



Under-Resourced Learners



Author:
School Perceptions with
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Group Surveyed:
Instructional Staff

Time to Take:
15 minutes

Implementation:
Unique Access Code

Base Survey Includes:
Survey Administration
On-line Access to Results
Analysis Tools

Additional Services:
Custom Written Report
Phone Consultation
On-site Facilitation



Equip ALL of your teachers with the strategies needed to be successful with students who lack essential resources. Designed with Ruby K. Payne PhD, this program helps integrate the concepts contained in **Under-Resourced Learners: 8 Strategies to Boost Student Achievement** so that your teachers are better prepared to meet student needs. Ruby K Payne's **Under-Resourced Learners Program** is a practical, easy to implement process to improve your staff's effectiveness in working with students who lack essential resources.

This program begins with a simple staff survey. A Ruby Payne team member then develops a written report detailing recommendations and a professional development plan for the school/district. The report is reviewed with district/school administration via phone consultation with an Aha! Process team member.



Topics:

- Student Relationships
- Assessment of Resources
- Communication
 - Formal and Informal Register
- Abstract Representation
- School Climate



Benefits:

- Increase awareness of the under-resourced learners in your school
- Develop a plan to improve instructional practices
- Manage the improvement process
- Compare your results with similar schools



www.schoolperceptions.com
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Slinger, Wisconsin 53086
Phone: 262-644-4300
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School Perceptions

321 East Washington Street Slinger, Wisconsin 53086 PH: 262-644-4300

Registration Form

Step 1: Contact Information

Name of School District or Institution:	
Contact Name:	Position:
Phone:	Email:
Mailing Address including City, State & ZIP:	

Step 2: Select a Program (Complete one sheet per program)

For PreK-12 Educators (survey cost includes all educators in a district):	Cost per district
<input type="checkbox"/> Under-Resourced Learners: 8 Strategies for PreK – 12 Educators	\$999
<input type="checkbox"/> Narrowing the Achievement Gap	\$999
<input type="checkbox"/> Framework for Understanding Poverty	\$999
For College Educators: (survey cost includes all faculty, support staff and administration)	Cost per institution
<input type="checkbox"/> Understanding and Engaging Under-Resourced College Students	\$999

Step 2: Final Survey Cost (Base + Option)

Base Survey Cost	
Survey Cost	\$999
Program Option Cost	
<input type="checkbox"/> Written report with analysis, recommendations and phone consultation	\$1,950
<input type="checkbox"/> On-site Facilitation	Call for availability
Total Cost of Survey and Option:	

Step 3: Payment Information

Purchase Order Number:
Billing Address (if different from address above):

Step 4: Timeline and Notes

Proposed Start Date:	Proposed End Date:
Notes:	

Step 4: Fax this form to (262) 364-2717

For more information
call *School Perceptions*
(262) 644-4300



Survey Results Analysis



Report Examples

Longitudinal Analysis

This type of analysis is available when a survey is repeated to the same respondent groups over time. Depending on the survey, the time lapse can be weeks, months or years.

Utilize instructional software as a part of my teaching strategy.

Level	2005 (%)	2009 (%)
Initial	20	31
Developing	60	40
Professional	20	17
Mentor	0	12

Interest in Professional Development	2005 (%)	2009 (%)
Not interested	10	12
Somewhat interested	67	34
Very interested	23	54

Example 1: Longitudinal and Side-by-Side Analysis

Side-by-Side Analysis

For this analysis, respondents are asked two questions about each item. This analysis shows a correlation between two areas such as expertise and interest in professional development.

Comparable School Analysis

Using Master Questions, this report shows how your respondents compare to results from comparable schools.

	District	Comparable	Difference	Sp. Ed.	Minority	<1 yr in district	Free/Reduced Lunch
I feel comfortable asking questions in class.	3.81	4.27	-.46	4.0	3.7	3.7	3.5
Sometimes my teacher lets me choose what I want to learn in class.	2.43	2.63	-.20	2.3	2.1	1.7	2.0
My teachers expect a lot from me.	4.32	4.21	+.11	4.2	4.2	4.3	4.1

Example 2: Comparable School and Disaggregation Analysis

Disaggregation Analysis

Results can be disaggregated on responses to survey questions, or on demographic data that is imported into the survey results for each respondent.

Priority Ranking Analysis

Survey respondents are often asked to prioritize programs, curricular areas, or other items. The overall average of responses is interesting, but comparing the ranking among respondent groups provides the best information for implementing change.

