

# Juntos Project Initial Report

Educators' Baseline Assessment  
Cleaning and Recommendations

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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 focuses only on the educators' baseline assessment and is intended to describe the data cleaning process with the aim of guiding CEQP's researchers and data analysts in the procedures performed to the dataset. A secondary aim is to help CEQP staff with data management responsibilities to 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 data management and cleaning.

In the appendix section, data analysts interested in using this dataset will find a codebook with all the items, variable names, and response options.



# Data Cleaning procedures

The following section describes the data cleaning procedures I performed in the baseline assessment of the educators' dataset.

I performed data cleaning procedures using the [R](#) and [R Studio](#) softwares, but had in mind that end users of the cleaned datasets will likely be SPSS users, thus, I exported the cleaned dataset to a [.sav](#) file.

## The 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. I called the raw dataset downloaded directly from Qualtrics as `w1_raw_elt` which stands for wave one of the raw data from the equity leadership team (i.e. elt).

## Initial cleaning

In the following code, I created a new dataframe `elt_w1_clean` where I selected out all but one of the metadata variables, `response_id`. This variable is an unique identifier assigned by Qualtrics that resulted handy in dealing with duplicated ids.

Other simple data cleaning procedures are noted in the comments marked with a # sign. I used the [clean\\_names](#), [select](#), [rename](#), and [arrange](#) functions.

```
elt_w1_clean <- w1_raw_elt %>%  
  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
```

# Dealing with duplicated ids

When evaluating if the dataframe 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_294kWxlg2imaph1 | 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.

The combination of these two functions is creating a new variable (that I am naming the same as it was, `id`) to follow the condition that if the variable `response_id` has the "R\_6EELe7Uuwi9W7zX" value, the `id` value should be recoded as "254".

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

# Dealing with survey coding errors

The id protocol followed in CEQP projects is very straightforward. They 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 `school` 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.

| <b>id</b> | <b>school</b> | <b>q1</b> | <b>q2</b> | <b>q3</b> |
|-----------|---------------|-----------|-----------|-----------|
| 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, school “K” was school 3 and school “A” was school 4 and its participants were identified with ids in the 300’s and school “A” was school 4 and its participants were identified with ids in the 400’s, and so on.

SPSS Data View window showing raw data. The 'Value Labels' button in the toolbar is highlighted with a red circle and labeled 'With value labels on'. Red arrows point to the 'School' column and the 'School' header.

|    | PJ_ | School | Participant_role_5_T            | Participant_role_6_T    | Q1        | Q2        | Q3        | Q4        | Q5        |
|----|-----|--------|---------------------------------|-------------------------|-----------|-----------|-----------|-----------|-----------|
| 1  | 150 | C      | Admin... -99                    | -99                     | Strong... | Agree     | Agree     | Strong... | Strong... |
| 2  | 151 | C      | Other ... Registrar             | -99                     | Strong... | Agree     | Agree     | Strong... | Agree     |
| 3  | 152 | C      | Other ... -99                   | Special Education Te... | Strong... | Agree     | Agree     | Strong... | Strong... |
| 4  | 153 | C      | Other ... Educational Assistant | -99                     | Strong... | Agree     | Agree     | Agree     | Agree     |
| 5  | 154 | C      | Aduca... -99                    | -99                     | Agree     | Strong... | Agree     | Strong... | Agree     |
| 6  | 155 | C      | Teacher -99                     | -99                     | Strong... | Agree     | Agree     | Strong... | Strong... |
| 7  | 250 | P      | Admin... -99                    | -99                     | Strong... | Strong... | Agree     | Strong... | Agree     |
| 8  | 251 | P      | Teacher -99                     | -99                     | Agree     | Agree     | Disagr... | Disagr... | Disagr... |
| 9  | 252 | P      | Teacher -99                     | -99                     | Agree     | Agree     | Strong... | No Re...  | Agree     |
| 10 | 253 | P      | Teacher -99                     | -99                     | Strong... | Agree     | Agree     | Strong... | Agree     |
| 11 | 255 | P      | Other ... Educational Assistant | -99                     | Agree     | Disagr... | Agree     | Strong... | Agree     |
| 12 | 256 | P      | Couns... -99                    | -99                     | Strong... | Agree     | Strong... | Strong... | Agree     |
| 13 | 257 | P      | Aduca... -99                    | -99                     | Disagr... | Disagr... | Agree     | Agree     | Agree     |
| 14 | 257 | P      | Other ... Media Coordinator     | -99                     | Strong... | Agree     | Agree     | Agree     | Agree     |
| 15 | 350 | K      | Admin... -99                    | -99                     | Strong... | Agree     | Agree     | Agree     | Agree     |
| 16 | 351 | K      | Aduca... -99                    | -99                     | Agree     | Disagr... | Disagr... | Agree     | No Re...  |
| 17 | 352 | K      | Teacher -99                     | -99                     | Agree     | Strong... | Disagr... | Disagr... | Disagr... |
| 18 | 353 | K      | Teacher -99                     | -99                     | Strong... | Strong... | Agree     | Agree     | Agree     |
| 19 | 354 | K      | Teacher -99                     | -99                     | Strong... | Disagr... | Agree     | Strong... | Agree     |
| 20 | 355 | K      | Teacher -99                     | -99                     | Strong... | Agree     | Agree     | Agree     | Agree     |
| 21 | 450 | A      | Admin... -99                    | -99                     | Agree     | Agree     | Agree     | Agree     | Agree     |
| 22 | 451 | A      | Admin... -99                    | -99                     | Strong... | Agree     | Strong... | Disagr... | Disagr... |
| 23 | 452 | A      | Other ... Registrar             | -99                     | Agree     | No Re...  | Disagr... | No Re...  | No Re...  |
| 24 | 453 | A      | Teacher -99                     | -99                     | Agree     | Agree     | Agree     | Agree     | Agree     |
| 25 | 454 | A      | Teacher -99                     | -99                     | Strong... | Agree     | Agree     | Agree     | Agree     |
| 26 | 455 | A      | Teacher -99                     | -99                     | Strong... | Strong... | Agree     | Agree     | Agree     |
| 27 | 456 | A      | Couns... -99                    | -99                     | Strong... | Agree     | Agree     | Agree     | Disagr... |
| 28 | 457 | A      | 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:

|    | School | Participant_role_5_T      | Participant_role_6_T    | Q1 | Q2 | Q3 | Q4 | Q5 |
|----|--------|---------------------------|-------------------------|----|----|----|----|----|
| 1  | 150    | 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  | 4  | 3  |
| 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 created a new dataframe `elt_w1_clean_2` where 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. Note that I am creating all of these new variables with the [mutate](#) function.

```
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) # selecting out (i.e. deleting) school variable
```

