

Juntos Project Initial Report

Baseline Assessment Cleaning and
Recommendations

Alejandra Garcia Isaza

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Juntos Project Description

Study and intervention details

The *Juntos* Project was a three-year study led by the University of Oregon's Center for Equity Promotion [CEQP](#). The project developed a culturally specific family–school partnership intervention, *Conexiones: Families and Schools United for Equity* (hereafter referred to as *Conexiones*), designed to enhance Latino parents' and educators' capacities to effectively support Latino student success.

The *Conexiones* curricula was built on Latino cultural assets, addressed common challenges confronting immigrant students and families in terms of school success, and utilized effective strategies for increasing educators' awareness of Latino cultures and the barriers that exist for Latino immigrant students and families in schools. It also focused on building effective family-school communication and partnerships with the aim of improving Latino students' academic success.

The six participating schools belonged to three different school districts in the state of Oregon and were randomly assigned to either a control group or a intervention group that received the *Conexiones* intervention program. Study participants completed assessments at three different time points (baseline, immediately post-intervention, and 12-month post-intervention). The complete dataset in the project is made of three waves of data with separate assessments for each participant type (parents, students, and educators).

Report details

This report will be focusing only on the baseline assessment and is intended to describe the data cleaning process with the aim of helping CEQP staff replicate these procedures in subsequent waves of data and future projects. The report will also include a brief description of the sociodemographic characteristics of the study participants, the scale

creation process, the average scores of participants' responses in regards to major study constructs, and recommendations for more advanced statistical analyses that link the different types of participants in the study.



Data Cleaning procedures

The following section describes the data cleaning procedures I performed in each of the participant's type datasets. I performed data cleaning using the [R](#) and [R Studio](#) softwares, but had in mind that end users of the cleaned datasets will likely be SPSS users.

Educator's dataset

The raw dataset had 43 observations and 202 variables of which 17 were metadata variables created by Qualtrics, the software used to develop the assessment surveys. Of the 43 observations, one case, participant with `id` 153 had incomplete data.

In the following code, I removed all but one of the metadata variables, `response_id`, that is an unique identifier assigned by Qualtrics that resulted handy in dealing with duplicated ids. Other data cleaning procedures are described in the comments marked with a # sign.

```
elt_w1_clean <- w1_raw_elt %>%
  janitor::clean_names() %>% # function that formats variables' names
  select(-1:-8, -10:-17, -202) %>% # selecting out columns with metadata
  rename(c("id" = "pj")) %>% # renaming id variable
  arrange(id) # ordering participants ids in descending order
```

0.0.1 Dealing with duplicated ids

When evaluating if the dataset had duplicated ids, I found that `id` 257 was duplicated and there was no `id` 254. In the table below, I am just showing a few variables and participants from `school 2`.

response_id	id	school	q1	q2	q3
R_1NsKbbg0xSNm9DI	251	2	3	3	2
R_Xvok02kOfilkV3	252	2	3	3	4
R_294kWxIg2imaph1	253	2	4	3	3
R_3NEywl5hBzdP9Kt	255	2	3	2	3
R_3McjQ3QdB3iSnbT	256	2	4	3	4
R_6EELe7Uuwi9W7zX	257	2	2	2	3
R_3IRUos8weYHpWB1	257	2	4	3	3

After checking with CEQP's research assistant, I corroborated that one of the duplicated cases of `id` 257 in fact was `id` 254. I fixed this mistake with the code below using the `response_id` variable and the [mutate](#) and [case_when](#) functions.

```
elt_w1_clean <- elt_w1_clean %>%
  mutate(id = case_when(response_id == "R_6EELe7Uuwi9W7zX" ~ "254",
                        TRUE ~ as.character(id))) %>%
  arrange(id)
```

0.0.2 Dealing with survey coding errors

The id protocol followed in CEQP projects is very straightforward. They usually use three digits for each individual participant id and use the first of these three digits to indicate the school id. In this system, ids in the 100's would belong to school 1, ids in the 200's to school 2, and so on.

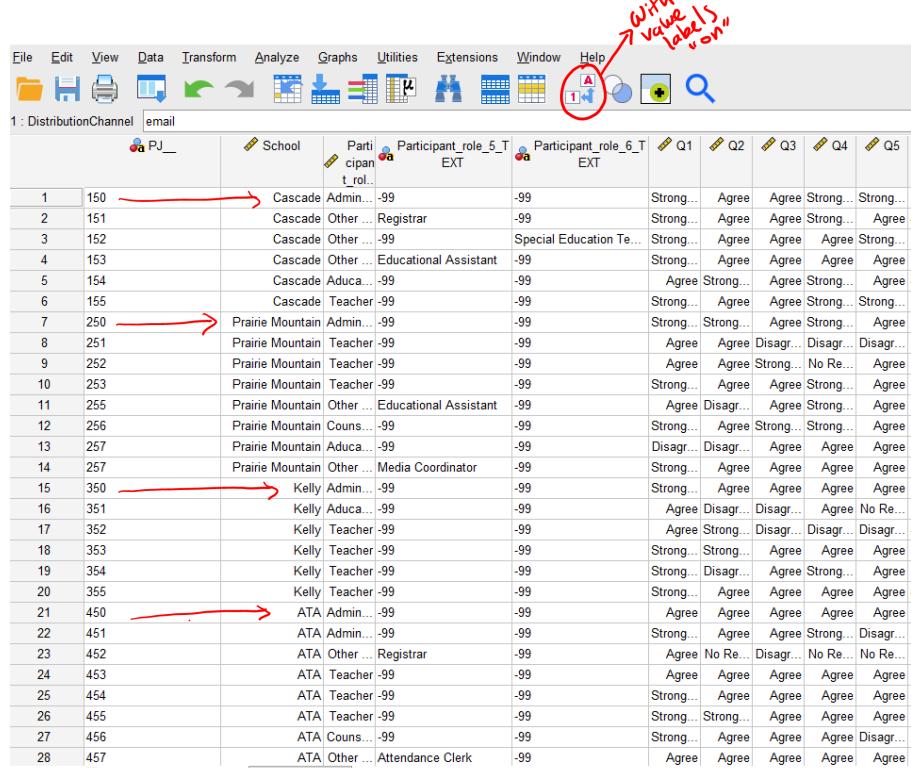
By visual inspection I identified that the first digit of the individual ids in the `id` variable did not correspond to the ids in the `school` id variable for schools 3, 4, 5, and 6. In the table below, I selected four variables and only the first row of data of each of the six schools to illustrate this point.

id	school	q1	q2	q3
150	1	4	3	3
250	2	4	4	3
350	4	4	3	3
450	3	3	3	3
550	6	3	3	3
650	5	4	3	3

As can be seen in the table above, ids in the 300's are coded to belong to school 4 and ids in the 400's are coded to belong to school 3. I am calling this flip-flopped school ids. Schools 5 and 6 were also flip-flopped.

