

SAMPLE STMP READINESS REPORT

Below are your team's results from the Readiness for Implementation Survey (Noonan, Gaumer Erickson & Green, 2011) administered online in November 2012. Pay close attention to areas outlined in **BOLD** and consider the suggestions for improvement to strengthen your team.

LEADERSHIP

All five members of the SAMPLE team do not consistently believe a majority of school administration "buys into" improving transition. On average, SAMPLE team perceived a significantly lower level of administration "buy-in" than other new teams.

Which statement best describes your leadership or administration in your school team?	Almost Always 5	Often 4	Some-times 3	Rarely 2	Never 1	Team Avg	12-14 Cohort Avg
1. Administration provides adequate resources/time for school team needs.	0	2	1	1	0	3.25	3.98
2. School team meetings have consistent leadership in attendance.	1	2	1	0	0	4.00	4.25
3. Administration assigns members to STMP team WITHOUT asking first.	1	0	1	0	3	2.20	1.76
4. Some of your tasks have been reassigned so that you can participate in ongoing STMP school meetings	0	0	1	1	2	1.75	2.74

Note: Missing one participant response on items 1, 2, and 4.

SAMPLE team members believe meetings have consistent leadership in attendance. Three areas which might present barriers to successful implementation are: members indicated they did not believe administration consistently provides adequate resources/time for transition improvement, assigned tasks are NOT reassigned to ensure member participation in ongoing STMP school meetings, and members are assigned to STMP team WITHOUT being asked first. This could present barriers to implementation as members don't have the time to accomplish action plan tasks, do not have adequate resources, and/or may not be invested in team participation.

Suggestions to consider:

- ✓ *Hold open discussions of specific tasks and situations that require an unreasonable increase in workload,*
- ✓ *Administration and team members collaboratively identify alternative meeting times to ensure the majority can attend,*
- ✓ *Administration and potential team members collaboratively discuss STMP participation,*
- ✓ *Schedule other staff to temporarily cover classroom/duties to create dedicated improvement time.*

Noonan, P., Gaumer Erickson, A., & Green, J. (2011). *Readiness for implementation survey*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

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TEAM STRUCTURE

STMP Team membership includes the following mandatory representation: administrator or administrator designee, special educator (writes IEPs), and a CTE teacher/general educator/school guidance counselor. Your survey results indicate that you do not have an administrator on your team; however, your team does include a special education department head. It is very important that you keep your school/district administrator informed of all activities, minutes, etc. Administrative support is necessary for sustained improvement in transition, structural changes in your staff (such as a formalized transition coordinator role), and dissemination district-wide.

Suggestions to consider:

- ✓ *Add an administrator/administrator designee to your team,*
- ✓ *Keep administration informed of all activities, minutes, etc.,*
- ✓ *Send action plan and activities to district level staff, and*
- ✓ *Present to school board on improvement activities and successes.*

In your past experience as a member of a school team, were the following components in place?	SAMPLE team (% True)	12-14 STMP Cohort (% True)
5. Agendas regularly posted prior to meeting.	50%	72%
6. Meeting has clear start and stop time.	100%	83%
7. Goals and activities are clear.	50%	75%
8. There are defined roles (e.g. notetaker, timekeeper).	25%	60%

Note: Missing one participant response.

All responding members agreed that meetings have a clear start/stop time. Two of the four responding members did not agree with the other two respondents and stated these components were missing or not in place. This data indicates two of the four members believe agendas are regularly posted prior to meetings and the goals and activities for team/meetings were clearly stated. Three members believe group members do not have defined roles.

