Welcome to Today's Webinar!

Increasing Staff and Family Survey Response Rates

This event will start at 11:00 a.m. E.T.

Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar

Audio Information
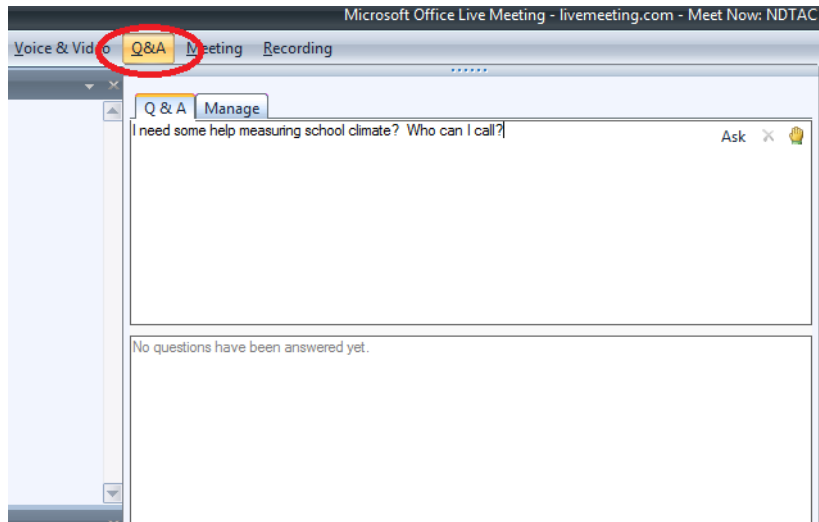**Dial: 888-603-7922**

Conference ID: 4905210

If you have technical difficulties logging into the web-based portion of the event, please contact Live Meeting Customer Support at 1 (866) 493-2825.

If you have any questions about the Live Meeting technology or the Webinar, please contact SSSTA at sssta@air.org.

Safe and Supportive Schools
Engagement | Safety | Environment

Questions, Event Evaluation & Contact Information

Q&A

If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact
the Safe and Supportive Schools Technical Assistance Center
at sssta@air.org.

The Safe and Supportive Schools Technical Assistance Center

- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.*

- Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.

- Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

Safe and Supportive Schools
Engagement | Safety | Environment

Which of the following reflects your most pressing issue with respect to conducting surveys?

☐ Designing a survey for staff or families that taps into issues that are important to them

☐ Securing resources (time, staff, funds) for survey administration

☐ Managing the survey administration process (e.g. mode, availability of facilities such as computer labs/stations, scheduling, etc.)

☐ Engaging staff or families to elicit strong survey response rates

☐ Conveying survey results to staff, families and communities to plan improvements

Safe and Supportive Schools
Engagement | Safety | Environment

Increasing Staff and Family Survey Response Rates

Eric Hirsch, New Teacher Center

Trina Osher, President, Huff Osher Consulting, Inc.

Sarah Lindstrom Johnson, MDS[3] Assistant Director of Research and Evaluation

Safe and Supportive Schools
Engagement | Safety | Environment

Agenda

1	**Improving staff survey response rates/Engaging staff** (Eric Hirsch)

2	**Improving family survey response rates/Engaging families** (Trina Osher)

3	**Maryland's experience with staff and family climate surveys** (Sarah Lindstrom Johnson)

4	**Summary/Take-aways** (Greta Colombi)

Safe and Supportive Schools
Engagement | Safety | Environment

Conducting Staff Climate Surveys

Eric Hirsch, Chief External Affairs Officer, New Teacher Center

Assessing Working Conditions and Climate: Survey Data Necessary to Inform Systems

- **There is broad consensus among researchers rooted in the daily work of teaching, embracing feature's of teachers' lives as they shape instruction and professional learning.**

- **These areas, however, are difficult to quantify and gather data outside of surveys.**

- **Several researchers have put together frameworks defining aspects of school context and climate, most of which including NTC, Moore-Johnson, Leithwood and the Northeast Regional Lab.**

- **Analyses of states that include full population staff surveys had twice as much data on key indicators of school context.**

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Assessing School Context: Key Constructs

- **Time**

- **Facilities and Resources**

- **Community Engagement and Support**

- **Managing Student Conduct**

- **Teacher Leadership**

- **School Leadership**

- **Professional Development**

- **Instructional Practices and Supports**

- **New Teacher Support**

New Teacher Center — Launching the Next Generation

The Teaching and Learning Conditions Survey Initiative

"Information is what legislators operate on, and this is great currency for us."
—Rep. Rick Glazier (N.C.) about the state's teaching and learning conditions initiative as quoted in State Legislatures magazine (Sept. 2009)

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

What Have We Learned in a Decade That Can Inform Today's Discussion?

1. **Approximately 10-15% of a school's aggregate achievement can be explained by the presence of teaching conditions. School conditions can constrain or catalyze effective teaching and student learning.**

   - For example, in North Carolina in 2010, NTC research concluded that Managing Student Conduct had a statistically significant influence on achievement at all school levels and that the presence of teaching conditions explained 15 percent of the variance in high school student performance.

2. **Culture and climate have a tremendous influence on teacher retention and future employment plans.**

   - For example, as much as 80% of teachers' employment plans can be explained by school context, particularly strong, supportive school leadership.

3. **Conditions are perceived differently within and across schools.**

   - For example, new teachers perceive conditions more positively than veteran educators as well.

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Gathering Survey Data on School Climate from Staff and Families

- **Survey audience:** Determine who should take the survey and consider the ramifications of inclusion/non-inclusion.

- **Survey design:** Ensure you use or create an instrument that is valid and reliable and asks questions that the audience can answer.

