

Steps to Respect Year-End Staff Survey

Introduction

Description and purpose: The Year-End Staff Survey assesses the extent and quality of program implementation. This tool, along with the Year-End Implementation Checklist, will provide an annual record of program implementation activities.

The survey asks staff members about the nature of bullying reports they received and whether they coached students involved in bullying situations. In addition, it asks them to rate aspects of schoolwide implementation (for example, the bullying policy or reporting system) and the level of principal leadership and support. The survey also solicits feedback about training needs and ways to improve schoolwide implementation. Classroom teachers who teach *Steps to Respect* lessons answer additional questions about lesson and activity completion and level of difficulty delivering lessons.

Instructions for use: Given to all staff members following program implementation (for example, late spring), the survey requires 5–15 minutes to complete. To maximize staff participation, designate time on a particular day for the staff to complete it (for example, in a staff meeting).

Scoring: Scoring and interpretation involve both quantitative and qualitative information. Data can be summarized in the following categories: bullying reports and coaching, schoolwide implementation and support, and classroom lesson implementation.

- **Bullying reports and coaching.** The following items should be tallied across the completed staff surveys:
 - Number of staff receiving bullying reports: item 1.
 - Number of staff coaching a student who has been bullied: item 5.
 - Number of staff coaching a student who has bullied others: item 6.
 - Requested training activities in coaching: item 7. Suggested activities can be tallied, and any other suggestions written in should be summarized.

In addition, the timing, location, and nature of the bullying (items 2–4) that staff are aware of should be summarized in narrative form.

- **Schoolwide implementation and support.** Means can be computed for items 8–12 to determine the average rating for various aspects of schoolwide implementation. The rating scale ranges from 1 (poor) to 4 (excellent). The open-ended items (items 13, 14) about ways to improve implementation and support should be summarized in narrative form along with any written-in comments (such as in items 8, 11, and 12).
- **Classroom lesson implementation.** The number of skill and literature lessons taught at each curriculum level can be tallied. Means can be calculated for items 16, 20, 24, and 26 to describe the average difficulty of the skill and literature lessons, level of preparedness to teach the lessons, and ability of students to apply skills (as judged by teachers). Training activities to prepare teachers for lesson presentation listed in item 25 can be tallied, and any other suggestions written in can be summarized. The rest of the items are open-ended (items 17, 18, 19, 21, and 22) and can be summarized in written form.

If less than 100 percent of staff participated, be sure to indicate the level of participation in the summary of results.

Interpreting results: This survey offers a lot of information about components of *Steps to Respect* program implementation. Summarized scores and narrative describe the nature and completeness of the implementation, and may suggest a variety of ways to improve the program and its effectiveness. The more thorough the summary, the more guidance the survey can offer in program refinement.

Results should be presented to staff, ideally at a staff meeting or training, and used to plan implementation goals for the following year.

Some items taken from:

Edstrom, L. V., Frey, K. S., & Hirschstein, M. K. (2000). *Evaluating the Steps to Respect program*. Seattle, WA: Committee for Children.

Steps to Respect Year-End Staff Survey

Please fill out the following survey about the Steps to Respect program so we can learn more about what is working well and what we need to improve. Thank you for your time.

Position on staff _____ Grade level _____

Bullying Reports and Coaching

1. During this school year, did you receive any bullying reports from students?

Yes No

2. What were typical times during the school day in which you would receive bullying reports? (Please list)

3. When students told you about bullying, what kinds of things did they say they were experiencing? (Please list)

4. Where in the school did they say the bullying was happening? (Please list)

5. During this school year, have you coached a student who has *been bullied*?

- Yes No

6. During this school year, have you coached a student who has *bullied*?

- Yes No

7. What would help you feel more prepared to coach students?

- Discussion of coaching method
- Practice coaching
- Seeing someone else coach a student
- Other (Please list) _____

Schoolwide Implementation and Support

Please indicate your opinion about schoolwide aspects of program implementation by circling the appropriate rating.

	Poor			Excellent
8. Principal support of staff during implementation of the program.	1	2	3	4

Please add any comments here:

9. Principal leadership related to the program (for example, designing effective procedures for recess, reporting bullying, etc.).	1	2	3	4
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10. Clarity of our school's bullying policy.	1	2	3	4
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11. Effectiveness of the bullying reporting system in our school (for example, documentation and communication of bullying incidents).	1	2	3	4
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Please add any comments here:

	Poor		Excellent	
12. Consistency of staff follow-up to bullying incidents (for example, assessing safety, coaching, applying consequences).	1	2	3	4

Please add any comments here:

13. What can we do as a school to improve schoolwide implementation and support?

14. Is there any other training that you would like?

STOP HERE if you did not present Steps to Respect lessons in your classroom this year.

Classroom Implementation

15. Which level of the curriculum did you teach?

How many skill lessons did you teach?

16. In general, how easy or difficult has it been to deliver the skill lessons?

Very difficult Somewhat difficult Somewhat easy Very easy

17. What would have made it easier to teach the skill lessons?

18. What was the most challenging part of teaching the skill lessons?

19. Which of the literature books did you use?

20. In general, how easy or difficult has it been to deliver the literature lessons?

Very difficult Somewhat difficult Somewhat easy Very easy

21. What would have made it easier to teach the literature lessons?

22. What was the most challenging part of the literature lessons?

23. Did you try any of the Further Adventures?

- Yes No

24. How prepared did you feel to present the skill and literature lessons to your students?

- Not prepared Somewhat prepared Well prepared

25. What would help you feel more prepared to present the skill and literature lessons to your students?

- Discuss teaching ideas
 Practice teaching
 Seeing someone else teach a lesson
 Other (Please list) _____

26. How well were the students in your class able to apply the *Steps to Respect* program skills to real situations?

- Not at all Somewhat Well Very well

Please add any additional comments about classroom implementation here:

Some items taken from:

Edstrom, L. V., Frey, K. S., & Hirschstein, M. K. (2000). *Evaluating the Steps to Respect program*. Seattle, WA: Committee for Children.