

# Getting Stakeholder Feedback

## Options to get feedback on MTSS products



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After creating drafts of your products (i.e., expectations, schoolwide matrix, acknowledgement system, discipline system), it's important to get feedback from stakeholders, including staff, students, and families. This list of options is structured such that MTSS Leadership Teams create a draft of a product and then ask the staff for feedback. There are other methods to create products, such as having the entire staff break into teams to create drafts of products.

### Ideas to Obtain Staff Feedback

1. Administer surveys
  - a. Use a survey platform (e.g., Google forms, Survey Monkey) to ask staff for feedback
  - b. Administer a pre-designed survey from PBIS Apps
2. Hold Focus Groups
  - a. Organize staff into certain focus groups, based on grade-level or departments
  - b. Ask them to provide feedback on the documents
  - c. Ensure that those conducting the Focus Group are only listening and not judging or defending the products
3. Conduct a "Gallery Walk"
  - a. Display your products around a room
  - b. Give participants sticky notes of two different colors
  - c. Ask participants to review products and write things they like or agree with on one colored sticky note and questions/concerns they have on a different color
  - d. Have them post their sticky notes on the documents, but ask them to maintain a balance or higher ratio of positive statements to negative
4. Organize teams for feedback
  - a. Organize "Feedback Teams" among staff
  - b. Assign each Feedback Team a product or section of a product (e.g., second grade staff review lessons for one expectation and third grade reviews lessons for another expectation; science department is assigned lesson plans, literacy department is assigned schoolwide matrix)
  - c. Respective Feedback Teams provide feedback on draft products
  - d. The Leadership/PBIS team finalizes products based on feedback
  - e. Alternative process: Feedback Teams can create drafts of the products, ask staff for feedback, and then submit them to the Leadership or PBIS Team for finalizing
5. Other methods:
  - a. Post documents in the staff lounge for two weeks and ask for feedback using sticky notes that are placed on the products. Alternatively, staff can give input using a white board that is hung up
  - b. Use a "suggestions box" for staff to give feedback after reviewing the products
  - c. Have members of the MTSS team interview certain staff 1:1 to obtain feedback. Those interviewed can talk with other staff members prior to the interview to ensure their input is represented

## Ideas to Obtain Student Feedback

1. Administer student surveys
  - a. Use a survey platform (e.g., Google forms, Survey Monkey) to ask staff for feedback
    - i. Example questions: *What are the schoolwide expectations? Do you like the schoolwide expectations? If not, what do you think the expectations should be? In the past week, have you been praised or rewarded for following the expectations? If no, were you rewarded in ways you like? If not, what would you like instead?*
  - b. Administer a pre-designed survey from PBIS Apps  
(<https://miblsi.org/sites/default/files/Documents/Presentations/13thAnnualStateConf/Session%20a/McIntosh%20Equity%20handouts.pdf>)
2. Conduct a “Rules Gallery Walk”
  - a. Ask students to walk around the school and document any posted “rules” they can find
  - b. Once collected, post the rules on the walls around a large room with a set of questions
    - i. *Is the rule positively stated?*
    - ii. *What is the purpose of the rule?*
    - iii. *What is the underlying value that this rule promotes?*
    - iv. *Is the rule necessary?*
    - v. *Does this rule fit within any of our school-wide expectations (if they exist)?*
  - c. Use the results to revise expectations and rules
3. Hold Focus Groups
  - a. Identify students to represent the student population.
    - i. Ensure representation across social clique, clubs, sports, fine arts, etc
  - b. Ask them to provide feedback on the documents
  - c. Ensure that those conducting the Focus Group are only listening and not judging or defending the products
4. “Blank Matrix” Activity
  - a. Provide students with the existing schoolwide matrix, but with the specific rules left blank
  - b. Ask student to write (or draw, for younger students) specific examples for each setting for each schoolwide expectation (i.e., fill in the boxes with actions)
  - c. Use the results as follows
    - i. If many students can’t identify examples for particular expectations or settings, consider revising or reteaching those expectations
    - ii. Use the student-provided specific examples in place of staff-generated ones (this makes the matrix more student-friendly and provides examples and non-examples for lesson plans)
5. Provide a blank matrix
  - a. Give students a blank matrix that lists the expectations and three columns that include “At school, it looks likes...,” “At home, it looks likes...,” and “In my neighborhood, it looks likes...”
  - b. Have them complete them and use the results to adjust the schoolwide products

