

School Staff Implementation Survey Measuring Practitioners' Change in Practice

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The *School Staff Survey* is designed to gain input from *all school staff* (teachers, administrators and instructional staff) regarding the level of implementation of the essential features for tiered models of academic and behavior support. This survey was developed with input from the Missouri Integrated Model Evaluation Workgroup and asks participants to rate their own behavior in implementing eleven essential features (i.e., Shared Vision and Commitment, Leadership, Collaborative Environment, Ongoing Professional Development, Mentoring and Coaching, Culturally Responsive Practices, Resource Mapping, Family and Community Involvement, Evidence-based Practices, Data-based Decision Making, Monitoring of Student Progress).

Survey Items

5	4	3	2	1
very true of me now		somewhat true of me now		not at all true of me now

1. I can summarize the school's shared vision/mission.
2. I have a clear understanding of the phrase: “tiered levels of academic & behavior support.”
3. I feel that my administrators are committed to implementing tiered levels of academic & behavior supports.
4. I receive coaching/mentoring to help me implement tiered levels of academic & behavior support.
5. I think my school does a good job of addressing the academic & behavior needs of students at tier 1 (universal).
6. I think my school does a good job of addressing the academic & behavior needs of students at tier 2 (small group).
7. I think my school does a good job of addressing the academic & behavior needs of students at tier 3 (intensive).
8. Students move between tiers of support as their academic needs change.
9. Students move between tiers of support as their behavior needs change.
10. I am involved in action planning tiered supports with the other staff & administrators at my school.
11. I am involved in meetings where data results are discussed & problem solving occurs.
12. I receive school-wide academic & behavior data in usable & understandable formats.
13. I participate in professional development where I learn how to monitor students' progress & use progress monitoring data.
14. I have the time necessary to analyze student data & problem solve with my colleagues.

Gaumer Erickson, A.S. (2011) *School Staff Survey*. University of Kansas, Center for Research on Learning.

15. I use assessment data at least three times a year to monitor students' progress.
16. I adapt the environment, curriculum, & instruction based on each student's academic & behavior data.
17. I participate in professional development where I learn ways to improve my instructional practices.
18. I receive coaching/mentoring to implement evidence-based instructional practices.
19. I have the technology & resources that I need to provide effective instruction.
20. I am able to meet the students' diverse needs.
21. I consider my students' background when I teach and/or interact with students.
22. I regularly communicate with families regarding students' academic & behavior goals/progress.
23. I make informed decisions based on feedback from families.
24. When I am concerned about a student's academic success, I collaborate with a team to identify intervention.
25. I feel that the team that addresses academic needs provides valuable feedback & makes informed decisions.
26. When I am concerned about a student's behavior success, I collaborate with a team to identify intervention.
27. I feel that the team that addresses behavioral needs provides valuable feedback & makes informed decisions.
28. I think my school does a good job in including parents as team members in data-based decision-making.
29. I think my school is a good place to work.
30. I collaborate with my colleagues on a regular basis.
31. I think that the Missouri Integrated Model (MIM) is improving education for students in my school.
32. I think my school has an effective process in place for identifying available resources (e.g., people, materials, technology).
33. I evaluate the effectiveness of core instruction based on progress monitoring data.

Implementation

Sample text is provided to school administrators for the email to be sent to school staff.

_____(School Name) Staff,

As part of the school improvement process, it is important to get your input on the current status of implementation of research-based practices in our school. The School Staff Survey will provide valuable data that will be used to improve education for all students at our school. Please go to <http://www.surveymonkey.com/s/schoolstaffsurvey> and complete this short survey. Submit your survey by _____(one week from today). The data will then be analyzed and shared with you on _____(at the next inservice or via email).

Thank you in advance for completing the survey.

Sincerely,

Upon collection of survey results from staff within a school, a summary report is developed that provides both the school composite scores and graphs of each survey statement. A higher score illustrates that survey statements more closely represent the behavior of individuals in that school. Additional annual comparison reports are developed for schools that complete the survey across multiple years.

Content Validity

The School Staff Survey is the composite result of an evaluation of components of school reform and surveys of school systems change. The existing surveys included in this analysis (i.e., PBIS Self-Assessment Survey, RTI Implementation Tool, National Staff Development Council Standards Assessment Inventory, MIM Self-Study, Missouri School Improvement Process Faculty Advanced Questionnaire) all address systems change, but none take into account the perceptions and behaviors of all school staff related to each of the eleven essential features of school reform. Based on the analysis, survey items were developed and reviewed by experts in school-wide multi-tiered reform models. The MIM Evaluation Workgroup also provided feedback on each question as well as the response options. The end result is a 33-item survey that can be complete online in approximately 5-8 minutes.

Reliability

To measure the internal consistency of the measure overall and in each of the subscales, Cronbach's alpha (Cronbach, 1971) was incorporated. Between January and March, 2010, 328 individuals from the 14 MIM pilot school districts complete the School Staff Survey. The overall instrument reliability was 0.98, revealing a high level of internal consistency for the School Staff Survey.

For More Information

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