At first, I thought that this could be due to an error in the data exporting process and it seemed like an easy enough fix to make. I thought I just needed to recode the names of the levels of the `school` variable. Later I found that this fix did not solve the issue. It took me a couple of months to identify that the error was coded in the Qualtrics survey.

The images below are screenshots of the same raw data SPSS file downloaded directly from Qualtrics. In figure 1, it can be seen that when the *value labels* button is “on” (i.e. showing value labels and not values), it appears as if there was no flip-flop because the names of the schools coincided with the numbers that were assigned to them. Indeed, “Kelly” was school 3 and its participants were identified with ids in the 300's and “ATA” was school 4 and its participants were identified with ids in the 400's, and so on.

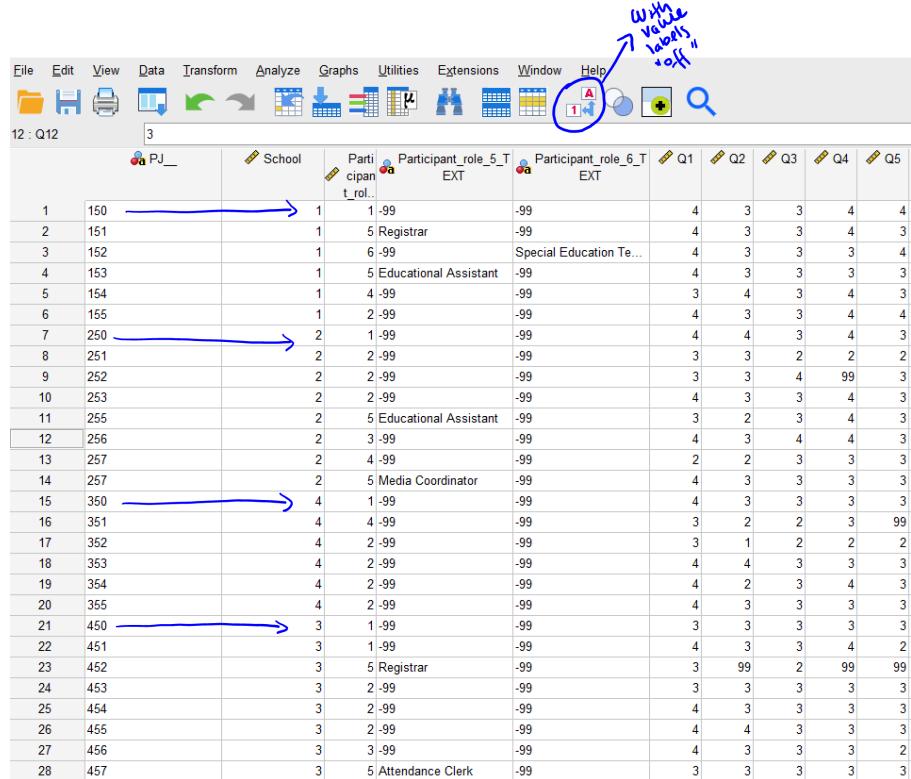


The screenshot shows the SPSS Data View window titled '1 : DistributionChannel_email'. The toolbar at the top has a 'Value labels' button (a blue square with a white icon) circled in red. A handwritten note 'With value labels "on"' is written above the button. The data table contains 28 rows of survey responses. Red arrows point from the first four rows (IDs 150, 250, 350, 450) to their corresponding 'School' column values ('Cascade', 'Prairie Mountain', 'Kelly', 'ATA').

	PJ_	School	Participant_cipan	Participant_role_5_EXT	Participant_role_6_EXT	Q1	Q2	Q3	Q4	Q5
1	150	Cascade	Admin... -99	-99	Strong...	Agree	Agree	Strong...	Strong...	
2	151	Cascade	Other ... Registrar	-99	Strong...	Agree	Agree	Strong...	Agree	
3	152	Cascade	Other ... -99	Special Education Te...	Strong...	Agree	Agree	Agree	Strong...	
4	153	Cascade	Other ... Educational Assistant	-99	Strong...	Agree	Agree	Agree	Agree	
5	154	Cascade	Aduca... -99	-99	Agree	Strong...	Agree	Strong...	Agree	
6	155	Cascade	Teacher -99	-99	Strong...	Agree	Agree	Strong...	Strong...	
7	250	Prairie Mountain	Admin... -99	-99	Strong...	Strong...	Agree	Strong...	Agree	
8	251	Prairie Mountain	Teacher -99	-99	Agree	Agree	Disag...	Disag...	Disag...	
9	252	Prairie Mountain	Teacher -99	-99	Agree	Agree	Strong...	No Re...	Agree	
10	253	Prairie Mountain	Teacher -99	-99	Strong...	Agree	Agree	Strong...	Agree	
11	255	Prairie Mountain	Other ... Educational Assistant	-99	Agree	Disag...	Agree	Strong...	Agree	
12	256	Prairie Mountain	Couns... -99	-99	Strong...	Agree	Strong...	Strong...	Agree	
13	257	Prairie Mountain	Aduca... -99	-99	Disagr...	Disagr...	Agree	Agree	Agree	I
14	257	Prairie Mountain	Other ... Media Coordinator	-99	Strong...	Agree	Agree	Agree	Agree	
15	350	Kelly	Admin... -99	-99	Strong...	Agree	Agree	Agree	Agree	I
16	351	Kelly	Aduca... -99	-99	Agree	Disagr...	Disagr...	Agree	No Re...	I
17	352	Kelly	Teacher -99	-99	Agree	Strong...	Disagr...	Disagr...	Disagr...	I
18	353	Kelly	Teacher -99	-99	Strong...	Strong...	Agree	Agree	Agree	
19	354	Kelly	Teacher -99	-99	Strong...	Disagr...	Agree	Strong...	Agree	I
20	355	Kelly	Teacher -99	-99	Strong...	Agree	Agree	Agree	Agree	
21	450	ATA	Admin... -99	-99	Agree	Agree	Agree	Agree	Agree	
22	451	ATA	Admin... -99	-99	Strong...	Agree	Agree	Strong...	Disagr...	
23	452	ATA	Other ... Registrar	-99	Agree	No Re...	Disagr...	No Re...	No Re...	
24	453	ATA	Teacher -99	-99	Agree	Agree	Agree	Agree	Agree	
25	454	ATA	Teacher -99	-99	Strong...	Agree	Agree	Agree	Agree	
26	455	ATA	Teacher -99	-99	Strong...	Strong...	Agree	Agree	Agree	
27	456	ATA	Couns... -99	-99	Strong...	Agree	Agree	Agree	Disagr...	
28	457	ATA	Other ... Attendance Clerk	-99	Agree	Agree	Agree	Agree	Agree	

Figure 1: Value labels button on.

This changed when the *value labels* button was “off”. In the image below, the flip-flopped school ids is evident again:



The screenshot shows the SPSS Data View window titled '12 : Q12'. The toolbar at the top has a 'Value labels' button (a blue square with a white icon) circled in blue. A handwritten note 'With value labels "off"' is written above the button. The data table contains 28 rows of survey responses. Blue arrows point from the first four rows (IDs 150, 250, 350, 450) to their corresponding 'School' column values ('1', '2', '4', '3') which are clearly incorrect for the listed roles.