- **Survey implementation:** Consider the time of year, how the survey will be administered, and how to satisfy PPRA requirements.

- **Data availability:** Decide what results will be available to whom and by when prior to launching the survey.

- **Additional data sources:** Gather ancillary data and do not ask for information better gathered from other sources.

- **Response rate:** Attend to the two concerns voiced by staff – the survey is anonymous and it will be used to improve this school.

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

NTC Teaching Conditions Survey

Since 2008, we have heard from over 700,000 educators (and counting) in 13 states and 9 districts.

North Carolina
Teacher
Working Conditions
Standards

- NTC has produced more than 12,000 school-level data reports over the past 3 school years.

- Clients in 2008-2011 **include Alabama, Colorado, Virginia (Fairfax County), Illinois, Kansas, Maine, Maryland, Massachusetts, North Carolina, Vermont, West Virginia, Kentucky, Tennessee.**

- Response rates statewide has ranged from 27% to 89%-- we have learned the hard way what works and what does not.

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Assumptions Influencing Design of NTC Approach to Assessing Conditions

- **The survey must be anonymous.**

- **Teaching conditions are about schools, not individuals.**

- **Some method of survey security is necessary to ensure educators take the survey once.**

- **Email is not a viable way to reach educators (when working at the state level) to access the survey and paper surveys are more expensive and create data entry issues.**

- **Results for schools with sufficient response rates should be shared, at least, with educators in the building.**

What are Yours?

Staff Climate Surveys   Family Climate Surveys   MD Experience   Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.

Safe and Supportive Schools
Engagement | Safety | Environment

Keys to Statewide Survey Success

1. **Provide information that is useful to education and can be interpreted and utilized at multiple levels.**

2. Convene a coalition of diverse stakeholders and policy makers who will help communicate the importance of the survey to their constituents.

3. Develop a clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used).

4. Provide an efficient and effective survey dissemination system and assistance during implementation.

5. Develop a plan for how the results will be utilized and the types of support available.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

State, District and School Summary Reports

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

State, District and School Summary Reports

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

State, District and School Summary Reports

2011 Kentucky Teaching, Empowering, Leading & Learning Survey Summary Results

- Kentucky (80.32% responded)
- District: Owen (62.41% responded)

Time

Item	Question	% Agree	
		Owen	Kentucky
Q2.1	Please rate how strongly you agree or disagree with the following statements about the use of time in your school.		
	a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	62.8	58.8
	b. Teachers have time available to collaborate with colleagues.	60.0	66.0
	c. Teachers are allowed to focus on educating students with minimal interruptions.	65.1	65.1
	d. The non-instructional time provided for teachers in my school is sufficient.	71.3	60.6
	e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	34.9	50.5
	f. Teachers have sufficient instructional time to meet the needs of all students.	63.2	62.6
	g. Teachers are protected from duties that interfere with their essential role of educating students.	58.6	68.9

Facilities and Resources

Item	Question	% Agree	
		Owen	Kentucky
Q3.1	Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.		
	a. Teachers have sufficient access to appropriate instructional materials.	76.7	79.5

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Keys to Statewide Survey Success

1. Provide information that is useful to education and can be interpreted and utilized at multiple levels.

2. **Convene a coalition of diverse stakeholders and policy makers who will help communicate the importance of the survey to their constituents.**

3. **Develop a clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used).**

4. Provide an efficient and effective survey dissemination system and assistance during implementation.

5. Develop a plan for how the results will be utilized and the types of support available.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Clarity on Inclusion and the Role of Stakeholders

A coalition of diverse stakeholders and policy makers who share a clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used), and who also:

- Contribute to the goals and survey design;

- Communicate the importance of the survey to their constituents;

- Develop a communication plan that maximizes response rates by utilizing key messages; and

- Promote appropriate data use for school improvement planning.

Mass TeLLS
Teaching, Learning and Leading Survey

October 15, 2008

Massachusetts Teaching, Learning and Leadership Survey
Memorandum of Understanding for Coalition Members

The Teaching, Learning, and Leading Survey (TeLLS) partners want to ensure that every Massachusetts educator works in and student attends a school that is a great place to teach and learn. Research from across the country has demonstrated that the presence of important teaching and learning conditions is essential for student success and teacher retention. By documenting and analyzing how teachers and principals view their teaching, learning, and leading conditions, educators, stakeholders and policymakers can make evidence-based decisions on policies and practices that will improve student achievement.

It is with this in mind that Massachusetts TeLLS has been created. By surveying every school-based licensed educator about their teaching and learning conditions, evidence from those who know those conditions best—the dedicated professionals working across the state—can be compiled and analyzed at the school, district and state levels.

Gathering this information for every school in the state is important.

Massachusetts TeLLS partners will ensure:

- The privacy of all survey respondents. The survey will be confidential and anonymous for all educators. The data is only as helpful as educators are willing to share essential information about their school.

- Data is provided to all educators. All educators will be able to access their school's survey results in order to integrate findings into school improvement planning.

- Tools and assistance are provided by the state, membership organizations and others to ensure that data is used, and used appropriately.

- Data is not used to hold any individual(s) accountable. Teaching, learning, and leading conditions result from cultures, decisions and personalities over years. They are bigger than any one person, and it will take everyone in a school to improve them

- Data is not used to unilaterally and arbitrarily judge a school's effectiveness in any area. Every finding should be considered a lever to drive reform and not to fuel accountability grades or measures. Data should be analyzed with other information to make informed decisions

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Keys to Statewide Survey Success

1. Provide information that is useful to education and can be interpreted and utilized at multiple levels.

2. Convene a coalition of diverse stakeholders and policy makers who will help communicate the importance of the survey to their constituents.