The `condition` and `school_id` variables I created in the previous code were string variables. In the code below I created a new dataframe `elt_w1_clean_3` where I coerced these variables to be numeric so they can be used in quantitative analyses using the `as.numeric` function. 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 certain functions 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)))
```

# Dealing with split out responses

In this dataset, several multiple choice variables that were originally meant to have a single answer, were spread out as if they allowed to have 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. At the top, there are tabs for Survey, Actions, Distributions, Data & Analysis, and Reports. Below the tabs are buttons for Preview, Publish, and Search. The main area is titled "Untitled Project" and contains a "Default Question Block". Inside the block, question Q2 is displayed with the text "How comfortable are you speaking Spanish?". Below the text are five radio button options: "Extremely comfortable", "Somewhat comfortable", "Neither comfortable nor uncomfortable", "Somewhat uncomfortable", and "Extremely uncomfortable". To the right of the question, there is a "Block Options" dropdown and a "Change Question Type" section. In the "Change Question Type" section, under "Answers", the radio button for "Multiple Answer" is selected and highlighted with a red circle. Other options shown include "Single Answer", "Dropdown List", "Select Box", and "Multi Select Box". Below this, there are sections for "Choices" (with a count of 5 and an "Edit Multiple" link) and "Position" (with "Vertical" selected). At the bottom of the screen, there are buttons for "Import Questions From...", "Create a New Question", "Add Block", "End of Survey", and "Survey Termination Options...".

Figure 3: Qualtrics survey development

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

The screenshot shows the Qualtrics survey preview interface. At the top, the University of Oregon logo and the text "UNIVERSITY OF OREGON" are visible. Below the logo, the question "How comfortable are you speaking Spanish?" is displayed. Underneath the question are five options: "Extremely comfortable", "Somewhat comfortable", "Neither comfortable nor uncomfortable", "Somewhat uncomfortable", and "Extremely uncomfortable". Each option is enclosed in a rectangular box, and all five boxes are filled with a dark green color, indicating that all five options are selected simultaneously. At the bottom right of the preview window, there is a small "→" button.

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 dataframe “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 dataframe 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 checked if there were duplicated cases and I found that participant identified with `id` 454 chose response option “1” and response option “2”.

| <b>id</b> | <b>spanish_comfort</b> |
|-----------|------------------------|
| 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 given that the choices are, in theory, 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)
```

| <b>id</b> | <b>spanish_comfort</b> |
|-----------|------------------------|
| 451       | 3                      |
| 452       | 3                      |

|     |   |
|-----|---|
| 454 | 1 |
| 455 | 2 |
| 456 | 1 |
| 457 | 2 |
| 458 | 2 |

The last step in this process was joining the dataframe I created with all the language variables I collapsed (`all_lang_vars`) and the `elt_w1_clean_3` dataframe that had the remaining variables. I used the [left\\_join](#) function to do this.

In this new dataframe `elt_w1_clean_4` I also coerced the language variables to become numeric so they could be used in quantitative analyses and added the value labels so that SPSS users can use the *value labels* button. I used the code below to do this.

```
elt_w1_clean_4 <- left_join(elt_w1_clean_3, all_lang_vars) %>%
  select(-starts_with("q132_")) # selecting out language variables included now in
  new language Variables

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_vall(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`.

## Renaming demographic variables

In the code below, I created a new dataframe `elt_w1_clean_5` where I used the `rename` function to rename some of the demographic variables that I used 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 meaningful information was contained in variable `q127_1_text` that was renamed as `age`, which I also coerced to become a numeric variable.

```
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)) %>% # making variable numeric for QUAN analyses
select(-q127, -q129, -q131_3_text) # selecting out because they did not have
meaningful info
```

# 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 created a new dataframe called `elt_w1_clean_6` where I applied a function I created `recode_missing_df` (code of the function not shown) to recode the 88, 99, and -99 values as `NA`, the way R codes missing values.

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

The downside of this function is that it strips out the variable and value labels. For this reason, the final dataset that will be exported to an SPSS file will be `elt_w1_clean_5` where the `recode_missing_df` function was not applied.

SPSS users should manually code, when performing analyses, the 88, 99, and -99 values as *system myssing*.

## 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 of age (see figure 5). The majority of educators were identified as female (74%).

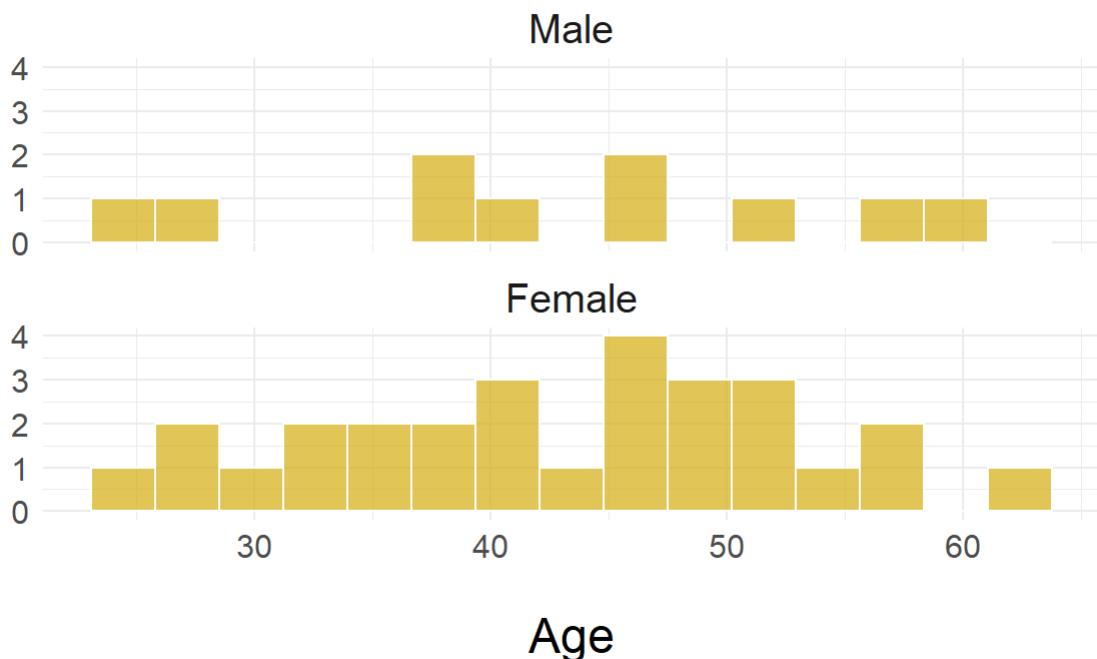


Figure 5: Educator's Age by gender

A little less than half of the educators were teachers (49%), followed by administrators (16%) and other classified staff (16%). The remaining of the sample (19%) was comprised of educational assistants, counselors, and other certified staff. A little more than half of the educators had been in their current career position, regardless of school site, for over 10 years. About 12% of the educators had been in their current career position for less than a year.

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.

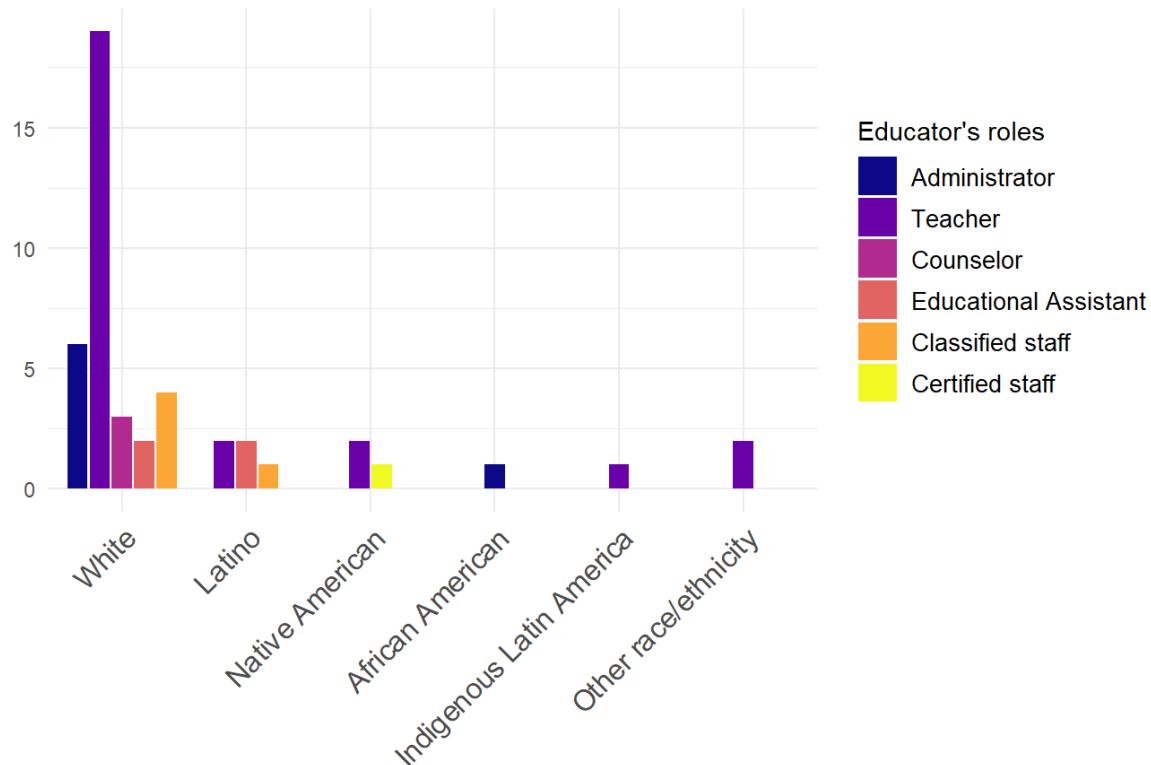


Figure 6: Educator's Races/Ethnicities and Roles

As can be seen in figure 6, educators in this sample were overwhelmingly White (81%). Other educators identified as Latino (12%), Native American (7%), Indigenous from Latin America (2%), and African American (2%). Roughly 5% identified as other race/ethnicity [1](#).

# Study constructs' scales

In this section, I describe the scale creation process of some of the study constructs the intervention was designed to influence. The steps involved in this process were: reverse coding of items, scale reliability check, and scale creation.

## Reverse coding of items

The first step in the scale creation process was to identify which items needed to be reverse coded. Unfortunately, there was no indication in the original survey of which items needed to be reverse coded, so I had to use my subjective judgement to identify them.

This was a time consuming step because it entailed an item by item and then a scale by scale review. Luckily, once the items were identified, the reverse coding process was really fast because the [likert\\_reverse](#) function did the “heavy lifting”! Note that I use this function within a mutate function call.

In the code below I created a new dataframe called `elt_w1_clean_6_rev_code` where I included the new reverse coded variables.