	PJ_	School	Participant_cipan	Participant_role_5_EXT	Participant_role_6_EXT	Q1	Q2	Q3	Q4	Q5
1	150	1	1 -99	-99	4	3	3	4	4	
2	151	1	5 Registrar	-99	4	3	3	4	3	
3	152	1	6 -99	Special Education Te...	4	3	3	3	4	
4	153	1	5 Educational Assistant	-99	4	3	3	3	3	
5	154	1	4 -99	-99	3	4	3	4	3	
6	155	1	2 -99	-99	4	3	3	4	4	
7	250	2	1 -99	-99	4	4	3	4	3	
8	251	2	2 -99	-99	3	3	2	2	2	
9	252	2	2 -99	-99	3	3	4	99	3	
10	253	2	2 -99	-99	4	3	3	4	3	
11	255	2	5 Educational Assistant	-99	3	2	3	4	3	
12	256	2	3 -99	-99	4	3	4	4	3	
13	257	2	4 -99	-99	2	2	3	3	3	
14	257	2	5 Media Coordinator	-99	4	3	3	3	3	
15	350	4	1 -99	-99	4	3	3	3	3	
16	351	4	4 -99	-99	3	2	2	3	99	
17	352	4	2 -99	-99	3	1	2	2	2	
18	353	4	2 -99	-99	4	4	3	3	3	
19	354	4	2 -99	-99	4	2	3	3	4	
20	355	4	2 -99	-99	4	3	3	3	3	
21	450	3	1 -99	-99	3	3	3	3	3	
22	451	3	1 -99	-99	4	3	3	4	2	
23	452	3	5 Registrar	-99	3	99	2	99	99	
24	453	3	2 -99	-99	3	3	3	3	3	
25	454	3	2 -99	-99	4	3	3	3	3	
26	455	3	2 -99	-99	4	4	3	3	3	
27	456	3	3 -99	-99	4	3	3	3	2	
28	457	3	5 Attendance Clerk	-99	3	3	3	3	3	

Figure 2: Value labels button off

This survey coding error meant that the `school` variable's value labels properly corresponded to the participants' ids, but the variable's values did not. Instead of recoding the values, I decided to create a new variable called `school_id` and delete the flawed original variable `school`.

In the code below, I used the first digit of the individual participant id variable `id` as the reference for the new `school_id` variable, following CEQP'S id protocol. I also created a new variable called `condition` to indicate which schools were randomly assigned to the control group (coded as 1) or to the intervention group (coded as 2).

I coded schools identified with a `school_id` odd number (1, 3, and 5) as the control schools and the schools identified with an even number (2, 4, and 6) as the intervention schools, as directed by CEQP's research assistant. Finally, I also created a `wave` variable to indicate the wave of the data.

```
elt_w1_clean_2 <- elt_w1_clean %>%
  mutate(school_id = str_sub(id, 1, 1), # new school id variable
        condition = case_when(
          school_id == "1" | school_id == "3" | school_id == "5" ~ "1",
          school_id == "2" | school_id == "4" | school_id == "6" ~ "2")) %>% # new
  condition variable
  select(school_id, condition, everything()) %>%
  add_column(wave = 1, .before = 9) %>% # new wave variable
  select(- school) # deleting school variable
```

The `condition` and `school_id` variables I created in the previous code were string variables. In the code below I made them numeric so they can be used in quantitative analyses. I also added value labels with the `set_vall` function so that SPSS users can use the *value labels* button.

In the code below I also fixed a response option coding error I identified in the variable `q68`. Throughout most of the survey, response options were coded as “Strongly Disagree” = 1, “Disagree” = 2, “Agree” = 3, “Strongly Agree” = 4, “No response” = 99; however, in variable `q68` the response option “No response” was coded as 5.

I fixed this using the `ifelse` function, specifying that if this variable had a response of 5, it should be changed to 99. Finally, I set the variable and value labels with the `set_varl` and `set_vall` functions, respectively, because sometimes procedures performed with R strips out these labels.

```
elt_w1_clean_3 <- elt_w1_clean_2 %>%
  mutate(condition = as.numeric(condition),
    condition = set_vall(condition, c("control" = 1, "intervention" = 2)),
    school_id = as.numeric(school_id),
    school_id = set_vall(school_id, c("cascade" = 1, "prairie_mountain" = 2, "kelly" =
  3, "ata" = 4, "briggs" = 5, "agnes_stewart" = 6)),
    q68 = ifelse(q68 == 5, 99, q68),
    q68 = set_varl(q68, "When I communicate with Latino families, I keep in mind
  that many Latino parents may not understand how to navigate the educational
  system in this
country."),
    q68 = set_vall(q68, c("Strongly Disagree" = 1, "Disagree" = 2, "Agree" = 3,
  "Strongly Agree" = 4, "No response" = 99)))
```

0.0.3 Dealing with split out responses from multiple choice, unique answer variables

In this dataset, several multiple choice variables that were originally meant to have a single answer, were spread out as if they had multiple answers. I believe this was because in the Qualtrics survey development process, the option for *Multiple answer* was selected, instead of *Single answer*.

The screenshot shows the Qualtrics survey development interface. A question titled "How comfortable are you speaking Spanish?" is displayed, containing five options: "Extremely comfortable", "Somewhat comfortable", "Neither comfortable nor uncomfortable", "Somewhat uncomfortable", and "Extremely uncomfortable". To the right of the question, there is a sidebar for "Change Question Type" which is currently set to "Multiple Choice". Below this, under "Answers", the radio button for "Multiple Answer" is selected, while "Single Answer" is unselected. Other answer types listed include "Dropdown List", "Select Box", and "Multi Select Box". The sidebar also includes sections for "Choices" (set to 5), "Edit Multiple", "Automatic Choices", "Position" (set to Vertical), and "Validation Options". At the bottom of the sidebar, there is a link to "Survey Termination Options...".

Figure 3: Qualtrics survey development

When this happens, participants could select mutually exclusive options, like this:

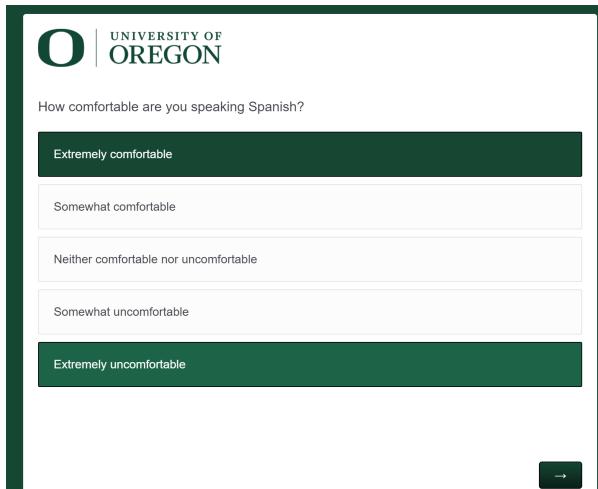


Figure 4: Qualtrics survey preview

When *Multiple answer* is selected, Qualtrics splits these multi-value fields into columns, assigning a value of 1 if a response option is chosen and a value of 0 if a response option is not chosen. In the following code, I collapsed the Spanish variable that was split out so it could be easily used in analyses. To avoid overwhelming the reader, I am omitting the code I used to collapse other language variables. I used the same procedure in all of these variables.