3. Develop a clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used).

4. **Provide an efficient and effective survey dissemination system and assistance during implementation.**

5. Develop a plan for how the results will be utilized and the types of support available.

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Efficient and Effective Survey Administration

- Disseminate school driven access codes to survey portal to point of contact.

- Conduct webinars/FAQs to raise awareness amongst staff to answer key questions and build excitement that the survey is important.

- Provide real time response rates so those in the school can track success and share with colleagues.

- Provide a help desk via IM, email and phone.

- Make results available in as many user friendly ways as possible (excel download, web, PDF, etc.).

- Provide incentives (they are helpful but not necessary though).

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Keys to Statewide Survey Success

1. Provide information that is useful to education and can be interpreted and utilized at multiple levels.

2. Convene a coalition of diverse stakeholders and policy makers who will help communicate the importance of the survey to their constituents.

3. Develop a clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used).

4. Provide an efficient and effective survey dissemination system and assistance during implementation.

5. **Develop a plan for how the results will be utilized and the types of support available.**

Staff Climate Surveys › Family Climate Surveys › MD Experience › Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

The North Carolina Teacher Working Conditions Survey
A Parent Guide to School Improv

New Teacher Center
Launching the Next Generation

Understanding and Improving Teacher Working Conditions
An Activity Guide for North Carolina School District Leaders

New Teacher Center
University of California · Santa Cruz

North Carolina Teacher Working Conditions Survey: Guide for School Improvement

New Teacher Center
Launching the Next Generation

Using Teacher Working Conditions Survey Data in the North Carolina Educator Evaluation Process

by Andrew Sioberg and Eric Hirsch

North Carolina's Teacher Working Conditions Initiative

by Eric Hirsch and Andrew Sioberg

Cannot expect schools with challenging conditions to address issues without tools and support.

- Prior to administering the survey, think about tools and/or professional development that support the faculty to understand and utilize the data for school improvement.

- Document promising practices in schools with positive results to scale and consider professional development led by faculty from successful schools.

- Create clear standards and expectations about what conditions in schools should look like and how the data will be utilized in improvement planning.

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.

Safe and Supportive Schools
Engagement | Safety | Environment
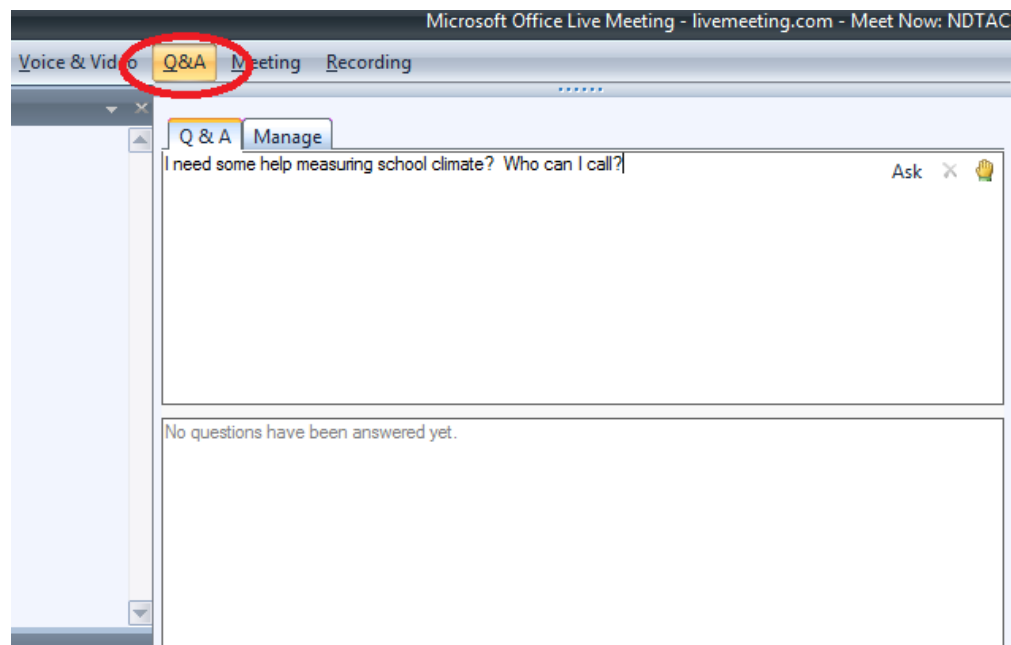
Engaging Families With School Climate Surveys

Trina Osher, President, Huff Osher Consulting, Inc.

Safe and Supportive Schools
Engagement | Safety | Environment

What is the primary reason for low family response rates to school climate surveys?

- ❑ Families do not believe their input is valued.
- ❑ Families are not interested in school climate.
- ❑ Families do not understand how the results are used.
- ❑ Families have fears and anxieties about expressing their views.
- ❑ The survey instrument is hard for most families to read.
- ❑ Families cannot easily get a copy of the survey in a format that makes it easy for them to respond.

Safe and Supportive Schools
Engagement | Safety | Environment

Support for Family Engagement

The Elementary and Secondary Education Act (ESEA) as amended in 2001 states that school district staff and parents **SHARE RESPONSIBILITY** for:

- Regular, two-way, and meaningful communication;

- Each student's learning in school and at home; and

- "Student participation in other school activities on the school campus and in the community."

This SHARED RESPONSIBILITY should extend to the entire process of assessing school climate and using the results for school improvement.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Family Engagement is the KEY to Increasing Response Rates

- **Families are more likely to respond to surveys when :**

  - Family engagement with schools is high;

  - Trusting relationships exist between families and school personnel;

  - Family perspectives influence how surveys are developed, administered, interpreted, and used.

- **For Example:**

  - Items are contributed by BOTH family members and school staff.