```
elt_w1_clean_6_rev_code <- elt_w1_clean_6 %>%
  mutate(q25 = likert_reverse(q25, top = 4, bottom = 1),
        q73 = likert_reverse(q73, top = 4, bottom = 1),
        q110 = likert_reverse(q110, top = 6, bottom = 1),
        q113 = likert_reverse(q113, top = 6, bottom = 1),
        q114 = likert_reverse(q114, top = 6, bottom = 1),
        q115 = likert_reverse(q115, top = 6, bottom = 1),
        q116 = likert_reverse(q116, top = 6, bottom = 1),
        q123 = likert_reverse(q123, top = 4, bottom = 1),
        q124 = likert_reverse(q124, top = 4, bottom = 1))
```

Here I reverse coded all of the items in the survey that needed to be reverse coded, however, I did not use the first and last two variables,

q25, q123, and q124 in the scale creation process because they belong to scale constructs other than school climate, family-school relationships, and teacher self efficacy. The following are the items I reverse coded and used in the scale creation process described below:

Item 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.*

Item q110: *When I really try, I can get through to most difficult students.*

Item 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.*

Item 114: *If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.*

Item 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.*

Item q116: *I can get through to even the most difficult or unmotivated students.*

## Reliability check

Once I completed the reverse coding step, I checked the reliability of the scales of the study constructs mentioned before. I used Chronbach's alpha as a measure of the internal consistency of the scale and I followed these guidelines to indicate the level of the scale's reliability:

.00 to .69 = Poor reliability

.70 to .79 = Fair reliability

.80 to .89 = Good reliability

.90 to .99 = Excellent/Strong reliability

In the following code chunks, first, I created a dataframe with only the specific items of interest. Then, I checked the internal consistency of this dataframe (i.e., the scale) using the [alpha](#) function. I followed this same procedure for all of the scales.

### 0.0.1 School climate

In the original survey that educators completed, the prompt for items q1 to q24 asked about the school's general climate. Despite my efforts to find the original measure that was used as a reference to create these items, I was not successful in finding it.

For what I gathered of the survey development process, different items from different measures were used, however, the survey developer(s) did not leave a precise record of what items belonged to what measure.

It is likely that several items from this scale were adapted from items in Part A: *General Climate Factors* of the public domain Charles F. Kettering Instrument (Fox et al., 1973) and *the Omnibus T-Scale* (Hoy & Tschannen-Moran, 2007). It is important to note that these two measures have a number of subscales within them, thus, it is possible that the scale named here as `climate_gen` also has subscales. This scale is a good candidate for further Exploratory and Confirmatory Factor Analyses (EFA and CFA).

```
climate_gen <- elt_w1_clean_6_rev_code %>%  
  select(q1:q24) %>%  
  data.frame()
```

`alpha(climate_gen)` # *alpha = .92 --> excellent consistency*

Following the guidelines stated above, the general school climate scale has an excellent internal consistency (.92). It is important to say, however, that because Cronbach's alpha increases as the number of items increases, this high score may be due to the high number of items included in the scale (24 items).

Items within this scale had response options that ranged from 1 - 4 (i.e., strongly disagree - strongly agree). Higher scores in this scale indicate better general school climate.

## 0.0.2 Diversity engagement

For this scale, I was not able to locate any measures of reference.

```
diver_engage <- elt_w1_clean_6_rev_code %>%  
  select(q36:q49) %>%  
  data.frame()
```

`alpha(diver_engage)` # *alpha = .92 --> excellent consistency*

The diversity engagement scale has 14 items and it has an excellent internal consistency (.92), however, items within the scale seemingly allude to very different topics, from professional development to connecting student with resources. This scale may also be a good candidate for EFA and CFA.

Items within this scale had response options that ranged from 1 - 4 (i.e., strongly disagree - strongly agree). Higher scores in this scale indicate more engagement of diverse students/families at the school.

### 0.0.3 Equity self-efficacy

For this scale, I was not able to locate any measures of reference.

```
equity_self_eff <- elt_w1_clean_6_rev_code %>%  
  select(q50:q55) %>%  
  data.frame()
```

`alpha(equity_self_eff) # alpha = .89 --> good consistency`

The equity self-efficacy scale has 5 items and it has a good reliability (.89).

Items within this scale had response options that ranged from 1 - 4 (i.e., strongly disagree - strongly agree). Higher scores in this scale indicate that educators were more self efficacious when promoting equity at their school.

### 0.0.4 Relationship with Latino families

For these scales, I was not able to locate any measures of reference.

In the original survey that educators completed, there were two sections about relationships with Latino families. The first section prompted educators to think about the school-Latino Families relationships and the second section prompted educators to think about their own relationship with Latino families.

#### 0.0.4.1 School-Latino families relationship

In the teacher-Latino families section of the survey, I noticed that 3 items referred more to the school-Latino families relationship than to the teacher-Latino families relationship:

Item 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.*

Item q71: *Community resources and information are readily available and in Spanish at this school.*

Item q72: *This school reaches out to community organizations that focus on Latino families.*

I checked the reliability values of this scale with and without these 3 items.