6. Identify students to form teams to provide feedback. These teams can also assist with implementation and provide ongoing feedback. Examples include:
  - i. A Production Team can lead assemblies, create and perform skits, and create schoolwide expectation videos. A Peer Mentor Team can mentor new students on the expectations and lead a “friendship bench” during recess or unstructured times so no student is left out or feeling lonely. A Public Relations Team can run the school store, help coordinate announcements, and help with design elements for prizes (e.g., t-shirts, banners, etc; Labrie, 2014).
  - ii. Have a Community Team that connects with the community by working at a local business, creating holiday cards for neighbors, assisting with business using the expectations and acknowledgement in their business, and doing social action projects (e.g., food drives, etc; Good & Purnima, 2015).
  - iii. A Respect Team can be formed that teaches weekly lessons on respect and other expectations with the principal (Good & Purnima, 2015).
  - iv. A Supervision Support team can wear designated t-shirts during recess or unstructured times where they proactively monitor and support prosocial behaviors. They can also organize and lead activities and be a support person when issues arise (they are monitored by a staff member during this time; Good & Purnima, 2015).
  - v. A Student Spirit Team can create schoolwide activities to connect everyone in the school and promote respect or citizenship among the school and community. The activities are non-contingent on behavior and aim to build culture and connection among staff, students, and families/communities (Good & Purnima, 2015).

## Ideas to Obtain Family Feedback

1. Administer family surveys
  - a. Use a survey platform (e.g., Google forms, Survey Monkey) to ask staff for feedback
    - i. Example questions: *We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the whole school to make it more safe, positive, and predictable. At [school name], our current expectations are [list expectations here]. To teach these expectations, we use a matrix that has specific examples of how to follow the expectations around school:*
    - ii. *[paste matrix here]*
    - iii. *Please answer the following questions to help improve our expectations:*
      1. *Are our school’s expectations for student behavior meaningful or important to you? YES / NO Why or why not?*
      2. *What do you think they should be?*
      3. *What are the values or rules that you want your children to follow at home?*
      4. *Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO If yes, what are they?*
      5. *What other ideas do you have for us to teach students the expectations? Thank you for your time and thoughts! (Source: Leverson et al., 2019)*

- b. Administer a pre-designed survey from PBIS Apps:  
(<http://www.pbiscaltac.org/resources/pfc%20after%20school/Family%20and%20Stakeholder%20Satisfaction%20Survey.pdf>)
  - c. As parents drop off or pick up students, hand parents slips of paper with 2-3 questions they can respond to while waiting. Ask them quick questions to gather input, such as:
    - i. *We have schoolwide expectations (list them). Have you heard them? Do they make sense? Do they match or mismatch with your family values?*
    - ii. *We acknowledge students at our school by (describe acknowledgement system briefly). What feedback or thoughts do you have about this system?*
2. Send home a copy of the products and ask for feedback from parents (alternatively, use an electronic format).
  3. Hold Focus Groups
    - a. Identify families to represent the community.
      - i. Ensure representation across demographics and backgrounds
    - b. Ask them to provide feedback on the documents
    - c. Ensure that those conducting the Focus Group are only listening and not judging or defending the products
  4. Organize a collaboration night
    - a. Invite parents from various demographics and cultures within your site
    - b. Collaboratively create or have them provide input on the products to ensure they are representative and culturally sensitive to their family values
    - c. Parents that attend can be organized into groups based on their child's teacher, by products, by grade-level, or other key factors
  5. Share products during parent conferences or parent/family nights and ask for feedback.
  6. Provide a blank matrix
    - a. Give families a blank matrix that lists the expectations and three columns that include "At school, it looks likes...", "At home, it looks likes..." and "In my neighborhood, it looks likes..."
    - b. Have them complete them and use the results to adjust the schoolwide products

**References:**

- Good, C. & Purnima, L. (2015). *Student voice: Strategies to include students in PBIS*. Presentation at 2015 APBS. Retrieved from: <https://documents.pub/download/chris-good-purnima-lindsay-red-deer-public-schools-alberta-canada-student>
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- Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019, May). *PBIS cultural responsiveness field guide: Resources for trainers and coaches*. Retrieved from <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>