In the code below, the function [pivot_longer](#) makes the dataset “long” as it increases the number of rows and decreases the number of columns. This function gathers variables’ names under the new variable `item_2` and gathers the values of these variables under the new variable `spanish_comfort`. Then, I chose only the options that had a value of 1, indicating when a participant chose that response option.

Finally, I recoded the response options to follow this scheme: “Not at all comfortable” = 1, “Somewhat comfortable” = 2, “Comfortable” = 3, “Very comfortable” = 4, “No response” = 99.

```
# collapsing spanish variables
spa <- elt_w1_clean_3 %>%
  select(id, starts_with("q132_2")) %>% # creating a dataset with only the id and
  Spanish variables
  pivot_longer(
    cols = starts_with("q132_2"),
    names_to = "item_2",
    values_to = "spanish_comfort",
    values_drop_na = TRUE) %>%
```

```
filter(spanish_comfort == 1) %>%
mutate(spanish_comfort = case_when(item_2 == "q132_2_1" ~ "1",
item_2 == "q132_2_2" ~ "2",
item_2 == "q132_2_3" ~ "3",
item_2 == "q132_2_4" ~ "4",
item_2 == "q132_2_99" ~ "99",
TRUE ~ as.character(spanish_comfort))) %>%
select(-item_2) # selecting out variable with repetitive information
```

When all the language variables were collapsed I tested if there were duplicated cases and I found that participant identified with `id` 454 chose response option 1 and response option 2.

id	spanish_comfort
451	3
452	3
453	2
454	1
454	2
455	2
456	1
457	2
458	2

Because I can only assume that this was an entry error because the choices are mutually exclusive, “Not at all comfortable” = 1, vs. “Somewhat comfortable” = 2, I used the [distinct](#) function to retain only unique values.

For this case, option 1 = “Not at all comfortable” was retained as the function “assumes” the second option is the duplicative.

```
spa_2 <- spa %>%
  distinct(id, .keep_all = TRUE)
```

id	spanish_comfort
451	3
452	3
453	2
454	1
455	2
456	1
457	2
458	2

The last step in this process was making the language variables numeric so they could be used in quantitative analyses and adding the value labels so that the SPSS users can use the *value labels* button. I used the code below to do this.

```
elt_w1_clean_4 <- elt_w1_clean_4 %>%
  mutate(english_comfort = as.numeric(english_comfort),
        english_comfort = set_vall(english_comfort, c("not at all comfortable" = 1,
        "somewhat comfortable" = 2, "comfortable" = 3, "very comfortable" = 4, "no
        response" = 99)),
        spanish_comfort = as.numeric(spanish_comfort),
        spanish_comfort = set_vall(spanish_comfort, c("not at all comfortable" = 1,
        "somewhat comfortable" = 2, "comfortable" = 3, "very comfortable" = 4, "no
        response" = 99)),
        other1_lang_comfort = as.numeric(other1_lang_comfort),
        other1_lang_comfort = set_vall(other1_lang_comfort, c("not at all
        comfortable" = 1, "somewhat comfortable" = 2, "comfortable" = 3, "very
        comfortable" = 4, "no response" = 99)),
```

```
other2_lang_comfort = as.numeric(other2_lang_comfort),
other2_lang_comfort = set_val(other2_lang_comfort, c("not at all
comfortable" = 1, "somewhat comfortable" = 2, "comfortable" = 3, "very
comfortable" = 4, "no response" = 99)),
)
```

As shown, the following variables were the result of the collapsing process described above: english_comfort, spanish_comfort, other1_lang_comfort, and other2_lang_comfort.

0.0.4 Renaming demographic variables

In the code below, I used the [rename](#) function to rename the demographic variables that I will use to describe participants's characteristics in the next section of this report. This function uses a “new name” = “old name” pattern. Very straightforward!

At the end I selected out a few variables that did not have meaningful information. For instance, variable q127 was a response/no response question that only indicated if participants chose to answer it. The meaningul information was contained in variable q127_1_text that was renamed as age.

```
elt_w1_clean_5 <- elt_w1_clean_4 %>%
  rename(c("age" = "q127_1_text"),
  c("birth_country" = "q128"),
  c("another_birth_country_text" = "q128_2_text"),
  c("age_first_moved_us" = "q129_1_text"),
  c("white" = "q130_1"),
  c("hispanic_latino_spanish" = "q130_2"),
  c("black_african_american" = "q130_3"),
  c("asian" = "q130_4"),
  c("american_indian_alaska_native" = "q130_5"),
  c("indigenous_americas" = "q130_6"),
  c("middle_eastern_north_african" = "q130_7"),
  c("native_hawaiian_pacific_islander" = "q130_8"),
  c("race_ethnicity_other" = "q130_9"),
  c("race_ethnicity_no_response" = "q130_99"),
  c("indigenous_americas_text" = "q130_6_text"),
  c("race_ethnicity_other_text" = "q130_9_text"),
  c("gender_id" = "q131"),
  c("years_in_position" = "q133"),
  c("years_in_school" = "q134"),
  c("equity_leadership" = "q135_1"),
  c("cultural_responsiveness" = "q135_2"),
  c("restorative_practices" = "q135_3"),
  c("diversity" = "q135_4"),
```

```
c("ell" = "q135_5"),
c("cont_ed_other" = "q135_6"),
c("cont_ed_na" = "q135_88"),
c("cont_ed_no_response" = "q135_99"),
c("cont_ed_other_text" = "q135_6_text")) %>%
mutate(age = as.numeric(age)) %>%
select(-q127, -q129, -q131_3_text) # selecting out because they did not have
meaningful info
```

Parent dataset

...

Youth dataset

...

Participant descriptives

In the following section, I used descriptive statistics to summarize participants' characteristics. In this analysis, I treated responses such as "99 = not applicable" or "88 = no response" as missing values. Other category of missing values were responses coded by Qualtrics as "-99 = seen but unanswered", when participants were not forced to respond.

In the code below I applied a function I created `recode_missing_df` to recode these values as `NA`, the way R codes missing values.

```
elt_w1_clean_6 <- recode_missing_df(elt_w1_clean_5)
```

Educator's characteristics

Educators in this first wave of data ($n = 43$) had a mean age of 42.89 years, with an age range between 24 and 62 years. The Overwhelming majority of educators were identified as female (72.09%). A little less than half of the educators were teachers (48.84%), followed by administrators (16.27%) and other classified staff (16.27%). The remaining 20% of the sample was comprised of educational assistants, counselors, and other certified staff. About half of the educators have been in their current career position, regardless of school site, for over 10 years. About 12% of the educators have been in their current career position for less than a year.

include plot that has dots of educators within years of experience.