```
scho_lat_fam_rel <- elt_w1_clean_6_rev_code %>%  
  select(q56:q64) %>%  
  data.frame() # alpha = --> .84 good consistency
```

**alpha**(scho\_lat\_fam\_rel)

```
scho_lat_fam_rel_2 <- elt_w1_clean_6_rev_code %>%  
  select(q56:q64, q70:q72) %>%  
  data.frame()
```

**alpha**(scho\_lat\_fam\_rel\_2) # alpha = .88 --> good consistency

As shown in the code above, the scale with the 3 additional items has a slightly better internal consistency (.88) so I decided to keep those items in the scale.

The school-Latino families relationship scale has 12 items and it has a good reliability (.88).

Items within this scale had response options that ranged from 1 - 4 (i.e., strongly disagree - strongly agree). Higher scores in this scale indicate better school-Latino families relationships.

#### 0.0.4.2 Teacher-Latino families relationship

I conducted a similar process for the teacher-Latino families relationship scale. First I checked the internal consistency of the scale as it was presented to the educators (i.e., as a section) and then I checked the internal consistency of the scale without the items I included in the school-Latino families relationship.

In the code below it can be seen that the internal consistency of the teach\_lat\_fam\_rel scale was poor (.69). Applying the [alpha](#) function threw a message that indicated that items q73 and q75 were negatively correlated with the total scale and a possible solution was reverse coding them.

```
teach_lat_fam_rel <- elt_w1_clean_6_rev_code %>%  
  select(q65:q76) %>%  
  data.frame() # (q73 was reverse coded)
```

**alpha**(teach\_lat\_fam\_rel) # alpha = .69 --> poor consistency, problematic items: q73 and q75

Item q73 was actually one of the items I reverse coded at the beginning of this section and I don't think it should be reversed back. Item q75 did not appear to need to be reverse coded:

Item 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.*

Item q75: *In general, I see Latino parents supporting their children's education, such as going to the library or helping with homework.*

In my view, q73 does not hang well with the rest of the items in the scale as it does not probe the teacher-family relationship. What it does probe is a bias about Latino students.

For its part, item q75, does not appear to probe the teacher-family relationship either, but the teacher's perception of Latino parents' involvement in their children education at home. Even though item q76 was not flagged, it appears to probe something similar to q75, the teacher's perception of Latino parents' involvement in their children education at school. I checked how the scale fared taking out these 3 items.

```
teach_lat_fam_rel_2 <- elt_w1_clean_6_rev_code %>%
  select(q65:q72, q74) %>% # keeping q70:q72, leaving out q73, q75, q76
  data.frame()
```

```
alpha(teach_lat_fam_rel_2) # alpha = .76 --> fair consistency
```

As can be seen, taking out these items improved the Chronbach's alpha values of the teach\_lat\_fam\_rel\_2 scale (.76, fair consistency). Despite the improvement, I still wanted to check the internal consistency of the scale if I took out the items I consider better reflect the relationship with school.

```
teach_lat_fam_rel_3 <- elt_w1_clean_6_rev_code %>%
  select(q65:q69, q74) %>% # leaving out q70:q73, q75, q76
  data.frame()
```

```
alpha(teach_lat_fam_rel_3) # alpha = .84--> good consistency
```

In the teach\_lat\_fam\_rel\_3 scale I left out items q70 to q72 and the Chronbach's alpha score improved substantially, thus, I settled for this scale to measure the teacher-Latino family relationship.

The final teacher-latino families relationship scale has 6 items and it has a good reliability (.84).

Items within this scale had response options that ranged from 1 - 4 (i.e., strongly disagree - strongly agree). Higher scores in this scale indicate better teacher-Latino families relationships.

### 0.0.5 Teacher self efficacy

Items to measure teacher's self efficacy were adapted from the Hoy & Woolfolk (1993) version of the *Teacher Efficacy Scale* (TES; Gibson & Dembo, 1984). Hoy & Woolfolk (1993) proposed and tested two independent dimensions in the TES, general teaching self efficacy and personal teaching self efficacy. Here I checked the reliability of the complete scale and of the two independent dimensions.

It's important to note that the response options in this scale differed substantially from the previous scales. Response options ranged from 1 - 6 (i.e., strongly agree - strongly disagree). Also, Items q110, q113, q114, q115, q116 were reverse coded so that higher scores, either in the whole scale or the independent dimensions, indicate better teacher self efficacy.

```
teach_self_eff_all <- elt_w1_clean_6_rev_code %>%  
  select(q108:q117) %>%  
  data.frame() # q110, q113, q114, q115, q116 were reverse coded
```

```
alpha(teach_self_eff_all) # alpha = .74 --> fair consistency
```

Chronbach's alpha results indicate that the complete scale has a fair reliability (.74). In terms of the dimensions, the general teaching self efficacy scale has a fair reliability (.73) and the personal teaching self efficacy has a good reliability (.88).

```
teach_eff_gen <- elt_w1_clean_6_rev_code %>% # general teaching efficacy  
  dimension in original measure  
  select(q108, q109, q111, q112, q117) %>%  
  data.frame()
```

```
alpha(teach_eff_gen) # alpha = .73 --> fair consistency
```

```
teach_eff_per <- elt_w1_clean_6_rev_code %>% # personal teaching efficacy  
  dimension in original measure  
  select(q110, q113, q114, q115, q116) %>%  
  data.frame() # all items were reverse coded
```

```
alpha(teach_eff_per) # alpha = .88 --> good consistency
```

I decided to use the independent dimensions instead of the whole scale as they provide more nuanced information.

The general teaching self efficacy scale has 5 items. Higher scores indicate better general teaching self efficacy.

The personal teaching self efficacy scale has also 5 items. Higher scores indicate better personal teaching self efficacy.

## Scale creation

The last step in this process was to create the scales with the best reliability values that were checked before.

In the code below I created a new data frame `elt_w1_scales` that only has id variables and the newly created scales. I created the new scales within a `mutate` call and I used the `rowwise` function to conduct row-wise operations.