Curriculum and Programs: How important are these programs? (Critical = 4, Important = 3, Somewhat Important = 2, Not Important = 1)			
	Non-Parents	High School Parents	High School Staff
1	Math 3.86	Writing/Grammar 3.71	Preparing students for life after high school 3.75
2	Writing/Grammar 3.58	Math 3.7	Writing/Grammar 3.71
3	Reading/Literature/Vocabulary 3.56	Reading/Literature/Vocabulary 3.69	Critical thinking & problem solving 3.68
4	Science 3.54	Science 3.62	Math 3.63
5	Computer and technology education 3.52	Computer and technology education 3.59	Reading/Literature/Vocabulary 3.58
6	Critical thinking & problem solving 3.51	Advanced placement courses and college prep 3.52	Computer and technology education 3.52

Example 3: Priority Ranking Analysis



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Benefits:

- **Target** professional development to areas of greatest need
- **Measure** improvement of goals and vision
- **Identify** areas of consensus
- **Establish** priorities, goals and vision

We have created this experience so that that you can view sample questions for each category contained within this survey. Thank you for considering School Perceptions!

Under-Resourced Learners- Sample Survey

Welcome! This survey will establish a baseline so you can measure your progress toward implementing the best-practices outlined in Ruby K. Payne's book "Under-Resourced Learners" in your school. The survey will take approximately 20-30 minutes and will be a valuable tool to help you track your progress. For each of the items on the Under-Resourced Learners "pre-test", participating teachers are asked to assess themselves in eight different areas:

- Assess Resources
- Student Relationships
- Formal Register and Story Structure
- Negotiating the Abstract Representational World
- Appropriate Behaviors
- Track Student Learning
- Parent Relationships
- Community

Teachers are asked to reflect on whether or not the specific skill is being used. You will also be asked to rate your level of interest in staff development in each area.

Staff Information

1. Including the current year, how many years have you worked for this school district?

- 1
- 2-4
- 5-10
- 11-20
- over 20

2. What best describes your current role?


- Teacher Associate
- Classroom Teacher
- Counselor
- Support Staff
- Administration
- Other

3. Please indicate the grade level(s) that you currently teach or assist. Please choose all that apply.


- Pre-K/K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Standard:


Assess Resources

I understand the **financial resources** and how they may impact my students' learning, attention, and behavior. 


Yes No

I understand the **language resources** and how they may impact my students' learning, attention, and behavior. 


Yes No

I understand the **emotional resources** and how they may impact my students' learning, attention, and behavior. 


Yes No

I understand the **spiritual (optimism and hope) resources** and how they may impact my students' learning, attention, and behavior. 

Yes No

I understand the **support system resources** and how they may impact my students' learning, attention, and behavior. 

Yes No

I understand the **knowledge of hidden rules** and how they may impact my students' learning, attention, and behavior. 

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

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Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:
Student Relationships

I give students ample time to answer my questions. I do not rush them.

Yes No

I get within an arm's reach of each student each day.

Yes No

Every student in our building has at least one adult in the building who touches base with them every day.

Yes No

I ensure students have opportunities to develop bridging social capital (email buddies, mentors, et. al)

Yes No

At the secondary level, I work with my students to develop a plan to address their own learning performance.

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:

Formal Register and Story Structure

I help students learn how to express their displeasure in formal language to avoid being reprimanded.

Yes No

I use graphic organizers to teach formal patterns of story structure and written text.

Yes No

I teach students phrases to resolve conflict. These phrases often come from formal register.

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:

Negotiating the Abstract Representational World

I give students a visual representation for every vocabulary word or have them sketch the word in a visual drawing.

Yes No

I provide mental models (drawings, stories, analogies) so that students can connect new learning with something they already know.

Yes No

In my grading, 20% of the grade is based on the process, the "how" of the work and 80% on the "what" or the content.

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

3. *There are several additional items on the actual survey not displayed in this sample.*

Standard:

Appropriate Behaviors

My campus has a campus-wide plan that outlines expected behaviors and responses for students.

I identify the few students who are creating the most discipline issues and determine the best intervention for each of them.

I have identified in writing the specific procedures that will be used in my classroom for student accountability.

Please respond to the following statements.

Yes No

Yes No

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:

Track Student Learning

I grid my students' data so that I have an accurate understanding of their academic performance.

I use benchmarks or assessments developed for each grading period against the standards (rather than grades) to determine student growth toward those standards.

When a student is not successful on these assessments (above), I make an immediate intervention for the student.

Please respond to the following statements.

Yes No

Yes No

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:

Parent Relationships

I avoid a "one size fits all" approach with parents and approach each parent as an individual.

My campus focuses on workshops to assist parents in helping their children rather than offering the traditional "parenting" workshops.

Rather than calling parents for a solution, I schedule a conference so that the parent(s) and I can develop a solution together and in person.

Please respond to the following statements.

Yes No

Yes No

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.

Standard:

Community

I know the agencies and support services available in my community for my students and their families.

I have a list of resources available to give to parents and students.

Please respond to the following statements.

Yes No

Yes No

What is your interest in receiving further staff development in this area?

Very Interested Somewhat Interested Not Interested

Very Interested Somewhat Interested Not Interested

There are several additional items on the actual survey not displayed in this sample.