



RDSPD Climate Survey Page 1 of 5

RDSPD Program Review Pilot 2021

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Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library.

RDSPD Climate Survey – Sample*

The Regional Day School Program for the Deaf (RDSPD) Climate Survey is part of the information gathered from staff. This survey is for school personnel with responsibilities for teaching or providing services for students within the RDSPD.

Individual survey data is confidential. Program results will be included in the peer review summary and can be used to guide program continuous planning efforts.

*Program-specific link to the electronic survey will be provided in the RDSPD's Program Review Library. Complete survey available as a reference at txssn.org/programforms.



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RDSPD Climate Survey

This survey is for school personnel with responsibilities for teaching or providing services for students within the RDSPD. Individual survey data is confidential.

1. Please identify your role in the program. Select all that apply if you have multiple roles.
 - a. Supervisor/coordinator/program administrator
 - b. Early intervention
 - c. Campus deaf education teacher
 - d. Itinerant deaf education teacher
 - e. Interpreter
 - f. Paraprofessional
 - g. Speech Language Pathologist
 - h. Diagnostician/Licensed Specialized in School Psychology
 - i. Audiologist
 - j. Other

2. Please identify the campus where you are based. [will be a drop-down list, district specific]



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Campus Support

This section focuses on items related to how the campus supports those staff who work with students who are deaf or hard of hearing.

Please indicate how much you agree or disagree with the following statements about your campus.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree

This school...

3. Integrates deaf education into its daily operations.
4. Encourages collaboration between general and deaf education personnel (e.g. interpreters are provided time to preview general education lessons, general and deaf education teachers are given ample time to plan for co-teach classes).
5. Provides sufficient time to collaborate with colleagues regarding services for students with individualized education programs (IEPs).
6. Effectively schedules legally-mandated deaf education activities (e.g. assessments, behavior supports, mandated meetings with parents).
7. Provides a positive working environment for staff who serve students with IEPs.
8. Provides effective supports for students needing alternative modes of communication (e.g. manual sign, communication boards, computer-based devices, picture exchange systems, Braille).
9. Provides adequate access to technology for staff who serve students with IEPs.
10. Has good communication with district personnel to support students with IEPs.



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11. Views service to students with IEPs as a shared responsibility among all staff.
12. Has sufficient resources to support deaf education programs and services.
13. Provides ongoing professional development related to the Texas Essential Knowledge and Skills (TEKS) for deaf education staff.
14. If you have any specific feedback you would like to provide regarding campus support, please do so here. [text box]

Student Support

This section focuses on how teachers and other adults on the campus support students who are deaf or hard of hearing within the RDSPD cluster site campuses.

Please indicate how much you agree or disagree with the following statements about staff interactions with students.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree

Teachers and other adults at this school..

15. Contribute to the development and monitoring of student IEPs.
16. Implement accommodations and modifications as identified in student IEPs.
17. Make students feel welcome and a part of the school.
18. Encourage students to participate in extracurricular activities.
19. Have the same standards for students who are deaf or hard of hearing as their grade-level peers in academics and behaviors.
20. Are able to help students utilize their hearing assistive technology.



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21. Respect the unique communication needs of all students.

22. If you have any specific feedback regarding student support you would like to provide, please do so here. [text box]

Program Support

This section focuses on how the RDSPD supports educational goals for students who are deaf or hard of hearing.

Please indicate how much you agree or disagree with the following statements about the RDSPD.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree

This program...

23. Has a clearly defined transition process at all levels.

24. Connects students and their families to community resources.

25. Effectively communicates with RDSPD staff.

26. Provides ongoing support for all campuses on the unique needs of students who are deaf or hard of hearing.

27. Has a communication philosophy that is fully implemented by all RDSPD staff.

28. Supports ongoing professional development to address the unique educational needs for students who are deaf or hard of hearing.

29. If you have any specific feedback regarding program support you would like to provide, please do so here. [text box]