

Abstract

As of 2015, over 40 states have adopted their own version of Response to Intervention. Teachers from high schools in the Midwest were surveyed to examine how differences in teachers' attitudes towards Rtl and their self-efficacy impact burnout. Results of this study will provide information about the unique challenges high school teachers face in the implementation of Rtl. Additionally, ways for school psychologists and administrators to better support teachers and reduce burnout will be discussed.

Literature Review

- Teacher burnout is a multi-dimensional construct that is composed of emotional exhaustion (i.e. energy depletion), depersonalization (i.e. work detachment), and reduced personal accomplishment (i.e. feelings of inadequacy) as a result of one's work (Maslach, Jackson & Leiter, 1996).
- Teachers with high self-efficacy set higher goals for themselves, persevere when faced with adversity, provide more support for students having difficulties, and feel students can achieve despite outside circumstances. On the other hand, teachers who have a lower self-efficacy have less of the qualities listed above and have higher levels of burnout (Oakes et al., 2013).
- A low sense of efficacy can impact the three dimensions of burnout (Maslach, Jackson & Leiter, 1996).
- Teachers have increased responsibility and are fundamental to the Rtl process; therefore, it is important to examine teachers' attitudes towards Rtl to identify supports necessary for successful implementation and sustainability of Rtl (Castro-Villarreal, Rodriguez & Moore, 2014).

Purpose

The purpose of this study is to examine how differences in high school teachers' attitudes towards Rtl and self-efficacy impact burnout.

Methods

Participants

- A sample of 51 high school teachers from four high schools in the Midwest participated in this study.
- 22 males (43%) and 29 females (57%) completed surveys.
- 25 teachers reported holding a Bachelor's degree (49%), 25 teachers reported holding a Master's degree (49%), and one teacher reported holding a Ed.S, Ed.D, or Ph. D (2%).

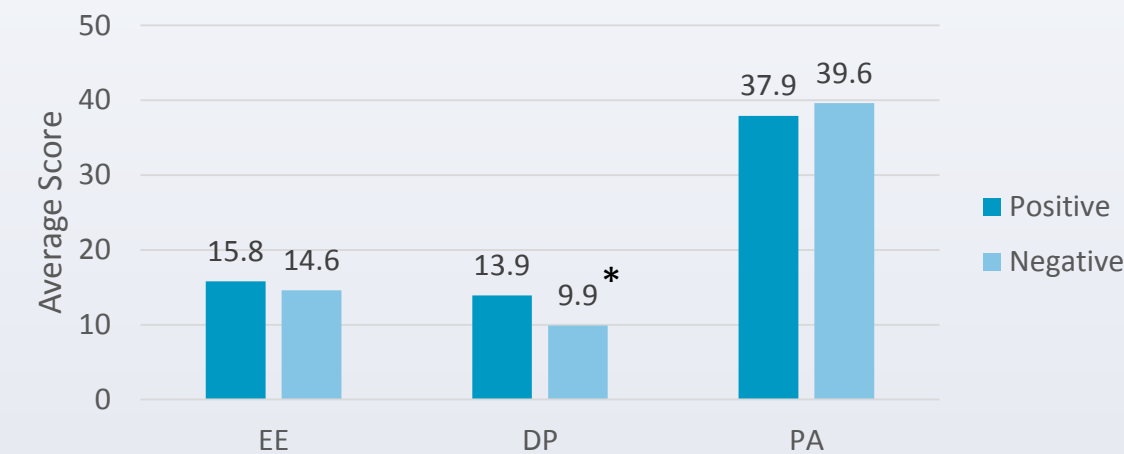
Measures

- The three dimensions of burnout were measured using the Maslach Burnout Inventory-Educators Survey (MBI-E): EE ($\alpha=.84$), DP ($\alpha=.67$), PA ($\alpha=.85$)
- Self-efficacy was measured using the Teachers' Sense of Efficacy Scale (TSES): Student Engagement ($\alpha=.85$), Instructional Strategies ($\alpha=.83$), Classroom Management ($\alpha=.86$)
- Teachers' attitudes towards Rtl were measured using an adapted version of the Stages of Concern Questionnaire (SoC-Q) ($\alpha=.81$).