All but four of the educators were born in the United States (U.S.). These four educators traced back their roots to Mexico or El Salvador and report coming for the first time to the U.S. when they were between 11 and 24 years of age. The entirety of the Educators in the sample felt either *very comfortable* or *comfortable* speaking in English, but only about 20% felt the same way speaking in Spanish. Finally, the race/ethnicity breakdown of the sample was approximately 79% White, 12% Latino, 7% Native American, and 2% African American.

Parent characteristics

...

Youth characteristics

...

Scale creation and Testing

Say something about scales

Educator's scales

...

Parent scales

...

Youth scales

...

Average Scores of Major Study Constructs

Say something about the average scores...

```
# using the function descriptives I created above  
# descrip_table <- descriptives(elt_w1_clean_6) # use df that has scales, not  
elt_w1_clean_6
```

Educator's average scores

...

Parent average scores

...

Youth average scores

...

note: include plots with average scores

Recommendations

I recommend...

- id protocol
 - When developing the id protocol for schools, make sure that both values and values labels coincide.
 - Assign an unique identifier for each participant and an unique identifier per family.

Appendix

`view_df(elt_w1_clean_5) # change for final_elt_w1 when done.`

Data frame: elt_w1_clean_5				
ID	Name	Label	Values	Value Labels
1	school_id		1 2 3 4 5 6	cascade prairie_mountain kelly ata briggs agnes_stewart
2	condition		1 2	control intervention
3	response_id	Response ID		<output omitted>
4	id			<output omitted>
5	participant_role	Your role at this school: - Selected Choice	1 2 3 4 5 6	Administrator Teacher Counselor Aducatonal Assistant Other classified staff (specify) Other certified staff (specify)
6	participant_role_5_text	Your role at this school: - Other classified staff (specify) - Text		<output omitted>
7	participant_role_6_text	Your role at this school: - Other certified staff (specify) - Text		<output omitted>
8	wave			range: 1-1
9	q1	There are 135 questions on this survey. It is designed to be answered		

by all members of the school staff. As a result you may not always have experience with the situations we refer to. You may feel you don't have enough contact with a certain situation to answer a certain question, but using your best judgement, please choose the answer that best reflects your opinion and experience. Because this survey is completely voluntary, we have provided a "no response" option on all statements however, we hope that you choose to answer all questions as thoughtfully as possible using the agreement scale provided.

School Climate

This beginning section asks about your opinion of the general climate of the school.

Using the scale provided, please indicate how much you agree or disagree with each statement.

The asterisks mean the following:

- = Parents or Guardians

** = Administrators, teachers and all other staff

I enjoy working at this school.	1	Strongly Disagree
	2	Disagree
	3	Agree
	4	Strongly Agree
10	q2	Teachers and parents* listen to each other.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
11	q3	Students get along well with each other.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
12	q4	I am a valued member of this school.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
13	q5	There is a trusting relationship between teachers and students.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
14	q6	There is a trusting relationship between teachers and parents.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
15	q7	There is a trusting relationship between teachers.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	Strongly Agree No Response
16	q8	There is a trusting relationship between administrators and all other school staff**.
	1	Strongly
	2	Disagree
	3	Disagree
	4	Agree
	99	

Strongly
Agree
No Response

17	q9	Students in this school are enthusiastic learners.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
18	q10	Teachers are proud to be teachers.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
19	q11	School staff is respectful to the whole school community.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
20	q12	Parents from diverse groups are involved in the school.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
21	q13	Administration and other school staff collaborate well.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
22	q14	The school is welcoming to all its members.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
23	q15	This schoolâ€¢ creates opportunities for community building.	1	Strongly Agree
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response

24	q16	This schoolâ€¹ creates a sense of belonging for all.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
25	q17	This schoolâ€¹ actively engages parents to take part in school-related activities and functions.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
26	q18	This schoolâ€¹ clearly communicates its expectations to students.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
27	q19	This schoolâ€¹ clearly communicates its expectations to parents.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
28	q20	This schoolâ€¹ is a safe and caring environment for all.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
29	q21	This schoolâ€¹ views parents as important to the schoolâ€™s success.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
30	q22	This schoolâ€¹ has parents from diverse cultures involved in school functions and activities.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
31	q23	This schoolâ€¹ has a lot of parent participation in school functions and activities.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
32	q24	This schoolâ€¹ creates positive relationships with all types of families, even if there are language		

			and cultural/ethnic differences.	1	Strongly Disagree	
				2	Disagree	
				3	Agree	
				4	Strongly Agree	
				99	No Response	
33	q25		This section has to do with how your school and the school community deal with conflict and challenging behaviors. Please indicate how much you agree or disagree with each statement by using the scale provided.	1	Strongly	
				2	Disagree	
				3	Disagree	
				4	Agree	
				99	Strongly Agree	
					No Response	
34	q26		At this schoolâ€¢ when a student causes harm, the schoolâ€™s main response is to punish the student.	1	Strongly	
			At this schoolâ€¢ when there is conflict, school staff considers the diverse background and differing points of view of the people involved.	2	Disagree	
				3	Disagree	
				4	Agree	
				99	Strongly Agree	
					No Response	
35	q27		At this schoolâ€¢ students and staff communicate with each other respectfully.	1	Strongly	
				2	Disagree	
				3	Disagree	
				4	Agree	
				99	Strongly Agree	
					No Response	
36	q28		At this schoolâ€¢ parents contribute to solutions for their studentâ€™s school-based behavioral problems.	1	Strongly	
				2	Disagree	
				3	Disagree	
				4	Agree	
				99	Strongly Agree	
					No Response	

37	q29	At this schoolâ€¡ â€¡when there is conflict, we focus on the needs and interests of all parties involved.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
38	q30	At this schoolâ€¡ â€¡we support direct and constructive dialogue in a safe environment.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
39	q31	At this schoolâ€¡ â€¡students are allowed to make amends after causing harm.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
40	q32	At this schoolâ€¡ â€¡when there is conflict, it is handled quickly.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
41	q33	At this schoolâ€¡ â€¡when there is conflict, we focus on repairing the harm and restoring relationships.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
42	q34	At this schoolâ€¡ â€¡we learn from conflict and donâ€™t ignore it.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
43	q35	At this schoolâ€¡ â€¡students work with school staff to resolve conflicts and problems.	1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
44	q36	This section has to do with how your school and the school community engage with the different cultural backgrounds present in your school. Please indicate how much you agree or disagree		

			with each statement by using the scale provided.	1	Strongly Disagree
				2	Disagree
				3	Agree
				4	Strongly Agree
			As staff at this schoolâ€!	88	N/A
				99	No Response
			â€ we are committed to our own professional development and ongoing education about how our cultural backgrounds influence our work.		
45	q37		As staff at this schoolâ€!	1	Strongly
				2	Disagree
				3	Disagree
				4	Agree
			â€ we collaborate and implement best practices for teaching students from diverse cultural and language backgrounds.	88	Strongly
				99	Agree
					N/A
					No
					Response
46	q38		As staff at this schoolâ€!	1	Strongly
				2	Disagree
				3	Disagree
				4	Agree
			â€ we recognize that every child, no matter what they struggle with, also has strengths and resources.	99	Strongly
					Agree
					No
					Response
47	q39		As staff at this schoolâ€!	1	Strongly
				2	Disagree
				3	Disagree
				4	Agree
			â€ we teach students about civic awareness and social responsibility.	88	Strongly
				99	Agree
					N/A
					No
					Response
48	q40		As staff at this schoolâ€!		
			â€ the teachers and administrators examine policies and practices to		

