

## School Personnel Satisfaction Survey

1. **Your PS/RtI Project ID:** \_\_\_\_\_ →

*Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.*

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Directions:** For items 2-4, please shade in the circle next to the response option that best represents your answer.

2. What is your current role in your school?

- Classroom Teacher                       Student Services Personnel  
 Administrator                               Instructional Support Personnel (e.g., reading specialist, speech/language, ESOL)

3. How many students have you referred to your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team within the last school year?

- 0     1     2  
 3     4     5 or more

4. For how many students have you participated in your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team meeting(s) within the last year?

- 0     1     2  
 3     4     5 or more

**Directions:** For each item below please indicate your level of satisfaction/dissatisfaction relative to the current service delivery model in your school. Using the rating scale below, please shade in the option that best represents your response. If you are not knowledgeable about a certain practice, please select the option “Do Not Know” (DK).

- ① = Very Dissatisfied (VD)
- ② = Dissatisfied (D)
- ③ = Neutral (N)
- ④ = Satisfied (S)
- ⑤ = Very Satisfied (VS)
- = Do Not Know (DK)

	VD	D	N	S	VS	DK
5. The method used to evaluate the effectiveness of:						
5.a. core academic programs	①	②	③	④	⑤	○
5.b. core behavior program	①	②	③	④	⑤	○
6. The decisions that are made regarding necessary changes to:						
6.a. core academic programs	①	②	③	④	⑤	○
6.b. core behavior programs	①	②	③	④	⑤	○
7. The method used to identify students at-risk as early as possible	①	②	③	④	⑤	○
8. The data used to identify students at risk for:						
8.a. academic difficulties	①	②	③	④	⑤	○
8.b. behavioral difficulties	①	②	③	④	⑤	○
9. The manner in which progress monitoring is carried out in my school	①	②	③	④	⑤	○
10. The decisions that we make about students who are not successful with only core instruction (academic and/or behavior)	①	②	③	④	⑤	○
11. The timeliness with which students who are not meeting expectations are identified	①	②	③	④	⑤	○
12. The range and types of interventions for students <u>before</u> they are referred to our school’s problem-solving (Student Support, Intervention Assistance, or Child Support) team	①	②	③	④	⑤	○
13. The intervention support provided to teachers to implement interventions <u>before</u> students are referred to the school team	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
14. The communication between classroom teachers, support staff (instructional, student services) and administration regarding:						
14.a. progress monitoring	①	②	③	④	⑤	○
14.b. intervention implementation and support	①	②	③	④	⑤	○
15. How efficiently assessments are administered for:						
15.a. Reading	①	②	③	④	⑤	○
15.b. Math	①	②	③	④	⑤	○
15.c. Behavior	①	②	③	④	⑤	○
16. The types of data used to make instructional decisions in:						
16.a. Reading	①	②	③	④	⑤	○
16.b. Math	①	②	③	④	⑤	○
16.c. Behavior	①	②	③	④	⑤	○
17. The range of instructional options available in my school for students not meeting expectations in:						
17.a. Reading	①	②	③	④	⑤	○
17.b. Math	①	②	③	④	⑤	○
17.c. Behavior	①	②	③	④	⑤	○
18. How quickly interventions are available in my school for students identified as not meeting expectations in:						
18.a. Reading	①	②	③	④	⑤	○
18.b. Math	①	②	③	④	⑤	○
18.c. Behavior	①	②	③	④	⑤	○
19. The availability of technology (e.g., computers) in my school to support progress monitoring in:						
19.a. Reading	①	②	③	④	⑤	○
19.b. Math	①	②	③	④	⑤	○
19.c. Behavior	①	②	③	④	⑤	○
20. The feasibility or relative ease with which interventions can be implemented in:						
20.a. Academics	①	②	③	④	⑤	○
20.b. Behavior	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
21. The support the classroom teacher receives from other personnel in my school when implementing interventions for:						
21.a. Academics	①	②	③	④	⑤	○
21.b. Behavior	①	②	③	④	⑤	○
22. The degree to which the interventions used in my school help students to progress toward meeting benchmarks in:						
22.a. Reading	①	②	③	④	⑤	○
22.b. Math	①	②	③	④	⑤	○
22.c. Behavior	①	②	③	④	⑤	○
23. The degree to which my school's problem-solving (student support, intervention assistance, child support) team is helpful to teachers	①	②	③	④	⑤	○
24. The degree to which my school meets instructional goals (e.g., Adequate Yearly Progress) for ALL students	①	②	③	④	⑤	○
25. The extent to which my school meets the needs of diverse students in the building	①	②	③	④	⑤	○
26. The progress toward benchmarks that special education students make in the general education classroom	①	②	③	④	⑤	○
27. The level of parent involvement in problem-solving for at-risk students	①	②	③	④	⑤	○
28. The level of parent involvement in interventions for at-risk students	①	②	③	④	⑤	○
29. Overall, how satisfied are you with your own role and activities in your school's current method of service delivery?	① Very Satisfied   ② Satisfied   ③ Somewhat Satisfied   ④ Dissatisfied   ⑤ Very Dissatisfied					

30. Additional Comments:

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THANK YOU!



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