

SCHOOL ADMINISTRATIVE STRUCTURES SURVEY

*Developed by the Beach Center on Disability
University of Kansas
in partnership with families, service providers and researchers*

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Beach Center on Disability

Making a Sustainable Difference in Quality of Life



SURVEY INFORMATION AND INSTRUCTIONS

The purpose of this survey is to find out what kinds of administrative policies and practices are needed to support teachers to work effectively in the classroom.

On the following pages are statements about policies, practices, and structures within schools. Please think about the school where you currently work and check the box that most accurately describes your opinion about the degree to which your school administration reflects that characteristic. In most cases “administration” will refer to the administration in the building where you teach (such as your principal). In some cases the “administration” will refer to the district-wide administration (such as your superintendent and other district office supervisors, or your board of education). For each item, please think about the level that is most appropriate for your situation.

Answering questions: You may use a pencil or pen to check your answers. Use a check mark (✓) or “X.” If you change any answers, please completely erase any previous answers or any extra pencil marks on the page. Please do not make any stray marks, including comments, on the form.

All the information you give us is confidential. Your name will not be attached to any of the information you give us. It is important that you answer as many questions as you can, but please feel free to skip those questions that make you feel uncomfortable.

Thank you so much for sharing your opinion with us!

By completing this survey, you indicate that you have been informed of the important aspects of this study and you are willing to participate.

SCHOOL ADMINISTRATIVE STRUCTURES

Section I: School Administrative Structures

Please read the following statements and check the box that represents the degree to which each item is characteristic of your school administration. As you consider your answers, please think of the administrative level that is most relevant to your particular situation.

| | <i>Almost Never</i> | | <i>Sometimes</i> | | <i>Almost Always</i> | <i>Don't Know</i> | <i>N/A</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The administration has policies that protect student confidentiality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The administration has made changes in the school based on teachers' input. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Financial resources are stable across time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The administration provides teachers with clear guidelines to respect student and parent rights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The administration seeks input from teachers in the development of school policies and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Financial resources are sufficient to meet the primary educational needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The administration provides instructional leadership to ensure that teachers utilize effective classroom practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The administration allows teachers the flexibility to meet the individual instructional needs of each student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The administration provides financial or other resources for teachers to continue their professional growth (e.g., continuing education, attendance at conferences, membership in professional organizations). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The administration updates school policies to fit with current research on best practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The administration encourages teachers to be innovative. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SCHOOL ADMINISTRATIVE STRUCTURES (cont.)

| | <i>Almost Never</i> | <i>Sometimes</i> | | | <i>Almost Always</i> | <i>Don't Know</i> | <i>N/A</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. The administration provides teachers with a salary and benefits package commensurate with community standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The administration has clear guidelines for sharing information about students and their families with other agencies (e.g., SRS, mental health). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The administration provides teachers with incentives to support best practices in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section II: Teacher Practices

Now we want to ask about teacher practices within your school. Please read the following statements and check the answer that represents the degree to which each item is characteristic of teachers in your school.

| | <i>Almost Never</i> | <i>Sometimes</i> | | | <i>Almost Always</i> | <i>Don't Know</i> | <i>N/A</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Teachers and parents collaborate in planning assessments to determine child progress (e.g., academic, behavioral, social, etc). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Teachers ensure environments that promote children's safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Teachers work collaboratively with parents to meet children's needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Teachers participate actively on planning teams for students with special needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Teachers utilize assistive technology in intervention programs for children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Teachers individualize assessments for the child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Teachers plan environments to promote children's active engagement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SCHOOL ADMINISTRATIVE STRUCTURES (cont.)

| | <i>Almost Never</i> | <i>Sometimes</i> | | | <i>Almost Always</i> | <i>Don't Know</i> | <i>N/A</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 22. Teachers provide parents with information and referral resources to help families with non school-related needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Teachers share roles with other professionals (e.g., special educators, speech therapists) in their classrooms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Teachers collaborate with parents in planning and implementing the use of assistive technology. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Teachers use assessment information to guide instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Teachers plan environments to promote children's learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Teachers accommodate parents' priorities and preferences to address individual children's needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Teachers use developmentally appropriate practices that are appropriate to individual student needs and strengths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Teachers and parents use technology to access information and support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Teachers share assessment information in respectful and useful ways. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Teachers design environments to encourage all children's equal participation in tasks and activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Teachers use instructional practices and materials that are responsive to the cultural characteristics and preferences of families in the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Teachers on the team provide instruction that has application to other environments (e.g., home, community). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Teachers access training and technical support programs to support technology applications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SCHOOL ADMINISTRATIVE STRUCTURES (cont.)

| | <i>Almost Never</i> | | <i>Sometimes</i> | | <i>Almost Always</i> | <i>Don't Know</i> | <i>N/A</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 35. Teachers meet legal and procedural requirements in conducting assessments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Teachers use ongoing data to individualize and adapt practices to meet each child's changing needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Teachers on the team recognize that outcomes are a shared responsibility across people working with the child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Teachers use developmentally appropriate measures for class-wide and individual child assessments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Teachers use systematic procedures within and across environments, activities, and routines to promote children's learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Teachers use systematic procedures within and across environments, activities, and routines to promote children's participation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Teachers use practices based on the child's strengths and assets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you! You have finished completing this survey. Please make sure you erase any extra marks and have answered all the questions.

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