

Appendix D-3: Justification for Instructional Staff Survey Questions

Item numbers 1 – 4 (Gender; age; race; ethnicity)

These items are standard demographic questions gathered for classification purposes and to compare responses across groups.

Item numbers 5-6 (Role at school; working grade level)

Researchers need to know what role the staff member has at the school and what student grade levels they interact with. This will let the research team compare response patterns relative to each category. The curriculum has different modules for K-1, 2-3, and 4-5, and the evaluation must associate responses and comments with the appropriate module.

Item number 7 (Importance of health/safety topics)

This item allows researchers to examine the perceived importance of teaching pedestrian safety at school versus other health and safety topics.

Item number 8 (Topics taught previously)

It is essential to know whether a staff member has ever taught, or is currently teaching, any of the listed health or safety topics since this may impact their opinions of their relative importance.

Item numbers 9-10 (Are children taught to walk safely; pedestrian programs implemented)

These items are essential for determining if staff members are aware of children being taught to walk safely near traffic at their school and whether they are aware of the specific program(s), including the curriculum under evaluation, being taught. The responses from the comparison schools will also indicate the extent to which pedestrian safety materials are in use other than the curriculum under evaluation.

Item numbers 11-13 (Opinions on knowledge of rules for walking safely; safe walking behaviors; ability to walk without adult)

This series of questions assesses whether staff members think students are knowledgeable about pedestrian safety, behave appropriately near traffic, and are capable of walking without adult supervision. The curriculum should promote differences in these opinions between the experimental and comparison schools.

Item number 14 (Did you learn anything?)

This item assesses the impact of the curriculum on staff member knowledge of walking safely near traffic and allows the respondent to provide additional information as to what he or she learned.

Item number 15 (How can pedestrian safety be improved?)

This item is needed to assess what additional actions respondents think can be taken to improve pedestrian safety around their school. In addition, it provides an additional basis for seeing if exposure to the curriculum changes the priority placed on pedestrian safety education.

Item numbers 16-17 (Who should teach?; When should pedestrian safety be taught?)

These questions are vital to determining who staff members think should be teaching the curriculum and when during the school day it should be taught. This is vital process information for curriculum revision/improvement.

Item number 18 (Comments)

This item allows respondents to enter any comments they feel are appropriate.