```
elt_w1_scales <- elt_w1_clean_6_rev_code %>%
  rowwise() %>%
  mutate(climate_general = mean(c(q1, q2, q3, q4, q5, q6, q7, q8, q9, q10, q11, q12,
  q13, q14, q15, q16, q17, q18, q19, q20, q21, q22, q23, q24), na.rm = TRUE),
  school_engage_diversity = mean(c(q36, q37, q38, q39, q40, q41, q42, q43, q44,
  q45, q46, q47, q48, q49), na.rm = TRUE),
  equity_self_efficacy = mean(c(q50, q51, q52, q53, q54, q55), na.rm = TRUE),
  school_lat_fam_rel = mean(c(q56, q57, q58, q59, q60, q61, q62, q63, q64, q70,
  q71, q72), na.rm = TRUE),
  teacher_lat_fam_rel = mean(c(q65, q66, q67, q68, q69, q74), na.rm = TRUE),
  gen_teaching_efficacy = mean(c(q108, q109, q111, q112, q117), na.rm = TRUE),
  per_teaching_efficacy = mean(c(q110, q113, q114, q115, q116), na.rm = TRUE))
  %>%
  select(1:7, 169:175) # selecting only id variables and the new scales
```

## Average scores

In this final section, I include a table with the educator's baseline average scores in regards to the scales that I created above.

| Scale                        | M    | SD   | Min  | Max  |
|------------------------------|------|------|------|------|
| General school climate       | 2.98 | 0.37 | 2.08 | 3.75 |
| Diversity engagement         | 2.83 | 0.51 | 1.77 | 3.93 |
| Equity self efficacy         | 2.90 | 0.58 | 2.00 | 4.00 |
| School-Latino families rel.  | 2.60 | 0.47 | 1.67 | 3.64 |
| Teacher-Latino families rel. | 3.16 | 0.48 | 2.17 | 4.00 |
| General teaching efficacy    | 4.58 | 1.03 | 2.40 | 6.00 |
| Personal teaching efficacy   | 4.85 | 0.94 | 1.40 | 6.00 |

# Recommendations

- Survey development software
  - Assign a unique identifier for each participant and a different unique identifier per family. Additional unique identifiers that survey development software include can be handy when dealing with duplicated ids.
  - When developing the id protocol for schools, make sure that both values and value labels coincide in the survey development software that is being used. Using the value labels button in SPSS or the view\_df() function in R can help identify discrepancies.
  - When a survey is being developed, have several team members go over the response options in the survey development software to check for potential coding errors.
  - If the survey development software provides the option to indicate if responses are either single or multiple responses, make sure that the option coincides with the type of question. That is, if response options are mutually exclusive select the single answer option; if response options are *NOT* mutually exclusive, select the multiple answer option.
  - Avoid including survey instructions in the variable labels so that they are not too long.
- Survey development
  - When a survey is being developed for the first time, leave a precise record of where items are taken from. It is a good practice to include the whole citation of the measure that served as a reference and preferably download and save the measure because internet links can get broken or reused over time.
  - Try to use scales as they were designed. Cherry-picking items from different measures can lead to difficulties at identifying what is the construct being measured.

- Always indicate what items need to be reverse coded. A simple asterisk sign by the item may save lots of time at the backend.
- With items created for a project, it is a good idea to at least conduct an EFA to identify if the scale may have subscales.

# Appendix

Data frame: elt\_w1\_clean\_5

| <i>ID</i> | <i>Name</i>             | <i>Label</i>  | <i>Values</i>              | <i>Value Labels</i>   |
|-----------|-------------------------|---|----------------------------|---|
| 1         | school_id               |   | 1<br>2<br>3<br>4<br>5<br>6 | cascade<br>prairie_mountain<br>kelly<br>ata<br>briggs<br>agnes_stewart  |
| 2         | condition               |   | 1<br>2                     | control<br>intervention   |
| 3         | response_id             | Response ID   |                            | <output omitted>  |
| 4         | id                      |   |                            | <output omitted>  |
| 5         | participant_role        | Your role at this school: - Selected Choice   | 1<br>2<br>3<br>4<br>5<br>6 | Administrator<br>Teacher<br>Counselor<br>Aducatonal<br>Assistant<br>Other classified staff (specify)<br>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                    |   |                            | <i>range: 1-1</i>   |
| 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.

10

q2 Teachers and parents\*

|    |    |   |   |
|----|----|---|---|
|    |    |   | 1    Strongly Disagree  |
|    |    |   | 2    Disagree   |
|    |    |   | 3    Agree  |
|    |    |   | 4    Strongly Agree   |
|    |    |   | 99   No Response  |
| 11 | q3 | Students get along well with each other.  | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 12 | q4 | I am a valued member of this school.  | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 13 | q5 | There is a trusting relationship between teachers and students.                       | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 14 | q6 | There is a trusting relationship between teachers and parents.                        | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 15 | q7 | There is a trusting relationship between teachers.                                    | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 16 | q8 | There is a trusting relationship between administrators and all other school staff**. | 1    Strongly<br>2    Disagree<br>3    Disagree<br>4    Agree<br>99   Strongly Agree<br>No Response |
| 17 | q9 | Students in this school are enthusiastic learners.                                    | 1<br>2<br>3   |

4    Strongly  
99   Disagree  
     Disagree  
     Agree  
     Strongly Agree  
     No Response

|    |     |  |  |
|----|-----|--|--|
| 18 | q10 | Teachers are proud to be teachers.                           | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 19 | q11 | School staff is respectful to the whole school community.    | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 20 | q12 | Parents from diverse groups are involved in the school.      | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 21 | q13 | Administration and other school staff collaborate well.      | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 22 | q14 | The school is welcoming to all its members.                  | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 23 | q15 | This schoolâ€¢ creates opportunities for community building. | 1    Strongly<br>2   Disagree<br>3   Disagree<br>4   Agree<br>99   Strongly Agree<br>No Response |
| 24 | q16 | This schoolâ€¢   |  |

|    |     |  |   |
|----|-----|--|---|
|    |     |  | 1      Strongly Disagree  |
|    |     |  | 2      Disagree   |
|    |     |  | 3      Agree  |
|    |     |  | 4      Strongly Agree   |
|    |     |  | 99     No Response  |
| 25 | q17 | This schoolâ€¦   | 1      Strongly<br>2      Disagree<br>3      Disagree<br>4      Agree<br>99     Strongly<br>Agree<br>No<br>Response |
|    |     | â€¦actively engages parents to take part in school-related activities and functions. |   |
| 26 | q18 | This schoolâ€¦   | 1      Strongly<br>2      Disagree<br>3      Disagree<br>4      Agree<br>99     Strongly<br>Agree<br>No<br>Response |
|    |     | â€¦clearly communicates its expectations to students.                                |   |
| 27 | q19 | This schoolâ€¦   | 1      Strongly<br>2      Disagree<br>3      Disagree<br>4      Agree<br>99     Strongly<br>Agree<br>No<br>Response |
|    |     | â€¦clearly communicates its expectations to parents.                                 |   |
| 28 | q20 | This schoolâ€¦   | 1      Strongly<br>2      Disagree<br>3      Disagree<br>4      Agree<br>99     Strongly<br>Agree<br>No<br>Response |
|    |     | â€¦is a safe and caring environment for all.   |   |
| 29 | q21 | This schoolâ€¦   | 1      Strongly<br>2      Disagree<br>3      Disagree<br>4      Agree<br>99     Strongly<br>Agree<br>No<br>Response |
|    |     | â€¦views parents as important to the schoolâ€™s success.                             |   |
| 30 | q22 |  |   |

|   |                        |   |                        |   |  |
|---|------------------------|---|------------------------|---|--|
|   |                        |   |                        |   |  |
| This schoolâ€¹ has parents from diverse cultures involved in school functions and activities. | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No Response   |                        |   |  |
| 31  | q23                    | This schoolâ€¹ has a lot of parent participation in school functions and activities.  | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>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<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>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.<br><br>At this schoolâ€¹ | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No Response |  |
|   |                        | â€¹when a student causes harm, the schoolâ€™s main response is to punish the student.   |                        |   |  |
| 34  | q26                    | At this schoolâ€¹   | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No Response |  |
|   |                        | â€¹when there is conflict, school staff considers the diverse background and differing points of view of the people involved.   |                        |   |  |

|    |     |   |    |                   |
|----|-----|---|----|-------------------|
| 35 | q27 | At this schoolâ€¡ students and staff communicate with each other respectfully.                            | 1  | Strongly Disagree |
|    |     |   | 2  | Disagree          |
|    |     |   | 3  | Agree             |
|    |     |   | 4  | Strongly Agree    |
|    |     |   | 99 | No Response       |
| 36 | q28 | At this schoolâ€¡ parents contribute to solutions for their studentâ€™s school-based behavioral problems. | 1  | Strongly Disagree |