Results

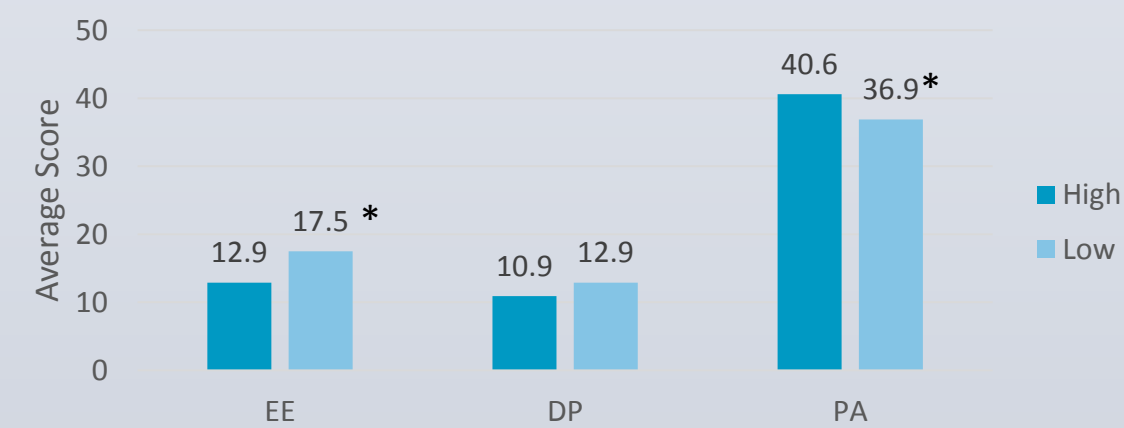
- Responses were analyzed using a MANOVA.
- A median split was performed to create the independent variable of Attitudes towards Rtl (positive vs. negative) and Self-Efficacy (high self-efficacy vs. low self-efficacy)
- The dependent variables consisted of the three characteristics of burnout [emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA)].
- Attitudes towards Rtl, $F(3, 45) = 2.97, p < .05, \eta = .17$
- Self-Efficacy, $F(3, 45) = 5.12, p < .01, \eta = .26$
- Interaction, $F(3, 45) = .397, p = .76$
- Further examination of the main effect of Attitudes towards Rtl revealed the following results on the three dependent variables:
 - EE, $F(1, 47) = .338, p = .56$
 - DP, $F(1, 47) = 6.63, p < .05$
 - PA, $F(1, 47) = 1.44, p < .05$

Attitudes towards Rtl



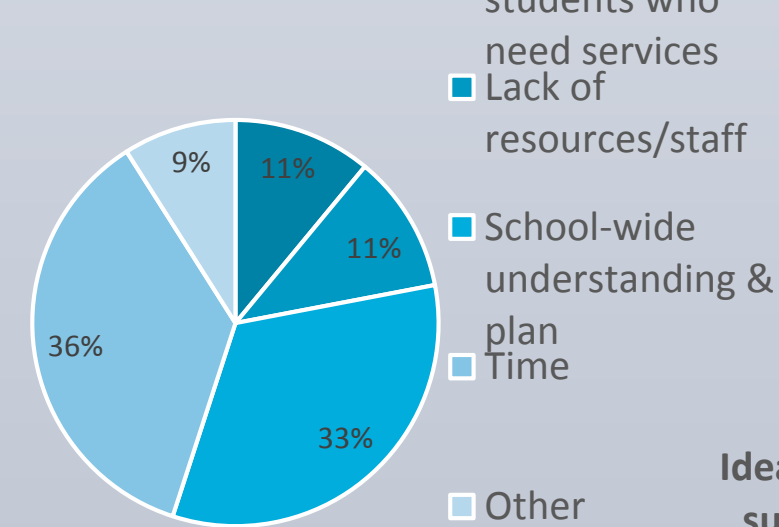
- Further examination of the main effect of Self-Efficacy revealed the following results on the three dependent variables:
 - EE, $F(1, 47) = 4.96, p < .05$
 - DP, $F(1, 47) = 1.66, p = .20$
 - PA, $F(1, 47) = 6.95, p < .05$