  - Diverse cultures and world views are understood, respected, and reflected in the survey items.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Cultural and Linguistic Competence

- **Each family has a unique culture of its own in addition to the external cultures with which it and individual members affiliate.**

- **Each family's culture influences how the family approaches aspects and tasks of daily living (such as what they eat or wear, how they approach their work, or what they think about education).**

- **A family's culture can also direct how its members behave and makes decisions --** including IF and HOW they respond to school climate surveys.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Our WORLD VIEW is our "LENS"

- **A world view is the framework of ideas and beliefs through which an individual, group, or culture interprets the world and interacts with it.**

- **One world view is not better or worse than another.**

- **World views are not absolute and may include both relational and linear elements.**

  - **Relational** world views value group and collective survival with a focus on working interdependently towards the good of all in the community.

  - **Linear** world views value individual survival with a focus on achieving independence as a hallmark of success.

- **Cultures operate from a "more" or "less" relational or linear world view rather than exclusively from one or the other.**

- **School climate surveys for families should be congruent with the world views of the families being surveyed.**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment
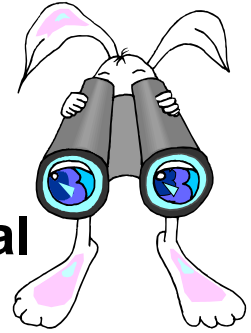
What Affects Family Engagement?

A matrix diagram with a vertical arrow labeled "Capacities" on the left and a horizontal arrow labeled "Conditions" along the bottom. The matrix has two columns, "Family" and "School," with a large blue curved arrow pointing toward "Increased Family Engagement."

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

One Strategy Does Not Fit All Families!

- **Each family is unique – though many of us have a lot in common.**

- **Stereotyping and generalizing about families should be avoided.**

- **Many factors can influence how families respond to school climate surveys. SOME EXAMPLES ARE:**

  - The community in which they live;

  - Their lifestyle choices;

  - Their culture and language; and

  - Their personal experience with schools in the past.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

3-Tier Model to Maximize Family Engagement with School Surveys

Special efforts for a few families. ← Intensive: 3rd Tier

Additional supports to boost some families. ← Selective: 2nd Tier

Opportunities afforded to all families. ← Universal: 1st Tier

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Universal Strategies for ALL Families
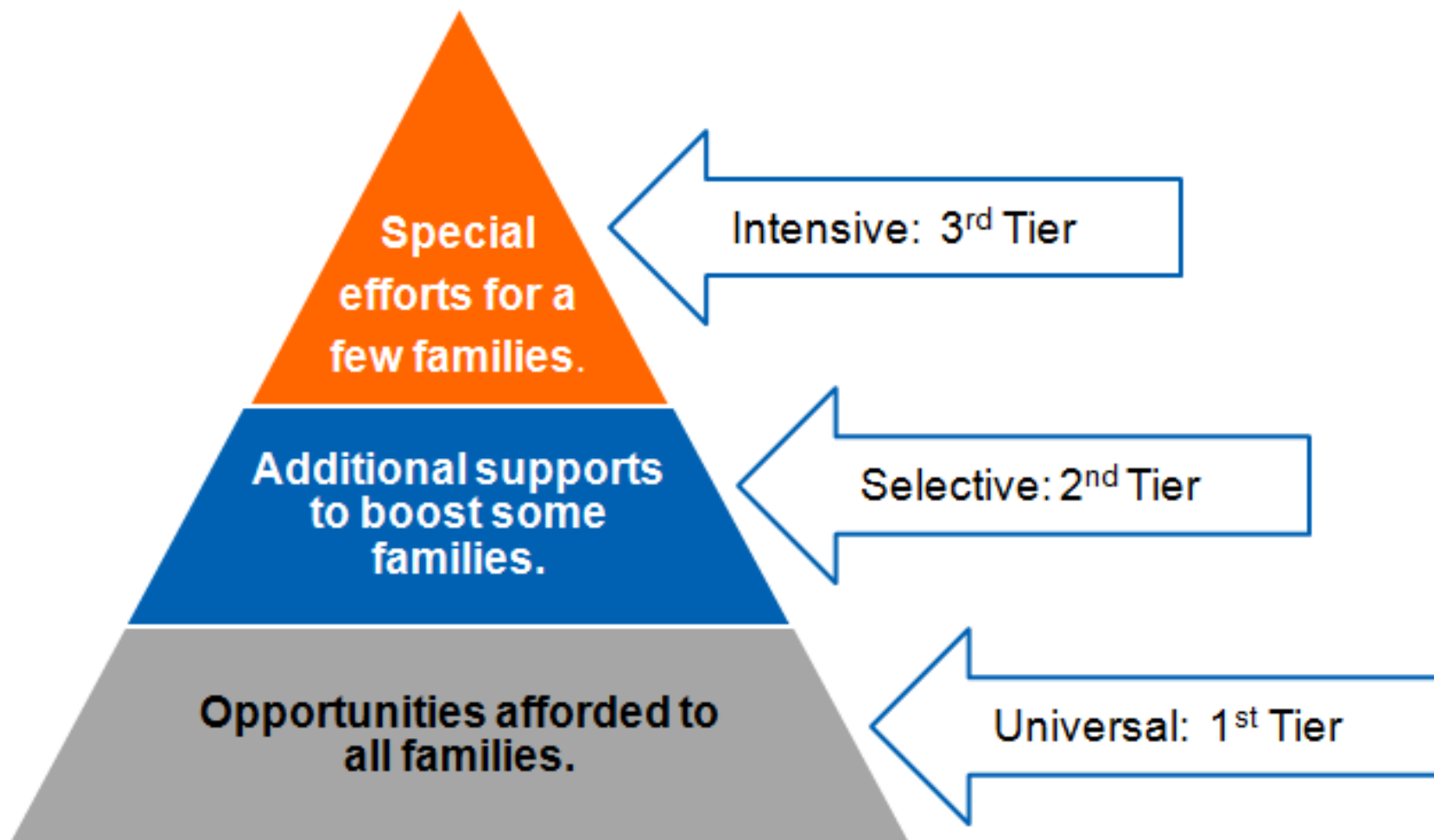
Some Tier 1 Examples:

- **Solicit family input on the survey content, administration process, and use of the results by working with:**
  - Parent and Teacher Organizations and Centers;
  - Family and Community Involvement Committees and Councils;
  - Family Liaisons; and
  - School Improvement Teams.