			1	Strongly Disagree	
			2	Disagree	
			3	Agree	
			4	Strongly Agree	
			99	No Response	
49	q41	As staff at this schoolâ€	1	Strongly	
		â€ we are comfortable	2	Disagree	
		advocating for student equity with	3	Disagree	
		other staff	4	Agree	
		members.	99	Strongly	
				Agree	
				No	
				Response	
50	q42	As staff at this schoolâ€	1	Strongly	
		â€ we ensure every student	2	Disagree	
		has the resources needed to succeed	3	Disagree	
		(e.g. rents or	4	Agree	
		borrow musical instruments,	99	Strongly	
		ensures that computer		Agree	
		labs are open for use, provides		No	
		resources and		Response	
		materials available in languages			
		other than			
		English.)			
51	q43	As staff at this schoolâ€	1	Strongly	
		â€ we make special efforts	2	Disagree	
		to engage with families who have	3	Disagree	
		low participation	4	Agree	
		rates in school.	99	Strongly	
				Agree	
				No	
				Response	
52	q44	As staff at this schoolâ€	1	Strongly	
		â€ we provide a Family	2	Disagree	
		Resource Center which allows for	3	Disagree	
		safe and	4	Agree	
		welcoming interactions between	99	Strongly	
		school staff and		Agree	
		family members.		No	
				Response	
53	q45	As staff at this schoolâ€			

			1	Strongly Disagree
			2	Disagree
			3	Agree
			4	Strongly Agree
			99	No Response
54	q46	As staff at this schoolâ€¦	1	Strongly
			2	Disagree
			3	Disagree
		â€¦we see ourselves as a supportive community that includes all our families.	4	Agree
			99	Strongly Agree
				No Response
55	q47	As staff at this schoolâ€¦	1	Strongly
			2	Disagree
			3	Disagree
		â€¦we are comfortable talking about equity issues in deep ways.	4	Agree
			99	Strongly Agree
				No Response
56	q48	As staff at this schoolâ€¦	1	Strongly
			2	Disagree
			3	Disagree
		â€¦we are able to talk about our own personal cultural identities and experiences.	4	Agree
			99	Strongly Agree
				No Response
57	q49	As staff at this schoolâ€¦	1	Strongly
			2	Disagree
			3	Disagree
		â€¦we donâ€™t sweep issues of race, equity, or culture under the rug.	4	Agree
			99	Strongly Agree
				No Response
58	q50	This section has to do with having conversations about equity with your colleagues and other school staff. Please indicate how much you agree or disagree with each		

			statement by using the scale provided.	1	Strongly Disagree		
				2	Disagree		
				3	Agree		
				4	Strongly Agree		
				99	No Response		
			Even if others in my school do not share my commitment to equity issues, I know how to â€¢ engage them around equity issues.				
59	q51		Even if others in my school do not share my commitment to equity issues, I know how to â€¢ ...promote equity work.	1	Strongly		
				2	Disagree		
				3	Disagree		
				4	Agree		
				99	Strongly Agree		
					No Response		
60	q52		Even if others in my school do not share my commitment to equity issues, I know how to â€¢ have difficult conversations with colleagues about issues such as implicit bias, discrimination, disproportionality (e.g., disciplinary outcomes.)	1	Strongly		
				2	Disagree		
				3	Disagree		
				4	Agree		
				99	Strongly Agree		
					No Response		
61	q53		At my school, I feel confident that â€¢ I could facilitate a conversation with my colleagues about difficult topics such as implicit bias, discrimination, or disproportionality.	1	Strongly		
				2	Disagree		
				3	Disagree		
				4	Agree		
				99	Strongly Agree		
					No Response		
62	q54		At my school, I feel confident that â€¢ ...if I saw a colleague acting in a way				

that I felt was inequitable or unfair, I would know how to reach out to that person in order to have an open and honest conversation about the incident.	1	Strongly Disagree			
	2	Disagree			
	3	Agree			
	4	Strongly Agree			
	99	No Response			
63	q55	At my school, I feel confident that if I saw another staff member acting in a way I felt was inequitable or unfair, I would feel comfortable disrupting the behavior in a gentle, positive way.	1	Strongly Disagree	
	2	Disagree			
	3	Disagree			
	4	Agree			
	99	Strongly Agree			
		No Response			
64	q56	This section focuses specifically on the relationship between the school and its Latino families. Please indicate how much you agree or disagree with each statement by using the scale provided.	1	Strongly Disagree	
	2	Disagree			
	3	Disagree			
	4	Agree			
	99	Strongly Agree			
		No Response			
65	q57	At this school, information about homework, school activities, and opportunities for family involvement is available in Spanish.	1	Strongly Disagree	
	2	Disagree			
	3	Disagree			
	4	Agree			
	99	Strongly Agree			
		No Response			
66	q58	At this school, we have an open and accepting attitude toward Latino families.	1	Strongly Disagree	
	2	Disagree			
	3	Disagree			

4	Strongly
99	Disagree
	Disagree
	Agree
	Strongly
	Agree
	No Response

67	q59	At this schoolâ€¢ we have a welcoming environment for Latino cultures and languages.	1	Strongly
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
68	q60	At this schoolâ€¢ ...teachers, administrators and school staff actively engage Latino families in school activities and functions.	1	Strongly
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
69	q61	At this schoolâ€¢ ...a bilingual (Spanish/English) staff member or translator is readily available when needed or requested.	1	Strongly
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
70	q62	At this schoolâ€¢ we hold a number of multi-cultural events and social nights in Spanish or bilingually.	1	Strongly
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
71	q63	At this schoolâ€¢ we actively seek the participation of our Latino families in all aspects of the school.	1	Strongly
			2	Disagree
			3	Disagree
			4	Agree
			99	Strongly Agree No Response
72	q64	At this schoolâ€¢ we offer workshops in Spanish on topics such as parent leadership in the school, how to understand the curriculum, and ways to		

