

ASPIRE PARENT SURVEY ADMINISTRATIVE INSTRUCTIONS

Purpose

As part of the Illinois ASPIRE project, the Parent Survey focuses on determining the level of knowledge, skills, participation and experiences parents have with the Problem-Solving Team process at the school level. In particular, our goal is to learn about what parents found useful about the process, such as problem solving team meetings, team interactions, and training received on problem solving, in order to determine how training can be improved to increase parent participation and knowledge. This tool focuses on the participation (more than satisfaction) of parents and guardians who have students receiving tier three supports.

Timeline for Administration

The Parent Survey is to be administered during fall and spring of each academic year. Detailed information regarding dates to submit data to Loyola University Chicago is available at the Illinois ASPIRE Program Coordinators Page, which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

Administration Instructions

A Problem-Solving Team member at the building level is required to fill in the top of the form before the parent completes the survey. Please select the purpose of the meeting with the parent (TYPE OF MEETING) and indicate the area of concern with regard to the student. The Illinois ASPIRE project focuses on reading concerns yet the form allows for other concerns to be acknowledged.

The Parent Survey is to be administered to parents of students participating in the Problem-Solving Team process at **Tier Three** in Illinois ASPIRE data collection schools. As indicated below, parents should be reminded that although the Problem-Solving team makes every effort, to communicate clearly and to meet parent needs, we always want to do better. We value their feedback so that we may improve the process and do a better job. For each of the items the parent needs to indicate the extent to which he or she agrees or disagrees with the statement provided. The survey may be completed in any of the following ways: Over the phone, after the meeting, during a Parent-Teacher conference, by mail or other.

Upon completions, the surveys are to be submitted to your district/regional Illinois ASPIRE Regional Coordinator. The Regional Coordinator will make sure all data are sent to the Center for School Intervention, Evaluation, and Training at Loyola University Chicago by the appropriate deadline for that data collection period. Deadlines are available at the Illinois ASPIRE Program Coordinators Page, which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

ASPIRE PARENT SURVEY

Your child's school is a demonstration site for the statewide Illinois ASPIRE project. An important part of the project is developing parents' knowledge and skills with Problem Solving, as well as parent participation and involvement with the Problem-Solving Team at your child's school.

You recently attended a Problem Solving meeting to discuss your child's learning needs, and we thank you for your participation. We make every effort to communicate clearly and to fully meet parents' needs during these meetings, but we want to know how we can do better. We value your feedback to help us improve the process and do a better job. We want to hear about your experience at the meeting you just attended and about your involvement with the Problem-Solving process overall. For this reason, we are interested in your level of agreement or disagreement with the each of the 13 statements below.

For each of the following statements, please indicate with a checkmark your level of agreement or disagreement regarding your experience with the Problem-Solving Team process at your child's school.	Disagree	Some-what Disagree	Some-what Agree	Agree
1. Someone from my child's school helped me understand the Problem-Solving process at my child's school.				
2. Someone from my child's school showed me a graph of how my child was doing in school compared to his/her classmates.				
3. Someone from my child's school explained to me how to read/use the graphs shown to me.				
4. I know what types of questions to ask my child 's teacher about his/her instruction				
5. I felt included in the Problem-Solving process at my child's school				
6. I participated in the Problem-Solving process at my child's school				
7. Understanding the Problem-Solving process has motivated me to participate in the team meetings.				
8. The Problem-Solving Team process helped my child's performance.				
9. I felt like a partner in the Problem-Solving process for my child.				
10. I felt I could ask questions at the Problem-Solving Team meetings.				
11. The Problem-Solving Team listened to me.				
12. The Problem-Solving Team answered my questions.				
13. Overall, I am pleased with my experience with the Problem-Solving process at my child's school.				

Please use the back side of this paper to provide additional comments about the strengths and/or weaknesses of the problem solving team process.

To be completed by School Personnel only			
Building ID code (RCDTS or School Name and District):			
Date of Meeting:		Date of Survey:	
Method of Survey: <input type="checkbox"/> Telephone <input type="checkbox"/> After Meeting <input type="checkbox"/> Parent/Teacher Conference <input type="checkbox"/> Mail <input type="checkbox"/> Other	Type of meeting: <input type="checkbox"/> Initial discussion of the problem <input type="checkbox"/> Intervention planning <input type="checkbox"/> Plan evaluation	Reason for the Problem Solving Team meeting: <input type="checkbox"/> Reading <input type="checkbox"/> Written Language <input type="checkbox"/> Math <input type="checkbox"/> Behavior Concerns <input type="checkbox"/> Other: _____	