- **Establish ongoing 2-way communication about the survey using:**
  - Newsletters;
  - Telephone trees;
  - Websites, forums, blogs; and
  - Flyers.

- **Mention the survey at school sponsored social activities for families.**

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Selective Strategies to BOOST Some Families

Some Tier 2 Examples:

- **Present information and conduct surveys in community locations families use and trust such as:**
  - Laundromats, barber shops, or nail salons;
  - Churches, Mosques, Synagogues, Temples; and
  - Community Centers.

- **Find someone who can serve as a "cultural guide" from the community to help you gain the trust of families and communicate with them about the survey.**

- **Connect families who respond to surveys with others who need more encouragement to participate using strategies like:**
  - Peer to peer support; and
  - Neighborhood networks.

- **Use local language speakers to "test" the accuracy of translated informational materials and surveys.**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Intensive Strategies for Hard to REACH Families

Some Tier 3 Examples:

- **Reach out to families on a personal level.**
  - Explain how the survey can help their children and school.
  - Show families that you value what they think.
  - Meet with families where they feel comfortable and safe.
  - Ask them what it would take for them to respond to the survey.

- **Partner with community providers that families trust. Ask them to:**
  - Promote the survey when they meet with individual families; and
  - Help identify the factors that keep specific families from responding to surveys.

- **Hire Family Liaisons to work with families one-to-one to encourage them to respond – perhaps do the survey by interview.**

Staff Climate Surveys ⟩ Family Climate Surveys ⟩ MD Experience ⟩ Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.
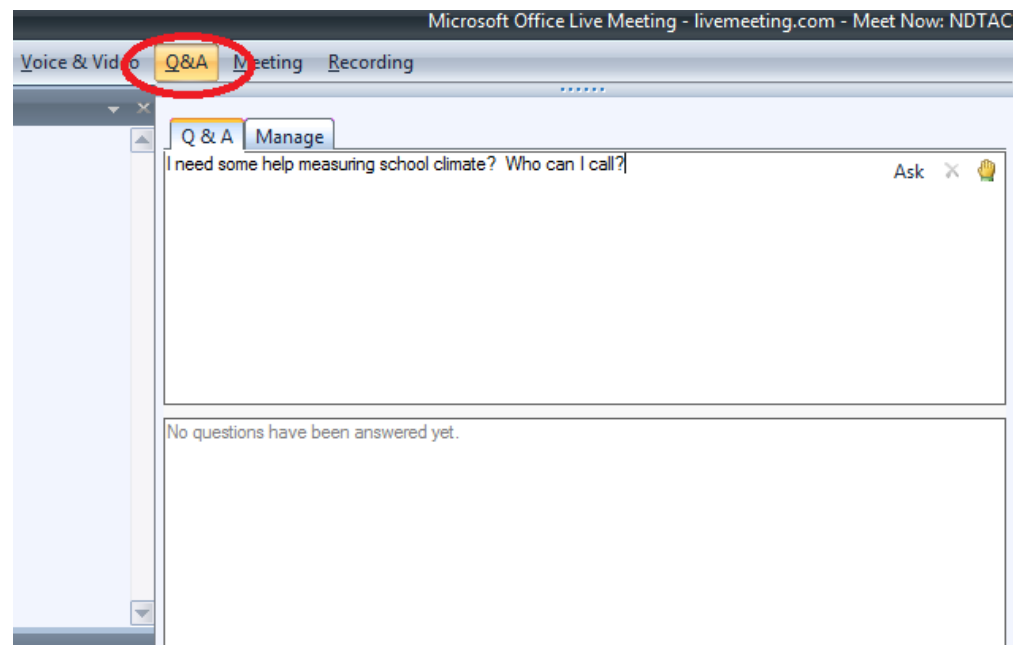
A Suggested Planning Strategy

Use the 3-Tier Model to plan a series of activities to increase family involvement with the survey process and improve family response rates.

- **Know what you want parents and family members to know or do as a result of each specific activity.**

- **Get input from the groups of families you are trying to reach to appropriately incorporate their cultural perspectives in planning the activities .**

- **Decide how to best get the information from the activities to each of these groups.**
  - What will you do for ALL families?
  - What will you do to give some families a BOOST?
  - What will you do to connect with isolated individual families?

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Purpose or objective of the event or activity

- This should be a concise sentence that tells the single most important reasons for holding the event or activity.

- Example: *To introduce families to the school climate survey program in order to encourage and secure their support and participation.*

Safe and Supportive Schools
Engagement | Safety | Environment

Outcomes of the event or activity

- This should be a short list of specific things parents know or will be able to do as a result of participating in the event or activity.

- Example: *Families will:*

  - *Understand that school climate affects their child's experience at school and academic success.*

  - *Have a general idea of what the school climate surveys cover and who will be asked to complete them.*

  - *Believe that their responses are important to school personnel and policy makers.*

  - *Have a general idea of how survey results will be used in planning school improvements.*

  - *Make a commitment to respond to the school climate survey when they get it.*

Safe and Supportive Schools
Engagement | Safety | Environment

How will the outcomes be achieved?