			1	Strongly Disagree	
help children succeed academically.			2	Disagree	
			3	Agree	
			4	Strongly Agree	
			99	No Response	
73	q65	This section has to do with your relationship with Latino families. Please indicate how much you agree or disagree with each statement by using the scale provided.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			88	Strongly	
			99	Agree	
				N/A	
				No	
				Response	
74	q66	If I had a problem with a Latino child, I would feel comfortable talking to his/her parent about the situation.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly	
				Agree	
				No	
				Response	
75	q67	If I am in contact with a Latino family, I keep in mind that Latino families come from a variety of different cultures and linguistic backgrounds.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly	
				Agree	
				No	
				Response	
76	q68	When I communicate with Latino families, I keep in mind that many Latino parents may not understand how to navigate the educational system in this country.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly	
				Agree	
				No	
				response	
77	q69	I reach out to Latino families so they feel like part of the school community.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly	

Agree	No	Response						
78	q70	The school makes Latino parents aware of opportunities for leadership roles in the school such as the Parent-Teacher Association or other decision-making opportunities.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99	Strongly Agree				
				No Response				
79	q71	Community resources and information are readily available and in Spanish at this school.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99	Strongly Agree				
				No Response				
80	q72	This school reaches out to community organizations that focus on Latino families.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99	Strongly Agree				
				No Response				
81	q73	Regardless of Latino students' abilities, it seems most Latino students are bound for a vocational career rather than for community college or university studies.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99	Strongly Agree				
				No Response				
82	q74	In general, Latino parents ask questions or make suggestions to me about their child.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			88	Strongly Agree				
			99	N/A				
				No Response				
83	q75	In general, I see Latino parents supporting their children's education, such as going to the library or helping with homework.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99	Strongly Agree				
				No Response				
84	q76	In general, Latino parents are involved in their children's lives at school.	1	Strongly				
			2	Disagree				
			3	Disagree				
			4	Agree				
			99					

Strongly
Agree
No Response

- 85 q77 The next section is about the classroom environment. You do not necessarily have to be a teacher or teaching assistant, we are looking for your opinion about how you think the classroom environment is at your school. If you feel you have enough knowledge of how the classroom operates, even if you are not a teacher or teaching assistant, please answer the next section by answering ‘yes’, if not, answer ‘no’ below.

- 86 q78 For teachers, teacher assistants, and staff who interact in the classroom environment.

The following questions are about interactions between you and your students in your classroom. Please answer how much you agree or disagree with the following in your classroom(s) using the scale provided.

In the classroomâ€!

â€! we honor individual perspectives.

- 87 q79 In the classroomâ€! â€! we have class discussions that celebrate the rich cultures and backgrounds present at our school and in our classroom.

- 88 q80 In the classroomâ€! â€! we embrace all cultural and family differences as assets to our school.

Strongly
Agree

89	q81	In the classroomâ€¢ we role model behaviors of inclusion.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
90	q82	In the classroomâ€¢ we engage in relationship-building activities in the classroom.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
91	q83	In the classroomâ€¢ we talk about the importance of seeing from anotherâ€™s point of view as a way to challenge personal assumptions, implicit biases, and stereotypes.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
92	q84	In the classroomâ€¢ we use examples from the different cultural experiences in the class to enrich our discussions.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
93	q85	In the classroomâ€¢ we talk about how stereotypes and assumptions can cause injustice.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
94	q86	In the classroomâ€¢ we reflect on how our own personal beliefs, backgrounds, and assumptions may affect how we interact with others.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
95	q87	In the classroomâ€¢ we discuss how different beliefs, assumptions and stereotypes can create an uneven playing field for minorities and other under-represented groups.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
96	q88	In the classroomâ€¢ we discuss how	

97	q89	<p>In the classroom, we discuss the importance of giving back to the community through volunteering or other community outreach projects.</p>	1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree
98	q90	<p>In the classroom, we practice active listening.</p>	1 Strongly Disagree 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
99	q91	<p>In the classroom, we create an environment that all of us enjoy being part of.</p>	1 Strongly Disagree 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
100	q92	<p>In the classroom, we work together to resolve most conflicts that arise.</p>	1 Strongly Disagree 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
101	q93	<p>In the classroom, we are allies against social injustices (i.e., racism, sexism, classism, etc.)</p>	1 Strongly Disagree 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
102	q94	<p>In the classroom,</p>	

			1	Strongly Disagree	
			2	Disagree	
			3	Agree	
			4	Strongly Agree	
			99	No response	
103	q95	In the classroomâ€¢ our classroom celebrates diversity (through books, posters on the wall, etc.)	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly Agree	
				No response	
104	q96	In the classroomâ€¢ students are very aware of expectations of behavior.	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly Agree	
				No response	
105	q97	In the classroomâ€¢ I reinforce and encourage desired behavior of my students through positive recognition (for example, praise or compliments).	1	Strongly	
			2	Disagree	
			3	Disagree	
			4	Agree	
			99	Strongly Agree	
				No response	
106	q98	Several of the following statements assume a role of interacting with students in the classroom, however you still may have contact with students outside the classroom, if certain situations do not apply to you please use the N/A option, otherwise use the scale provided for your answer. During this school year, I haveâ€¢			

<p>greeted the English Language Learners in my classroom (or students at the school in general) with a word or phrase from their heritage language.</p>		1	Strongly Disagree
		2	Disagree
		3	Agree
		4	Strongly Agree
107	q99	During this school year, I have looked up information about the cultures of my students, (or the students at this school in general).	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
108	q100	During this school year, I have developed personal relationships with my students.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
109	q101	During this school year, I have helped students develop positive relationships with their classmates.	1 Strongly 2 Disagree 3 Disagree 4 Agree Strongly Agree
110	q102	During this school year, I have determined whether my students like to work in groups or individually.	1 Strongly 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
111	q103	During this school year, I have taken steps to learn about the difference between equity and equality.	1 Strongly 2 Disagree 3 Disagree 4 Agree 99 Strongly Agree No response
112	q104	During this school year, I have examined my own position of power and privilege.	1 Strongly 2 Disagree 3 Disagree 4 Agree 99 Strongly