|    |     |   | 2  | Disagree          |
|    |     |   | 3  | Agree             |
|    |     |   | 4  | Strongly Agree    |
|    |     |   | 99 | No Response       |
| 37 | q29 | At this schoolâ€¡ 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€¡ 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€¡ 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€¡ 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€¡ 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€¡ 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€¡   |    |                   |

|    |     |   |          |                   |  |
|----|-----|---|----------|-------------------|--|
|    |     |   | 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          |  |
|    |     |   | 2        | Disagree          |  |
|    |     |   | 3        | Disagree          |  |
|    |     |   | 4        | Agree             |  |
|    |     |   | 88       | Strongly          |  |
|    |     |   | 99       | Agree             |  |
|    |     |   | N/A      |                   |  |
|    |     |   | No       |                   |  |
|    |     |   | Response |                   |  |
| 45 | q37 | As staff at this schoolâ€¢ we are committed to our own professional development and ongoing education about how our cultural backgrounds influence our work.  | 1        | Strongly          |  |
|    |     |   | 2        | Disagree          |  |
|    |     |   | 3        | Disagree          |  |
|    |     |   | 4        | Agree             |  |
|    |     |   | 88       | Strongly          |  |
|    |     |   | 99       | Agree             |  |
|    |     |   | N/A      |                   |  |
|    |     |   | No       |                   |  |
|    |     |   | Response |                   |  |
| 46 | q38 | As staff at this schoolâ€¢ we collaborate and implement best practices for teaching students from diverse cultural and language backgrounds.  | 1        | Strongly          |  |
|    |     |   | 2        | Disagree          |  |
|    |     |   | 3        | Disagree          |  |
|    |     |   | 4        | Agree             |  |
|    |     |   | 99       | Strongly          |  |
|    |     |   | Agree    |                   |  |
|    |     |   | N/A      |                   |  |
|    |     |   | No       |                   |  |
|    |     |   | Response |                   |  |
| 47 | q39 | As staff at this schoolâ€¢ we recognize that every child, no matter what they struggle with, also has strengths and resources.  | 1        | Strongly          |  |
|    |     |   | 2        | Disagree          |  |
|    |     |   | 3        | Disagree          |  |
|    |     |   | 4        | Agree             |  |
|    |     |   | 99       | Strongly          |  |
|    |     |   | Agree    |                   |  |
|    |     |   | No       |                   |  |
|    |     |   | Response |                   |  |

|    |     |                                    |    |                   |
|----|-----|------------------------------------|----|-------------------|
|    |     |                                    | 1  | Strongly Disagree |
|    |     |                                    | 2  | Disagree          |
|    |     |                                    | 3  | Agree             |
|    |     |                                    | 4  | Strongly Agree    |
|    |     |                                    | 88 | N/A               |
|    |     |                                    | 99 | No Response       |
| 48 | q40 | As staff at this schoolâ€!         | 1  | Strongly          |
|    |     |                                    | 2  | Disagree          |
|    |     | â€!the teachers and                | 3  | Disagree          |
|    |     | administrators examine policies    | 4  | Agree             |
|    |     | and practices to                   | 99 | Strongly          |
|    |     | make sure all students are treated |    | Agree             |
|    |     | fairly.                            |    | No                |
|    |     |                                    |    | Response          |
| 49 | q41 | As staff at this schoolâ€!         | 1  | Strongly          |
|    |     |                                    | 2  | Disagree          |
|    |     |                                    | 3  | Disagree          |
|    |     | â€!we are comfortable              | 4  | Agree             |
|    |     | advocating for student equity with | 99 | Strongly          |
|    |     | other staff                        |    | Agree             |
|    |     | members.                           |    | No                |
|    |     |                                    |    | Response          |
| 50 | q42 | As staff at this schoolâ€!         | 1  | Strongly          |
|    |     |                                    | 2  | Disagree          |
|    |     |                                    | 3  | Disagree          |
|    |     | â€!we ensure every student         | 4  | Agree             |
|    |     | has the resources needed to        | 99 | Strongly          |
|    |     | succeed (e.g. rents or             |    | Agree             |
|    |     | borrow musical instruments,        |    | No                |
|    |     | ensures that computer              |    | Response          |
|    |     | labs are open for use, provides    |    |                   |
|    |     | resources and                      |    |                   |
|    |     | materials available in languages   |    |                   |
|    |     | other than                         |    |                   |
|    |     | English.)                          |    |                   |
| 51 | q43 | As staff at this schoolâ€!         | 1  | Strongly          |
|    |     |                                    | 2  | Disagree          |
|    |     |                                    | 3  | Disagree          |
|    |     | â€!we make special efforts         | 4  | Agree             |
|    |     | to engage with families who have   | 99 | Strongly          |
|    |     | low participation                  |    | Agree             |
|    |     | rates in school.                   |    | No                |
|    |     |                                    |    | Response          |
| 52 | q44 | As staff at this schoolâ€!         |    |                   |

|    |     |  |    |                   |
|----|-----|--|----|-------------------|
|    |     | <p>we provide a Family Resource Center which allows for safe and welcoming interactions between school staff and family members.</p> | 1  | Strongly Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | No Response       |
| 53 | q45 | <p>As staff at this school we share common goals for students no matter their background and culture.</p>                            | 1  | Strongly          |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Disagree          |
|    |     |  | 4  | Agree             |
|    |     |  | 99 | Strongly Agree    |
|    |     |  |    | No Response       |
| 54 | q46 | <p>As staff at this school we see ourselves as a supportive community that includes all our families.</p>                            | 1  | Strongly          |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Disagree          |
|    |     |  | 4  | Agree             |
|    |     |  | 99 | Strongly Agree    |
|    |     |  |    | No Response       |
| 55 | q47 | <p>As staff at this school we are comfortable talking about equity issues in deep ways.</p>  | 1  | Strongly          |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Disagree          |
|    |     |  | 4  | Agree             |
|    |     |  | 99 | Strongly Agree    |
|    |     |  |    | No Response       |
| 56 | q48 | <p>As staff at this school we are able to talk about our own personal cultural identities and experiences.</p>                       | 1  | Strongly          |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Disagree          |
|    |     |  | 4  | Agree             |
|    |     |  | 99 | Strongly Agree    |
|    |     |  |    | No Response       |
| 57 | q49 | <p>As staff at this school we don't sweep issues of race, equity, or culture under the rug.</p>                                      | 1  | Strongly          |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Disagree          |
|    |     |  | 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                      |
|    |     |   | 2  | Disagree                      |
|    |     |   | 3  | Disagree                      |
|    |     |   | 4  | Agree                         |
|    |     |   | 99 | Strongly Agree<br>No Response |
| 59 | q51 | Even if others in my school do not share my commitment to equity issues, I know how to promote equity work.   | 1  | Strongly                      |
|    |     |   | 2  | Disagree                      |
|    |     |   | 3  | Disagree                      |
|    |     |   | 4  | Agree                         |
|    |     |   | 99 | Strongly Agree<br>No Response |
| 60 | q52 | Even if others in my school do not share my commitment to equity issues, I know how to 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<br>No Response |
| 61 | q53 | At my school, I feel confident that 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<br>No Response |
| 62 | q54 | At my school, I feel confident that ...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                      |
|    |     |   | 2  | Disagree                      |
|    |     |   | 3  | Disagree                      |
|    |     |   | 4  | Agree                         |
|    |     |   | 99 | Strongly Agree<br>No Response |
| 63 | q55 | At my school, I feel confident that   |    |                               |

|  |     |   |    |                   |
|--|-----|---|----|-------------------|
|  |     |   | 1  | Strongly Disagree |
|  |     |   | 2  | Disagree          |
|  |     |   | 3  | Agree             |
|  |     |   | 4  | Strongly Agree    |
|  |     |   | 99 | No Response       |