Suggestions to consider:

- ✓ *Have a discussion where all members reflect on past meeting effectiveness and functioning,*
- ✓ *Ensure that each team member has an identified role/function,*
- ✓ *Provide agenda that is posted prior to meetings, discuss as a team the best way to disseminate so everyone has a copy,*
- ✓ *Include goals in the agenda and discuss them as a team.*

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TEAM PARTICIPATION

Which statement best describes your past experience as a member of a team in your school?	Almost Always 5	Often 4	Some-times 3	Rarely 2	Never 1	Team Avg	12-14 STMP Cohort Avg
9. I expressed my views without feeling rejected or unheard.	4	0	0	1	0	4.40	4.22
10. I learned things and applied new information to inform group activities.	2	3	0	0	0	4.40	4.35
11. Members valued each other's roles and contributions.	2	2	1	0	0	4.20	4.13
12. If feelings were hurt, there was _____ open discussion about the situation.	0	1	2	1	1	2.60	3.31

Most SAMPLE team members almost always felt that they were able to express individual views without feeling rejected or unheard. Members believed they are learning and applying new information to inform group activities. Two areas which might present barriers to successful implementation are: valuing other's roles and contributions and being able to resolve hurt feelings through open discussion.

Suggestions to consider:

- ✓ *Actively recognize other's contributions,*
- ✓ *Clarify roles. Make sure that each team member has a function at meetings and discuss this as a team,*
- ✓ *To resolve hurt feelings through open discussion, try the Float your Balloon activity in your High Functioning Teams. This exercise encourages team members to offer an idea with zero negative feedback. Team members first offer supportive comments, then discuss limitations and suggestions,*
- ✓ *Utilize "I" statements to increase open communication when disagreements arise.*
 - *I feel _____ when you _____ because _____.*
 - *E.g. I feel hurt/sad/etc. when you do not listen to my ideas because I am excited about transition.*

SELF EFFICACY AND MOTIVATION

Which statement best describes how you feel?	Almost Always 5	Often 4	Some-times 3	Rarely 2	Never 1	Team Avg	12-14 STMP Cohort Avg
13. I am willing to learn the components of the STMP team's tasks.	5	0	0	0	0	5.00	4.95
14. This grant works well with our community.	4	1	0	0	0	4.80	4.70

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15. I typically work best by myself.	1	1	1	2	0	3.20	3.16
16. I engage in activities for recognition from administration and/or peers.	0	1	1	3	0	2.60	2.30

SAMPLE team members are highly motivated to learn components of the STMP tasks and typically believe the grant works well with the community.

Suggestions to consider are:

- ✓ *Maintain levels of motivation,*
- ✓ *Develop team building strategies and foster team networks to emphasize members' collaborative efforts. The Complete Toolkit for building High-Performance Work Teams is a great resource for team building activities,*
- ✓ *Work to develop a high-functioning team that meets its goals (see STMP Process Checklist). High functioning teams meet regularly, use an action plan, succeed in accomplishing goals/tasks, communicate well, and acknowledge successes.*

Readiness for Implementation Survey

Noonan, P., Gaumer Erickson, A., & Green, J. (2011). Readiness for implementation survey. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

[Exit this survey](#)

1. Choose your school/district from the options below.

District A

District B

District C

2. Which statement best describes your leadership or administration in your school team?

Almost always

Often

Sometimes

Rarely

Never

Administration
provides adequate
resources/time for
school team needs.

School team meetings
have consistent
leadership in
attendance.

Administration
assigns members to
STMP team
WITHOUT asking first

Some of your tasks
have been reassigned
so that you can
participate in ongoing
STMP school
meetings.

3. What roles are present at today's STMP training? Click ALL that apply.

Special Educator

General Educator

School Administrator

School Counselor

Career Technical Education

Other (please specify)

4. In your past experiences as a member of a school team, were the following components in place?

True

False

Agendas regularly
posted prior to
meeting.

Meeting has clear
start and stop time.

Goals and activities
are clear.

There are defined
roles (e.g., notetaker,
timekeeper)

5. Which statement best describes your past experience as a member of a team in your school?

Almost always

Often

Sometimes

Rarely

Never

I expressed my views
without feeling
rejected or unheard.

I learned things and
applied new
information to inform
group activities.

Members valued each
others roles and
contributions.

If feelings were hurt,
there was

_____open
discussion about the
situation.

6. Which statement best describes how you feel?

Almost always

Often

Sometimes

Rarely

Never

I am willing to learn
the components of the
STMP team's tasks.

This grant works well
with our community
needs.

I typically work best
by myself.

Almost always

Often

Sometimes

Rarely

Never

I engage in activities
for recognition from
administration and/or
peers.

Done