

Table 3 Response frequencies for School Implementation Leadership Scale (SILS) items

SILS subscale	Not at all n, %	Slight extent n, %	Moderate extent n, %	Great extent n, %	Very great extent n, %
Proactive					
Our principal has developed a plan to facilitate implementation of EBP.	6, 1.4	32, 7.3	82, 18.6	199, 45.1	122, 27.7
Our principal has removed obstacles to the implementation of EBP.	12, 2.7	33, 7.5	126, 28.6	176, 39.9	94, 21.3
Our principal has established clear school standards and expectations for the implementation of EBP.	11, 2.5	28, 6.3	101, 22.9	169, 38.3	132, 29.9
Knowledgeable					
Our principal is knowledgeable about EBP.	3, 0.7	23, 5.2	59, 13.4	184, 41.7	172, 39.0
Our principal is able to answer questions about EBP.	6, 1.4	22, 5.0	69, 15.6	175, 39.7	169, 38.3
Our principal knows what he or she is talking about when it comes to EBP.	6, 1.4	24, 5.4	65, 14.7	173, 39.2	173, 39.2
Supportive					
Our principal recognizes and appreciates teacher/school staff efforts toward successful implementation of EBP.	15, 3.4	29, 6.6	67, 15.2	142, 32.2	188, 42.6
Our principal supports teacher/school staff efforts to learn more about EBP.	9, 2.0	30, 6.8	62, 14.1	149, 33.8	191, 43.3
Our principal supports teacher/school staff efforts to use EBP.	7, 1.6	19, 4.3	59, 13.4	180, 40.8	176, 39.9
Perseverant					
Our principal carries on through the challenges of implementing EBP.	10, 2.3	28, 6.3	68, 15.4	181, 41.0	154, 34.9
Our principal effectively addresses critical issues regarding the implementation of EBP.	18, 4.1	34, 7.7	118, 26.8	176, 39.9	95, 21.5
Our principal consistently supports EBP implementation when confronted with setbacks.	11, 2.5	32, 7.3	85, 19.3	185, 42.0	128, 29.0
Communication					
Our principal establishes clear communication systems about EBP.	26, 5.9	38, 8.6	106, 24.0	162, 36.7	109, 24.7
Our principal talks about EBP.	11, 2.5	27, 6.1	76, 17.2	170, 38.5	157, 35.6
Our principal encourages others to communicate with her/him about EBP implementation.	20, 4.5	38, 8.6	84, 19.0	167, 37.9	132, 29.9
Vision/mission					
Our principal links the implementation of EBP to improved student outcomes.	13, 2.9	34, 7.7	65, 14.7	168, 38.1	161, 36.5
Our principal has a clear vision for the implementation of EBP in this school.	19, 4.3	36, 8.2	100, 22.7	161, 36.5	125, 28.3
Our principal connects EBP to the broader mission of our school.	14, 3.2	34, 7.7	77, 17.5	166, 37.6	150, 34.0
Availability					
Our principal is accessible if I need help with implementing EBP.	20, 4.5	45, 10.2	75, 17.0	137, 31.1	164, 37.2
Our principal is available to discuss implementation of EBP.	19, 4.3	49, 11.1	68, 15.4	142, 32.2	163, 37.0
If I have a problem or concern regarding EBP, I can contact our principal.	17, 3.9	34, 7.7	48, 10.9	148, 33.6	194, 44.0

with SILS subscales ($r = .05-.12$). Correlations with the PTSQ provide preliminary evidence of divergent validity, with moderate correlations that are lower than most subscales of the MLQ ($r = .36-.44$). Finally, and providing additional evidence of divergent validity, correlations between SILS subscales and school demographics were low ($r = -.31-.22$).

Discussion

The objectives of the current study were to develop and test a revised version of the SILS for use in the education sector by completing item reduction, confirmatory factor analyses, and examinations of convergent and divergent validity in the context of universal, evidence-based mental health prevention program implementation.