Agree No response					
	113	q105	During this school year, I haveâ€¢ â€¢ taken a class or a professional development course on issues such as equity or cultural responsiveness.	1 2 3 4 88 99	Strongly Disagree Disagree Agree Strongly Agree N/A No response
	114	q106	During this school year, I haveâ€¢ â€¢ concentrated on the learning style of my students in order to create multiple pathways for students to be successful.	1 2 3 4 88 99	Strongly Disagree Disagree Agree Strongly Agree N/A No response
	115	q107	Are you a teacher, Teacher's Assistant (TA), or any other form of school staff that aids in hands on activities in the classroom?	1 2	Yes No
	116	q108	<p>Teacher Efficacy Scale (Short Form)</p> <p>*In Hoy, W.K. & Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of schools.</p> <p>The Elementary School Journal 93, 356-372.</p> <p>A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the attitudes of educators concerning these statements.</p> <p>Please indicate how much you agree or disagree with each</p>		

		statement by using the scale provided.	1	Strongly Agree
			2	Moderately Agree
			3	Agree slightly more than disagree
			4	Disagree slightly more than agree
		The amount a student can learn is primarily related to family background.	5	Moderately Disagree
			6	Strongly Disagree
			99	No response
117	q109	If students aren't disciplined at home, they aren't likely to accept any discipline.	1	Strongly Agree
			2	Moderately
			3	Agree
			4	Agree slightly more than disagree
			5	Disagree slightly more than agree
			6	Moderately
			99	Disagree
				Strongly
				Disagree
				No response
118	q110	When I really try, I can get through to most difficult students.	1	Strongly Agree
			2	Moderately
			3	Agree
			4	Agree slightly more than disagree
			5	Disagree slightly more than agree
			6	Moderately
			99	Disagree
				Strongly
				Disagree
				No response
119	q111	A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	Strongly Agree
			2	Moderately
			3	Agree
			4	Agree slightly more than disagree
			5	Disagree slightly more than agree
			6	Moderately
			99	Disagree
				Strongly
				Disagree
				No response

120	q112	If parents would do more for their children, I could do more.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response
121	q113	If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response
122	q114	If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response
123	q115	If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the appropriate level of difficulty.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response
124	q116	I can get through to even the most difficult or unmotivated students.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response
125	q117	A teacher really can't do much because most of a		

			studentâ€™s motivation and performance depends on his or her home environment.	1 2 3 4 5 6 99	Strongly Agree Moderately Agree Agree slightly more than disagree Disagree slightly more than agree Moderately Disagree Strongly Disagree No response	
126	q118		This section has to do with the environment at your school since the presidential election of 2016. â€œReprinted with permission of Teaching Tolerance, a project of the Southern Poverty Law Center. www.tolerance.org "		1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree No response
			Using the scale provided please answer how much you agree or disagree with the following statements.			
			Since the presidential election of 2016, at my schoolâ€!			
			I have witnessed an increase in anti-immigrant sentiment.			
127	q119		Since the presidential election of 2016, at my schoolâ€!			
			Students have expressed an increased unease or fear about what may			

		happen to them or their families.	1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree No response
128	q120	Since the presidential election of 2016, at my school ¹	1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree No response
		I have noticed an increase in derogatory language or slurs about students of color.		
129	q121	Since the presidential election of 2016, at my school ¹	1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree No response
		Students are targeting other students based on who they supported in the election.		
130	q122	Since the presidential election of 2016, at my school ¹	1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree No response
		Teachers or administrators are being harassed for standing up for children.		
131	q123	Since the presidential election of 2016, at my school ¹	1 2 3 4 99	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree No response
		The administration is being responsive to incidents that occur due to the post-election climate.		
132	q124	Since the presidential election of 2016, at my school ¹		
		Teachers and administrators have put in place a support system specifically to		

			Strongly Disagree	
			Somewhat Disagree	
			Somewhat Agree	
			Strongly Agree	
			No response	
133	q125	Since the presidential election of 2016, if specific incidents of election-related bigotry or harassment have occurred in your school, please describe them in the space below. (In about 400 words or less)	<output omitted>	
134	q126	Since the presidential election of 2016, using the space below, please describe any examples of hope or inclusion that have occurred in your school following the election. (In about 400 words or less)	<output omitted>	
135	age		range: -99-62	
136	birth_country	In which country were you born? (MARK one) - Selected Choice	1 2 99	United States Another country (specify): No response
137	another_birth_country_text	In which country were you born? (MARK one) - Another country (specify): - Text	<output omitted>	
138	age_first_moved_us	If you were born outside the U.S,		

how old were you
when you first moved
to the US? - Age: -
Text

139	white	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice White	1	White
140	hispanic_latino_spanish	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Hispanic, Latino, or Spanish Origin	1	Hispanic, Latino, or Spanish Origin
141	black_african_american	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Black or African American	1	Black or African American
142	asian	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Asian	1	Asian
143	american_indian_alaska_native	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice American		

Indian, Alaska Native	American Indian, Alaska Native	
144 indigenous_americas	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Indigenous from Mexico, Central America or South America (specify):	1 Indigenous from Mexico, Central America or South America (specify):
145 middle_eastern_north_african	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Middle Eastern or North African	1 Middle Eastern or North African
146 native_hawaiian_pacific_islander	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Native Hawaiian or other Pacific Islander	1 Native Hawaiian or other Pacific Islander
147 race_ethnicity_other	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice Other: (specify)	1 Other: (specify)
148 race_ethnicity_no_response	Please describe your race/ethnicity: (MARK those that apply) - Selected Choice no response	1 no response

149	indigenous_americas_text	Please describe your race/ethnicity: (MARK those that apply) - Indigenous from Mexico, Central America or South America (specify): - Text	<output omitted>
150	race_ethnicity_other_text	Please describe your race/ethnicity: (MARK those that apply) - Other: (specify) - Text	<output omitted>
151	gender_id	Gender identity: - Selected Choice	1 Male 2 Female 3 Other (specify)
152	years_in_position	How long have you been in your current career position (regardless of school/site)?	1 Less than 1 year 2 1 to 5 years 3 5 to 10 years 4 10 years or more 99 no response
153	years_in_school	How many years have you worked at your current school?	1 Less than 1 year 2 1 to 5 years 3 5 to 10 years 4 10 years or more 99 No response
154	equity_leadership	My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Equity leadership	1 Equity leadership
155	cultural_responsiveness	My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Cultural responsiveness	1 Cultural responsiveness
156	restorative_practices	My continuing education coursework has covered the following topics (MARK all that apply): - Selected	

Choice Restorative practicesâ€“â€“		1	Restorative practicesâ€“â€“
157	diversity		My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Diversityâ€“
158	ell		My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice English language learners
159	cont_ed_other		My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Other, explain
160	cont_ed_na		My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice N/A, I am not required to take continuing education courses
161	cont_ed_no_response		My continuing education coursework has covered the following topics (MARK all that

		apply): - Selected Choice No response	1	No response	
162	cont_ed_other_text	My continuing education coursework has covered the following topics (MARK all that apply): - Other, explain - Text		<output omitted>	
163	english_comfort		1 2 3 4 99	not at all comfortable somewhat comfortable comfortable very comfortable no response	
164	spanish_comfort		1 2 3 4 99	not at all comfortable somewhat comfortable comfortable very comfortable no response	
165	other1_lang	How comfortable are you speaking the following languages? - Other (specify, or mark NA if it doesn't apply) - Text		<output omitted>	
166	other1_lang_comfort		1 2 3 4 99	not at all comfortable somewhat comfortable comfortable very comfortable no response	
167	other2_lang	How comfortable are you speaking the following languages? - Other (specify, or mark NA if it doesn't apply) - Text		<output omitted>	
168	other2_lang_comfort		1 2		

3 not at all comfortable
4 somewhat comfortable
99 comfortable
very comfortable
no response