- A presentation for families about the survey will be created to:
  - *Explain what school climate is and why it is important.*
  - *Identify the reasons for conducting a school climate survey.*
  - *Describe how the survey will be conducted including how confidentiality and anonymity will be assured.*
  - *Give a few examples of survey items and a brief overview how survey results will be used.*
  - *Tell families when the survey will be conducted.*

- Presentations will be made by survey experts and teachers in partnership with respected family and community leaders.

- A concise version of the presentation will be recorded for broadcast on local public television channels and posting on the school district website.

- A form will be prepared for family members to indicate how they want to receive the survey – paper, internet, phone interview – and give contact information to assure its delivery.

Safe and Supportive Schools
Engagement | Safety | Environment

Where will the event or activity be held?

Tier 1	Tier 2	Tier 3
A presentation will be made at the regular PTA/PTO (or its equivalent) meeting one month prior to conducting the survey.	Teachers will show the videoed presentation and hold a discussion in their classroom after school during the week after the school wide presentation.	Presentations will be individualized for specific families. They will be done by family liaisons using the same materials.
	A presentation will be made at the Latin American Center in the community on a Saturday morning no more than a week after the school wide presentation.	

Safe and Supportive Schools
Engagement | Safety | Environment

3-Tier Planning Example: Step 5

Who is the intended audience for the presentation?

Tier 1	Tier 2	Tier 3
Families of all students in the school	Families not at the full school meeting.	Families not participating in other forums.
	Recently immigrated families who speak primarily Spanish.	

How will families be contacted and invited to participate?

Tier 1	Tier 2	Tier 3
• Invitations will be sent to all families using at least: ▪Telephone trees; ▪Flyers in school bags; ▪Bulk mail • Public service announcements will be distributed to local media.	• Personal invitations will be sent by US Mail. • Teachers will follow up with a phone call, email, or other personal contact.	Teachers or family liaisons will make phone calls to schedule a face-to-face meeting with individual families.
	The Latin American Center will promote the event.	

Safe and Supportive Schools
Engagement |Safety | Environment

3-Tier Planning Example: Step 6

What accommodations will be made for language and culture?

- All materials will be printed in multi-lingual formats.

- Simultaneous translation will be available at all public events.

- Some presentations will be made for specific language groups.

- Individual meetings will be conducted in the family's preferred language.

- Videos will be available with subtitles in Spanish, Arabic, and Mandarin.

How will you know if and when the outcomes have been achieved?

- Short term – Family members who participated will complete the form indicating how they want to receive the school climate survey.

- Long term – Family member response rates to school climate surveys will increase.

Safe and Supportive Schools
Engagement | Safety | Environment

People Change Systems!

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.
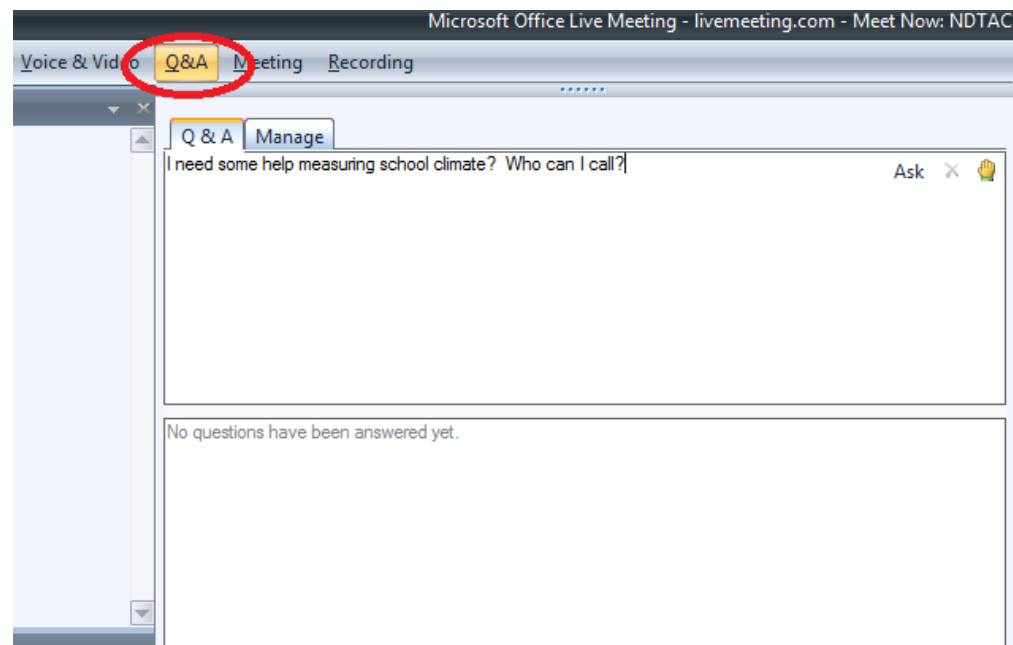
MDS³- Maryland Safe and Supportive Schools Initiative

Sarah Lindstrom Johnson, PhD., MDS3 Assistant Director of Research and Evaluation

In Collaboration with: Catherine Bradshaw, PhD, Johns Hopkins University and Andrea Alexander, LCPC, Maryland State Department of Education

Overview of the MDS³ Initiative

- **MDS³ is a collaborative effort between the Maryland Department of Education, Sheppard Pratt Health Systems, and Johns Hopkins University.**

- **MDS³ has two main goals:**
  - To create a sustainable school climate measurement system and
  - To implement a continuum of evidence-based practices to meet students needs.

