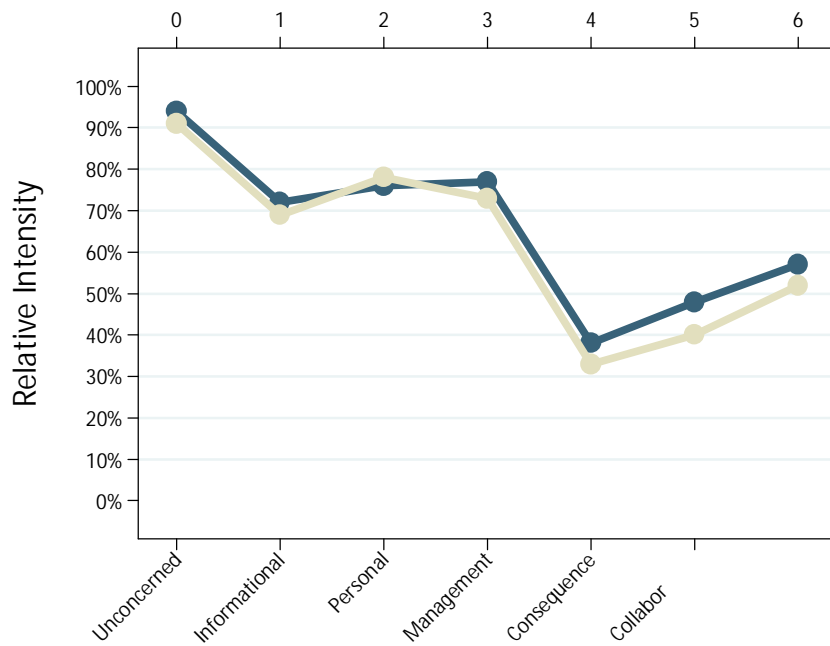


Appendix F: Campus Results for O'HENRY MIDDLE SCHOOL

Table 3. Of the O'Henry Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		32%	11%	57%	0%	0%	0%

Note: This table corresponds with Table 3 in the district wide section of this report.

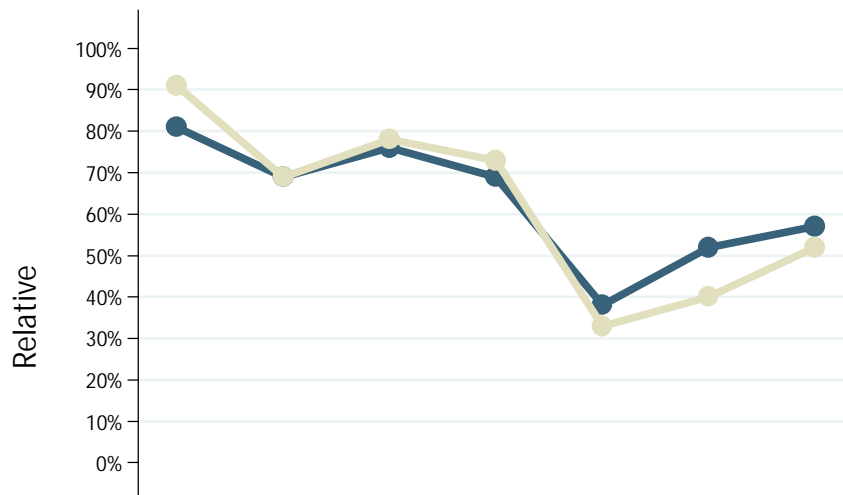


Appendix F: Campus Results for PEARCE MIDDLE SCHOOL

Table 3. Of the Pearce Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		16%	64%	0%	0%	20%	0%

Note: This table corresponds with Table 3 in the district wide section of this report.



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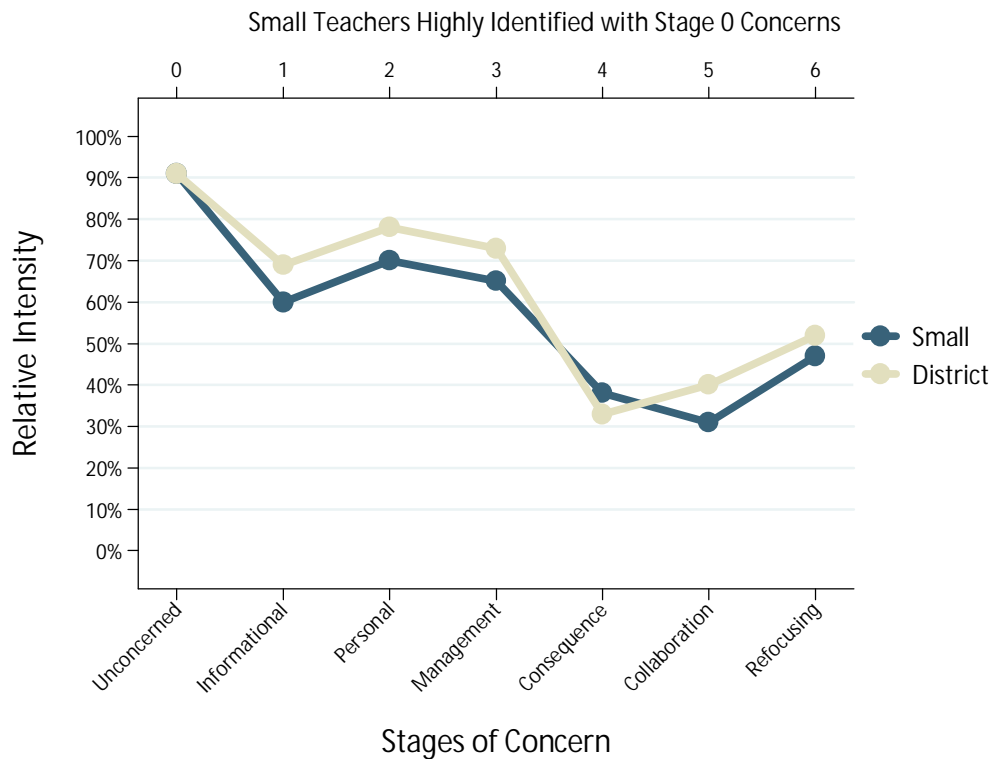
Appendix F: Campus Results for SMALL MIDDLE SCHOOL

Table 3. Of the Small Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		13%	45%	30%	5%	0%	8%

Note: This table corresponds with Table 3 in the district wide section of this report.

Figure 1. Small Concern Profile (n=27)



Note: This graph corresponds with Figure 1 in the district wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

Appendix F: Campus Results for WEBB MIDDLE SCHOOL

Table 3. Of the Webb Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 Unconcerned		36%	18%	27%	9%	9%	0%

Note: This table corresponds with Table 3 in the district wide section of this report.