| â€œif 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. |     |   |    |                   |
| 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       |
| At this schoolâ€œ manuals and other materials are readily available in Spanish   |     |   |    |                   |
| 65   | q57 | At this schoolâ€œ, 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 schoolâ€œ, we have an open and accepting attitude toward Latino families.   | 1  | Strongly Disagree |
|  |     |   | 2  | Disagree          |
|  |     |   | 3  | Disagree          |
|  |     |   | 4  | Agree             |
|  |     |   | 99 | Strongly Agree    |
|  |     |   |    | No Response       |
| 67   | q59 | At this schoolâ€œ, we have a welcoming environment for Latino cultures and languages.   | 1  | Strongly Disagree |
|  |     |   | 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<br>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<br>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<br>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<br>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 help children succeed academically. | 1  | Strongly                      |
|    |     |  | 2  | Disagree                      |
|    |     |  | 3  | Disagree                      |
|    |     |  | 4  | Agree                         |
|    |     |  | 99 | Strongly Agree<br>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.                  |    |                               |

|  |     |  |    |                |
|--|-----|--|----|----------------|
| In general, I feel I can talk with and am heard by Latino parents. | 1   | Strongly Disagree  |    |                |
|  | 2   | Disagree   |    |                |
|  | 3   | Agree  |    |                |
|  | 4   | Strongly Agree   |    |                |
|  | 88  | N/A  |    |                |
|  | 99  | 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 Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | No Response       |
| 80 | q72 | This school reaches out to community organizations that focus on Latino families.  | 1  | Strongly Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | 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 Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | No Response       |
| 82 | q74 | In general, Latino parents ask questions or make suggestions to me about their child.  | 1  | Strongly Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 88 | N/A               |
|    |     |  | 99 | 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 Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | No Response       |
| 84 | q76 | In general, Latino parents are involved in their children's lives at school.   | 1  | Strongly Disagree |
|    |     |  | 2  | Disagree          |
|    |     |  | 3  | Agree             |
|    |     |  | 4  | Strongly Agree    |
|    |     |  | 99 | 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. | 1  | Yes               |
|    |     |  | 2  | No                |

|  |     |  |  |
|--|-----|--|--|
| 86   | q78 | For teachers, teacher assistants, and staff who interact in the classroom environment. | 1 Strongly Disagree<br>2 Disagree<br>3 Agree<br>4 Strongly Agree |
| <p>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.</p> <p>In the classroomâ€¢ we honor individual perspectives.</p> |     |  |  |
| <p>87 q79 In the classroomâ€¢ we have class discussions that celebrate the rich cultures and backgrounds present at our school and in our classroom.</p>   |     |  |  |
| <p>88 q80 In the classroomâ€¢ we embrace all cultural and family differences as assets to our school.</p>  |     |  |  |
| <p>89 q81 In the classroomâ€¢ we role model behaviors of inclusion.</p>  |     |  |  |
| <p>90 q82 In the classroomâ€¢ we engage in relationship-building activities in the classroom.</p>  |     |  |  |
| <p>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.</p>  |     |  |  |
| <p>92 q84 In the classroomâ€¢ we use examples from the different cultural experiences in the class to enrich our discussions.</p>  |     |  |  |

|     |     |   |                        |  |
|-----|-----|---|------------------------|--|
| 93  | q85 | In the classroomâ€  â€  we talk about how stereotypes and assumptions can cause injustice.  | 1<br>2<br>3<br>4       | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree                |
| 94  | q86 | In the classroomâ€  â€  we reflect on how our own personal beliefs, backgrounds, and assumptions may affect how we interact with others.                                    | 1<br>2<br>3<br>4       | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree                |
| 95  | q87 | In the classroomâ€  â€  we discuss how different beliefs, assumptions and stereotypes can create an uneven playing field for minorities and other under-represented groups. | 1<br>2<br>3<br>4       | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree                |
| 96  | q88 | In the classroomâ€  â€  we discuss how stereotypes and different beliefs that exist in our society can lead to achievement gaps.  | 1<br>2<br>3<br>4       | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree                |
| 97  | q89 | In the classroomâ€  â€  we discuss the importance of giving back to the community through volunteering or other community outreach projects.                                | 1<br>2<br>3<br>4       | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree                |
| 98  | q90 | In the classroomâ€  â€  we practice active listening.   | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No response |
| 99  | q91 | In the classroomâ€  â€  we create an environment that all of us enjoy being part of.  | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No response |
| 100 | q92 | In the classroomâ€  â€  we work together to resolve most conflicts that arise.  | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Disagree<br>Agree<br>Strongly Agree<br>No response |
| 101 | q93 | In the classroomâ€  â€  we are allies against social injustices (i.e., racism, sexism, classism, etc.)  | 1<br>2                 |  |

|    |             |
|----|-------------|
| 3  | Strongly    |
| 4  | Disagree    |
| 99 | Disagree    |
|    | Agree       |
|    | Strongly    |
|    | Agree       |
|    | No response |

|     |     |   |    |                |
|-----|-----|---|----|----------------|
| 102 | q94 | In the classroomâ€¢ we expect each other to perform to our highest ability.   | 1  | Strongly       |
|     |     |   | 2  | Disagree       |
|     |     |   | 3  | Disagree       |
|     |     |   | 4  | Agree          |
|     |     |   | 99 | Strongly Agree |
|     |     |   |    | 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, |    |                |

|   |   |   |
|---|---|---|
| <p>otherwise use the scale provided for your answer. During this school year, I haveâ€!</p>   | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Agree<br/>4      Strongly Agree</p>  |   |
| <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> |   |   |
| 107   | <p>q99      During this school year, I haveâ€! â€! looked up information about the cultures of my students, ( or the students at this school in general).</p> | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Disagree<br/>4      Agree<br/>Strongly Agree</p>                         |
| 108   | <p>q100      During this school year, I haveâ€! â€! developed personal relationships with my students.</p>  | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Disagree<br/>4      Agree<br/>Strongly Agree</p>                         |
| 109   | <p>q101      During this school year, I haveâ€! â€! helped students develop positive relationships with their classmates.</p>                                 | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Disagree<br/>4      Agree<br/>Strongly Agree</p>                         |
| 110   | <p>q102      During this school year, I haveâ€! â€! determined whether my students like to work in groups or individually.</p>                                | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Disagree<br/>4      Agree<br/>99      Strongly Agree<br/>No response</p> |
| 111   | <p>q103      During this school year, I haveâ€! â€! taken steps to learn about the difference between equity and equality.</p>                                | <p>1      Strongly Disagree<br/>2      Disagree<br/>3      Disagree<br/>4      Agree<br/>99      Strongly Agree</p>                 |

No  
response

|     |      |   |    |                               |
|-----|------|---|----|-------------------------------|
| 112 | q104 | During this school year, I haveâ€œâ€œ examined my own position of power and privilege.  | 1  | Strongly                      |
|     |      |   | 2  | Disagree                      |
|     |      |   | 3  | Disagree                      |
|     |      |   | 4  | Agree                         |
|     |      |   | 99 | Strongly Agree<br>No response |
| 113 | q105 | During this school year, I haveâ€œâ€œ taken a class or a professional development course on issues such as equity or cultural responsiveness.   | 1  | Strongly                      |
|     |      |   | 2  | Disagree                      |
|     |      |   | 3  | Disagree                      |
|     |      |   | 4  | Agree                         |
|     |      |   | 88 | Strongly Agree                |
|     |      |   | 99 | N/A<br>No response            |
| 114 | q106 | During this school year, I haveâ€œâ€œ concentrated on the learning style of my students in order to create multiple pathways for students to be successful.   | 1  | Strongly                      |
|     |      |   | 2  | Disagree                      |
|     |      |   | 3  | Disagree                      |
|     |      |   | 4  | Agree                         |
|     |      |   | 88 | Strongly Agree                |
|     |      |   | 99 | N/A<br>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  | Yes                           |