- **The initiative will include 60 high schools throughout the state of Maryland.**

Staff Climate Surveys › Family Climate Surveys › MD Experience › Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

MDS³ School Climate Survey
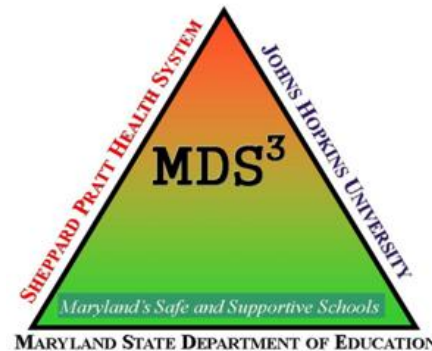
- **In collaboration with state partners, a team at Johns Hopkins Center for Prevention of Youth Violence, developed research-based measures.**

  - The measures fall under three key domains: Safety, Engagement, and Environment.

  - Items were derived from previously published and validated measures.

  - Item selection was informed by focus groups with youth and district staff.

- **The initiative developed anonymous parallel surveys for students, staff, and parents.**

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

MDS³ School Climate Survey Administration

- **Gather data from students (134 items), staff (105), and parents (65) on Safety, Environment, and Engagement.**

- **Administer surveys and report survey data via an online system.**

- **Anticipate survey time:**
  - 20 minutes for students and
  - 10 minutes for staff and parents.

- **Provide classroom specific passwords for students and school specific passwords for staff and parents.**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

MDS3 Climate Survey

Please enter a survey password to continue.

Password: [   ] Go

Staff Climate Surveys › Family Climate Surveys › MD Experience › Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

MDS3 Climate Survey: Staff

Pages: 1 2 3 4 5 6 7 8 9 10 11 12 13

What is your gender?

What grade do you teach?

What is your race/ethnicity?

What school are you completing this survey in reference to?

What is your role in this school?

How many years have you worked in this role?

How many years have you worked at this school?

What is your age?

Submit

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Spring 2011 Survey Participation

- **Total participants (from 52 schools):**
  - 21,824 Students
  - 3,529 Staff
  - 2,019 Family

- **79 school, district, state personnel have access to selected data.**

- **7 schools not in the initiative requested access to the survey.**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Main Survey Administration Challenges

- **Participants' anonymity concerns**

- **Multiple log-ins**

- **Access to/quality of Internet connection**

- **Technical support**

- **Time for survey completion**

- **Awareness and visibility of survey**

Staff Climate Surveys → Family Climate Surveys → MD Experience → Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Provide Support Materials to Schools.

- Project Fact Sheets geared toward target audience
- Survey instruction sheets geared toward target audience
- Project PowerPoint presentation

Encourage Schools to Advertise.

- Link on schools' webpage
- Automated phone and email reminders

Provide Technical Support.

- Availability of an MDS³ staff person to answer questions

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

- **Advertise/Brand materials.**
  - Posters
  - Newsletters
  - Flyers
  - Buttons for MDS³ staff in buildings
  - Student created video introduction to survey

- **Increase Visibility of Data.**
  - Posting on school website
  - Sharing data with staff and parents
  - Using data to make evidence-based decisions

- **Monitor available response rates in collaboration with state partners.**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment
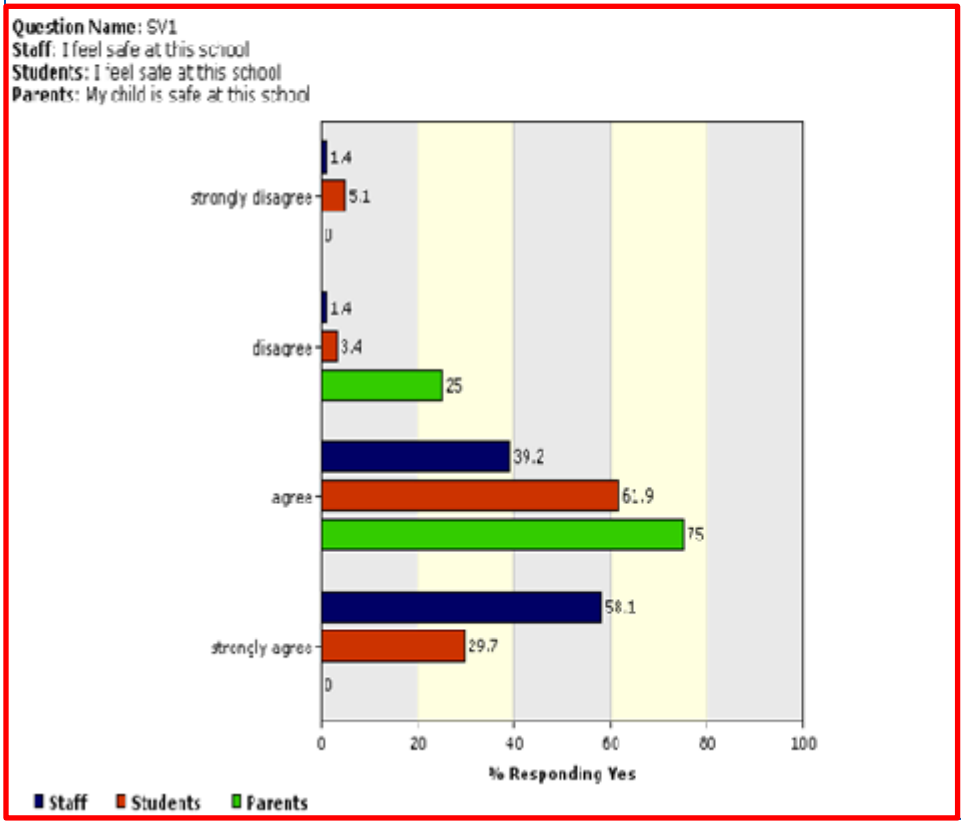
A- Schools Included
B- Response Rate
C- Filters Selected
D- Questions and Data

Staff Climate Surveys

Family Climate Surveys

MD Experience

Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

MDS³ Initiatives to Engage Staff and Parents (continued)

- **Work with Survey Liaison.**
  - Survey Liaison is a paid member of the MDS³ staff.
  - The purpose of the position is to support schools' data collection efforts.
  - This includes:
    - Attending or hosting school meetings of students, parents, and staff and
    - Problem solving with schools.
  - The Survey Liaison is available to all schools.
  - The Survey Liaison targets outreach to schools with lower response rates.