Self-Efficacy

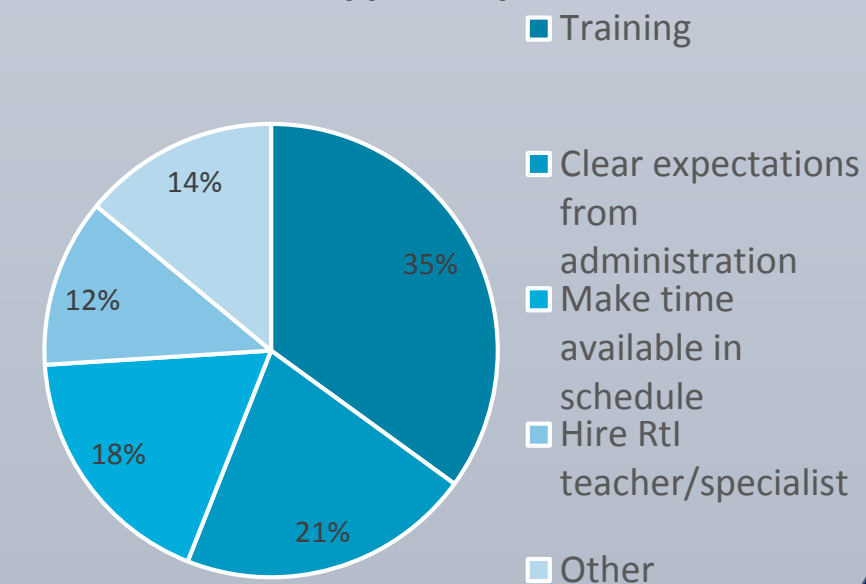


Qualitative Questions

Challenges faced in the implementation of Rtl



Ideas how your school can better support implementation of Rtl



Discussion & Implications

- Results showed that teachers with more positive attitudes towards Rtl experienced higher levels of burnout, particularly depersonalization, when working in schools.
- Results indicated that low levels of self-efficacy yielded greater levels of emotional exhaustion, while high levels of self-efficacy yielded a greater sense of personal accomplishment.
- Qualitative responses suggested that teachers believe further training and time dedicated to Rtl implementation would be beneficial. Specifically, teachers feel that having a school-wide plan with clear expectations and guidelines from administration along with building additional time dedicated to Rtl services into the daily schedule would be most beneficial in supporting their implementation of Rtl.
- By understanding the burnout factors that teachers experience in relation to Rtl, school psychologists can provide more effective consultation services, thus aiding in the prevention of teacher burnout.
- School psychologists can help their school achieve higher retention and lower burnout rates of teachers by assisting in the development of Rtl training, support services, and accountability systems for teachers.

Selected References

- Maslach, C., Jackson, S., & Leiter, M. (1996). *Maslach burnout inventory manual* (Third ed.). Mountain View, CA: CPP, Inc.
- Oakes, W. P., Lane, K. L., Jenkins, A., & Booker, B. B. (2013). Three-tiered models of prevention: Teacher efficacy and burnout. *Education & Treatment of Children, 36*(4), 95-126. <http://doi.org/10.1353/etc.2013.0037>
- Castro-Villarreal, F., Rodriguez, B. J., & Moore, S. (2014). Teachers' perceptions and attitudes about Response to Intervention (RTI) in their schools: A qualitative analysis. *Teaching and Teacher Education, 40*, 104-112. <http://doi.org/10.1016/j.tate.2014.02.004>

Acknowledgements

University of Wisconsin-La Crosse Graduate Studies Office for support of this research project.