

School Implementation Climate Scale (SICS)

PLEASE READ CAREFULLY

- You will encounter the term evidence-based practice (EBP) throughout the measure, **keep the following definition in mind:**
 - Evidence-based practice** is defined as clearly-specified universal (i.e., **Tier 1 supports for all students**) programs, practices, and supports that (a) promote students' social, emotional, or behavioral functioning; (b) are applicable to target groups; and (c) have demonstrated scientific evidence supporting their efficacy/effectiveness to improve student outcomes.
- When responding to the items, **think about Tier 1 evidence-based practices in general**, rather than a specific program, practice, or support.
- Last, the items are designed to **capture your perceptions and impressions** about what's happening in your school. Based on your perceptions, please indicate the extent to which you agree with each statement.

	0 Not at all	1 Slight extent	2 Moderate extent	3 Great extent	4 Very great extent
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#	Item	Response				
1	One of this school's main goals is to use EBP effectively.	0	1	2	3	4
2	People in this school believe that the implementation of EBP is important.	0	1	2	3	4
3	Using EBP is a top school priority.	0	1	2	3	4
4	This school supports attendance at conferences, workshops, or seminars focusing on EBP.	0	1	2	3	4
5	This school provides EBP trainings or in-services.	0	1	2	3	4
6	This school provides EBP materials (e.g., lesson plans, literature, etc.).	0	1	2	3	4
7	Teachers/school staff who use EBP are seen as experts.	0	1	2	3	4
8	Teachers/school staff who use EBP are held in high esteem in this school.	0	1	2	3	4
9	Teachers/school staff who use EBP are more likely to be recommended for career development opportunities (e.g., recognized as an exemplar, promoted to another position, etc.).	0	1	2	3	4
10	This school provides small perks or incentives (e.g., coffee cards) to teachers/school staff who use EBP.	0	1	2	3	4
11	The teachers/staff who are better at using EBP, are more likely to get additional resources to support their work.	0	1	2	3	4
12	This school provides opportunities to accumulate extra release time or reductions in other duties for the use of EBP.	0	1	2	3	4

13	In this school, teachers/staff review data on barriers to implementation to problem solve and develop action plans.	0	1	2	3	4
14	This school collects data about how well EBP are being implemented (e.g., fidelity assessments).	0	1	2	3	4
15	This school provides data-driven feedback to staff about their delivery of EBP.	0	1	2	3	4
16	This school uses professional development time to support staff to use EBP over time.	0	1	2	3	4
17	This school provides follow-up support after professional development to help teachers/school staff deliver EBP with fidelity.	0	1	2	3	4
18	This school devotes structured meetings (e.g., professional learning communities, grade-level meetings) to problem-solve delivering EBP with fidelity.	0	1	2	3	4
19	This school's continuous improvement efforts integrate the use of EBP.	0	1	2	3	4
20	This school connects implementation of EBP to teachers'/school staff's performance evaluations.	0	1	2	3	4
21	This school integrates the implementation of EBP with other ongoing work.	0	1	2	3	4

Implementation Climate Scale (ICS) Scoring Instructions

This measure assesses employees' shared perceptions of the policies, practices, procedures, and behaviors that are rewarded, supported, and expected in order to facilitate effective EBP implementation.

Items and Subscale Scoring

Scale 1: Focus on EBP

Item #	Item	Scale
1	One of this school's main goals is to use EBP effectively.	0-4
2	People in this school believe that the implementation of EBP is important.	0-4
3	Using EBP is a top school priority.	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 2: Educational Support for EBP

Item #	Item	Scale
4	This school supports attendance at conferences, workshops, or seminars focusing on EBP.	0-4
5	This school provides access to EBP trainings or in-services.	0-4
6	This school provides access to EBP materials (e.g., lesson plans, literature, etc.).	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 3: Recognition for EBP

Item #	Item	Scale
7	Teachers/school staff who use EBP are seen as experts.	0-4
8	Teachers/school staff who use EBP are held in high esteem in this school.	0-4
9	Teachers/school staff who use EBP are more likely to be recommended for career development opportunities (e.g., recognized as an exemplar, promoted to another position, etc.).	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 4: Rewards for EBP

Item #	Item	Scale
10	This school provides small perks or incentives (e.g., coffee cards) to teachers/school staff who use EBP.	0-4
11	The teachers/staff who are better at using EBP, are more likely to get additional resources to support their work.	0-4
12	This school provides opportunities to accumulate extra release time or reductions in other duties for the use of EBP.	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 5: Use of Data (to Support EBP)

Item #	Item	Scale
13	In this school, teachers/staff review data on barriers to implementation to problem solve and develop action plans.	0-4
14	This school collects data about how well EBP are being implemented (e.g., fidelity assessments).	0-4
15	This school provides data-driven feedback to staff about their delivery of EBP.	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 6: Existing Supports to Deliver EBPs

Item #	Item	Scale
16	This school uses professional development time to support staff to use EBP over time.	0-4
17	This school provides follow-up support after professional development to help teachers/school staff deliver EBP with fidelity.	0-4
18	This school devotes structured meetings (e.g., professional learning communities, grade-level meetings) to problem-solve delivering EBP with fidelity.	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 7: EBP Integration

Item #	Item	Scale
19	This school's continuous improvement efforts integrate the use of EBP.	0-4
20	This school connects implementation of EBP to teachers'/school staff's performance evaluations.	0-4
21	This school integrates the implementation of EBP with other ongoing work.	0-4

Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Total Score

Total score for the ICS is calculated by taking a mean of the scale scores.

References

1. Ehrhart, M. G., Aarons, G. A., & Farahnak, L. R. (2014). Assessing the organizational context for EBP implementation: The development and validity testing of the Implementation Climate Scale (ICS). *Implementation Science*, 9(1). doi:10.1186/s13012-014-0157-1
2. Lyon, A., et al. (2018). Assessing organizational implementation context in the education sector: confirmatory factor analysis of measures of implementation leadership, climate, and citizenship. *Implementation Science*, 13(5). doi:10.1186/s13012-017-0705-6