Staff Climate Surveys | Family Climate Surveys | MD Experience | Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Is Your School Ready to Engage Staff and Families in Its School Climate Survey?

If this were your school ---

- **Would you feel the principal, teachers, and/or administrators cared what you think about the school's climate?**

- **Would you believe that your response to a survey would help change things at the school, district, and/or state level?**

- **What would the school have to do differently to encourage you to respond to a school climate survey?**

Staff Climate Surveys > Family Climate Surveys > MD Experience > Take-aways

Safe and Supportive Schools
Engagement | Safety | Environment

Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.

Citations
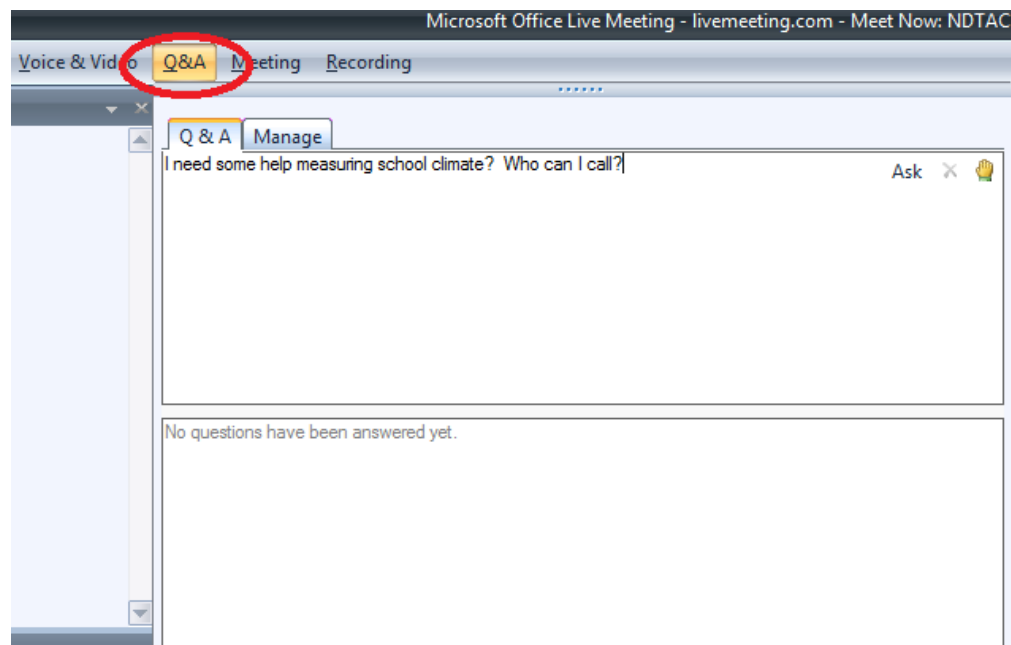
1. Ladd, H. (2009). *Teachers' Perceptions of their Working Conditions: How Predictive of Policy-Relevant Outcomes?* Paper presented at 3rd Annual CALDER Conference. December 11, 2009. Washington, D.C.

2. Moore-Johnson, S.; Kraft, M. A. & Papay, J. P. *How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement.* Project on the Next Generation of Teachers at Harvard Graduate School of Education. March 2001.

3. Lord, B; Cohen, S. & Schwinden, K. *Data on Teacher Working Conditions in Massachusetts, Rhode Island, and Vermont: A Descriptive Summary.* REL-NEI at the Education Development Center. October 2009.

4. *North Carolina Teacher Working Conditions Standards.* With the North Carolina State Board of Education and North Carolina Professional Teaching Standards Commission. Santa Cruz, CA: New Teacher Center. May 2011.

5. Elementary Secondary Elementary Act as amended in 2001. Retrieved on 1/17/12 at http://www2.ed.gov/policy/elsec/leg/esea02/index.html.

6. Osher, T; Garay, L; Jennings, B; Jimmrsen, D; Markus, S. & Martinez, K. *Closing the Gap: Cultural Perspectives on Family-Driven Care.* American Institutes for Research: Washington DC. September 2011. Retrieved 1/17/12 at http://www.tapartnership.org/culturalPerspectives.php .

Safe and Supportive Schools
Engagement | Safety | Environment

Citations

7. Henderson, A . & Mapp K. *The Impact of School, Family, and Community Connections on Student Achievement (Annual Synthesis 2002).* A New Wave of Evidence S E D L : Washington , DC. 2002. Retrieved 1/17/12 at: http://www.sedl.org/connections/resources/evidence.pdf.

8. World View. Wikipedia, The Free Encyclopedia. Wikimedia Foundation. Last Updated. Retrieved on 1/17/12 at: http://en.wikipedia.org/wiki/World_view.

9. Osher, T. & Huff, B. *Working With Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators*: National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, and At-Risk: Washington, DC. Retrieved on 1/17/12 at: http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide_FINAL.pdf.

Safe and Supportive Schools
Engagement | Safety | Environment

Upcoming Webinar

- The FY12 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.