|     |      |   | 2  | No                            |
| 116 | q108 | <p>Teacher Efficacy Scale (Short Form)</p> <p>*In Hoy, W.K.<br/>&amp; 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</p> |    |                               |

educators concerning these statements.

Please indicate how much you agree or disagree with each statement by using the scale provided.

|    |                                   |
|----|-----------------------------------|
| 1  | Strongly Agree                    |
| 2  | Moderately Agree                  |
| 3  | Agree slightly more than disagree |
| 4  | Disagree slightly more than agree |
| 5  | Moderately Disagree               |
| 6  | Strongly Disagree                 |
| 99 | No response                       |

The amount a student can learn is primarily related to family background.

|     |      |  |    |                                   |
|-----|------|--|----|-----------------------------------|
| 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                          |
|     |      |  | 6  | Moderately Disagree               |
|     |      |  | 99 | 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                          |
|     |      |  | 6  | Moderately Disagree               |
|     |      |  | 99 | 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 Agree  |    |                                   |
|   | 3    | Agree slightly more than disagree   |    |                                   |
|   | 4    | Disagree slightly more than agree   |    |                                   |
|   | 5    | Moderately Disagree   |    |                                   |
|   | 6    | Strongly Disagree   |    |                                   |
|   | 99   | No response   |    |                                   |
| 120                                     | q112 | If parents would do more for their children, I could do more.   | 1  | Strongly Agree                    |
|   |      |   | 2  | Moderately Agree                  |
|   |      |   | 3  | Agree slightly more than disagree |
|   |      |   | 4  | Disagree slightly more than agree |
|   |      |   | 5  | Moderately Disagree               |
|   |      |   | 6  | Strongly Disagree                 |
|   |      |   | 99 | 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  | Strongly Agree                    |
|   |      |   | 2  | Moderately Agree                  |
|   |      |   | 3  | Agree slightly more than disagree |
|   |      |   | 4  | Disagree slightly more than agree |
|   |      |   | 5  | Moderately Disagree               |
|   |      |   | 6  | Strongly Disagree                 |
|   |      |   | 99 | 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  | Strongly Agree                    |
|   |      |   | 2  | Moderately Agree                  |
|   |      |   | 3  | Agree slightly more than disagree |
|   |      |   | 4  | Disagree slightly more than agree |
|   |      |   | 5  | Moderately Disagree               |
|   |      |   | 6  | Strongly Disagree                 |
|   |      |   | 99 | 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<br>1 Strongly Agree<br>2 Moderately Agree<br>3 Agree slightly more than disagree<br>4 Disagree slightly more than agree<br>5 Moderately Disagree<br>6 Strongly Disagree<br>99 No response |
| 124 | q116 | I can get through to even the most difficult or unmotivated students.   | 1 2 3 4 5 6 99<br>1 Strongly Agree<br>2 Moderately Agree<br>3 Agree slightly more than disagree<br>4 Disagree slightly more than agree<br>5 Moderately Disagree<br>6 Strongly Disagree<br>99 No response                                      |
| 125 | q117 | A teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.   | 1 2 3 4 5 6 99<br>1 Strongly Agree<br>2 Moderately Agree<br>3 Agree slightly more than disagree<br>4 Disagree slightly more than agree<br>5 Moderately Disagree<br>6 Strongly Disagree<br>99 No response                                      |
| 126 | q118 | <p>This section has to do with the environment at your school since the presidential election of 2016. "Reprinted with permission of Teaching Tolerance, a project of the Southern Poverty Law Center. www.tolerance.org"</p> <p>Using the scale provided please answer how much you agree or disagree with the following statements.</p> <p>Since the presidential election of 2016, at my school!</p> |   |

|     |   |                        |  |
|-----|---|------------------------|--|
|     | I have witnessed an increase in anti-immigrant sentiment.   | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Somewhat Disagree<br>Somewhat Agree<br>Strongly Agree<br>No response                |
| 127 | q119<br><br>Since the presidential election of 2016, at my schoolâ€¹ Students have expressed an increased unease or fear about what may happen to them or their families. | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Somewhat<br>Disagree<br>Somewhat<br>Agree<br>Strongly<br>Agree<br>No<br>response |
| 128 | q120<br><br>Since the presidential election of 2016, at my schoolâ€¹ I have noticed an increase in derogatory language or slurs about students of color.                  | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Somewhat<br>Disagree<br>Somewhat<br>Agree<br>Strongly<br>Agree<br>No<br>response |
| 129 | q121<br><br>Since the presidential election of 2016, at my schoolâ€¹ Students are targeting other students based on who they supported in the election.                   | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Somewhat<br>Disagree<br>Somewhat<br>Agree<br>Strongly<br>Agree<br>No<br>response |
| 130 | q122<br><br>Since the presidential election of 2016, at my schoolâ€¹ Teachers or administrators are being harassed for standing up for children.                          | 1<br>2<br>3<br>4<br>99 | Strongly<br>Disagree<br>Somewhat<br>Disagree<br>Somewhat<br>Agree<br>Strongly<br>Agree<br>No<br>response |
| 131 | q123<br><br>Since the presidential  |                        |  |

|  |                        |  |                        |  |
|--|------------------------|--|------------------------|--|
|  |                        |  |                        |  |
| election of 2016, at my schoolâ€!  | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Somewhat Disagree<br>Somewhat Agree<br>Strongly Agree<br>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 schoolâ€!   | 1<br>2<br>3<br>4<br>99 | Strongly Disagree<br>Disagree<br>Somewhat Agree<br>Disagree<br>Somewhat Agree<br>Strongly Agree<br>No response |
|  |                        | Teachers and administrators have put in place a support system specifically to help the school deal with the post-election climate.  |                        |  |
| 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<br>2<br>99           | United States<br>Another country (specify):  |

| No response |     |                            |  |                                       |
|-------------|-----|----------------------------|--|---------------------------------------|
|             | 137 | another_birth_country_text | In which country were you born? (MARK one) -<br>Another country (specify):<br>- 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                                      | 1 | 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:<br>(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:<br>(MARK those that apply) - Other: (specify) - Text  | <output omitted>       |  |
| 151 | gender_id   | Gender identity: - Selected Choice   | 1<br>2<br>3            | Male<br>Female<br>Other (specify)  |
| 152 | years_in_position                                     | How long have you been in your current career position (regardless of school/site)?  | 1<br>2<br>3<br>4<br>99 | Less than 1 year<br>1 to 5 years<br>5 to 10 years<br>10 years or more<br>no response |
| 153 | years_in_school                                       | How many years have you worked at your current school?   | 1<br>2<br>3<br>4<br>99 | Less than 1 year<br>1 to 5 years<br>5 to 10 years<br>10 years or more<br>No response |
| 154 | equity_leadership                                     | My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Equity leadershipâ€             | 1                      | Equity leadershipâ€  |

|     |                         |  |   |   |
|-----|-------------------------|--|---|---|
| 155 | cultural_responsiveness | My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Cultural responsivenessâ€â€                               | 1 | Cultural responsivenessâ€â€                               |
| 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€  | 1 | Diversityâ€  |
| 158 | ell                     | My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice English language learners                                   | 1 | English language learners                                   |
| 159 | cont_ed_other           | My continuing education coursework has covered the following topics (MARK all that apply): - Selected Choice Other, explain  | 1 | 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 | 1 | 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): | 1                   | No response  |  |
| - Selected       |                     |  |  |
| Choice 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 not at all<br>2 comfortable<br>3 somewhat<br>4 comfortable<br>99 comfortable very<br>comfortable no response |
| 164              | spanish_comfort     |  | 1 not at all<br>2 comfortable<br>3 somewhat<br>4 comfortable<br>99 comfortable very<br>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 not at all<br>2 comfortable<br>3 somewhat<br>4 comfortable<br>99 comfortable very<br>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<br>2   |

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

# References

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1. In this study, participants were allowed to select as many races or ethnicities they felt identified with, thus, percent of total adds up to more than 100%[↩](#)

