**Project Juntos: School Staff Survey**

**PJ: \_\_\_ \_\_\_ \_\_\_ INT ID \_\_\_ \_\_\_ \_\_\_ Date \_\_\_\_ / \_\_\_\_/ \_\_\_\_**

**mm           dd            yyyy**

**Wave: 1 2 3 Name of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Participant (circle one):**

1. Administrator
2. Teacher
3. Counselor
4. Educational Assistant
5. Other **classified** staff (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Other **certified** (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Thank you for taking part in our survey. Remember your participation is voluntary. At any time, you may choose not to answer any or all questions. Please remember that our survey and your participation are completely confidential. We do not share your answers with*anybody.*We hope you will answer each question openly.***

**School Climate**

***This section has to do with the general climate of this school. Please indicate how much you agree or disagree with each statement by using the following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. I enjoy working at this school \_\_\_\_
2. Teachers and parents\* listen to each other \_\_\_\_
3. Students get along well with each other \_\_\_\_
4. I am a valued member of this school \_\_\_
5. There is a trusting relationship between teachers and students \_\_\_
6. There is a trusting relationship between teachers and parents \_\_\_
7. There is a trusting relationship between teachers \_\_\_\_
8. There is a trusting relationship between administrators and all other school staff\*\* \_\_\_\_
9. Students in this school are enthusiastic learners \_\_\_
10. Teachers are proud to be teachers \_\_\_\_
11. School staff is respectful to the whole school community \_\_\_\_

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. Parents from diverse groups are involved in the school \_\_\_\_
2. Administration and other school staff collaborate well \_\_\_\_
3. The school is welcoming to all its members \_\_\_

***This section has to do with the general climate of this school. Please indicate how much you agree or disagree with each statement by using the following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***This school…***

1. … creates opportunities for community building \_\_\_
2. … creates a sense of belonging for all \_\_\_\_
3. … actively engages parents to take part in school-related activities and functions \_\_\_
4. … clearly communicates its expectations to students \_\_\_
5. … clearly communicates its expectations to parents \_\_\_\_
6. … is a safe and caring environment for all \_\_\_\_
7. … views parents as important to the school’s success \_\_\_\_
8. … has parents from diverse cultures involved in school functions and activities \_\_\_\_
9. … has a lot of parent participation in school functions and activities \_\_\_
10. … creates positive relationships with all types of families, even if there are language and cultural/ethnic differences. \_\_\_\_

***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 following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***At this school…***

1. … when a student causes harm, the school’s main response is to punish the student \_\_\_\_\*
2. … when there is conflict, school staff considers the diverse background and differing points of view of the people involved \_\_\_\_
3. … students and staff communicate with each other respectfully \_\_\_\_\_
4. … parents contribute to solutions for their student’s school-based behavioral problems \_\_
5. … when there is conflict, we focus on the needs and interests of all parties involved \_\_\_\_
6. … we support direct and constructive dialogue in a safe environment \_\_\_\_
7. … students are allowed to make amends after causing harm \_\_\_\_
8. … when there is conflict, it is handled quickly \_\_\_\_

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. … when there is conflict, we focus on repairing the harm and restoring relationships \_\_\_\_
2. … we learn from conflict and don’t ignore it \_\_\_\_
3. … students work with school staff to resolve conflicts and problems \_\_\_\_

***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 following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***As staff at this school…***

1. … we are committed to our own professional development and ongoing education about how our cultural backgrounds influence our work \_\_\_ N/A \_\_\_\_
2. … we collaborate and implement best practices for teaching students from diverse cultural and language backgrounds \_\_\_\_ N/A \_\_\_\_
3. … we recognize that every child, no matter what they struggle with, also has strengths and resources \_\_\_\_
4. … we teach students about civic awareness and social responsibility \_\_\_\_ N/A \_\_\_\_
5. … the teachers and administrators examine policies and practices to make sure all students are treated fairly \_\_\_\_
6. … we are comfortable advocating for student equity with other staff members \_\_\_\_
7. … we ensure every student has the resources needed to succeed (e.g. rents or borrows musical instruments, ensures that computer labs are open for use, provides resources and materials available in languages other than English) \_\_\_\_
8. … we make special efforts to engage with families who have low participation rates in school \_\_\_\_
9. … we provide a Family Resource Center which allows for safe and welcoming interactions between school staff and family members \_\_\_\_\_
10. … we share common goals for students no matter their background and culture \_\_\_\_
11. … we see ourselves as a supportive community that includes all our families\_\_\_\_
12. … we are comfortable talking about equity issues in deep ways. \_\_\_\_
13. … we are able to talk about our own personal cultural identities and experiences \_\_\_\_
14. … we don’t sweep issues of race, equity, or culture under the rug \_\_\_\_

***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 following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***Even if others in my school do not share my commitment to equity issues, I know how to …***

1. … engage them around equity issues \_\_\_\_\_
2. … promote equity work \_\_\_\_
3. … have difficult conversations with colleagues about issues such as implicit bias, discrimination, disproportionality (e.g., disciplinary outcomes) \_\_\_\_

***I feel confident that…***

1. … I could facilitate a conversation with my colleagues about difficult topics such as implicit bias, discrimination, or disproportionality \_\_\_\_\_
2. … if I saw a colleague acting in a way that I felt was unequitable or unfair, I would know how to reach out to that person in order to have an open and honest conversation about the incident \_\_\_\_
3. … if I saw another staff member acting in a way I felt was unequitable or unfair, I would feel comfortable disrupting the behavior in a gentle, positive way \_\_\_\_

***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 following scale:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***At this school…***

1. … manuals and other materials are readily available in Spanish \_\_\_\_
2. … information about homework, school activities, and opportunities for family involvement is available in Spanish \_\_\_\_
3. … we have an open and accepting attitude toward Latino families \_\_\_\_
4. … we have a welcoming environment for Latino cultures and languages \_\_\_\_
5. … teachers, administrators and school staff actively engage Latino families in school activities and functions \_\_\_\_
6. … a bilingual (Spanish/English) staff member or translator is readily available when needed or requested\_\_\_\_
7. … we hold a number of multi-cultural events and social nights in Spanish or bilingually \_\_\_\_
8. … we actively seek the participation of our Latino families in all aspects of the school\_\_\_\_

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. … 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 \_\_\_\_

**Relationship with Latino families:**

1. In general, I feel I can talk with and am heard by Latino parents \_\_\_\_
2. If I had a problem with a Latino child, I would feel comfortable talking to his/her parent about the situation \_\_\_\_
3. 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 \_\_\_
4. 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 \_\_\_\_\_
5. I reach out to Latino families so they feel like part of the school community \_\_\_\_\_
6. 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 \_\_\_\_
7. Community resources and information are readily available and in Spanish at this school \_\_\_\_
8. This school reaches out to community organizations that focus on Latino families \_\_\_\_
9. Regardless of Latino students’ abilities, it seems most Latino students are bound for a vocational career rather than for community college or university studies. \_\_\_\_\*
10. In general, Latino parents ask questions or make suggestions to me about their child \_\_\_\_ N/A \_\_\_\_
11. In general, I see Latino parents supporting their children's education, such as going to the library or helping with homework \_\_\_\_\_
12. In general, Latino parents are involved in their children's lives at school \_\_\_\_\_

**For teachers, teacher assistants, and staff who interact in the classroom environment**

***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 following section:***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

***In the classroom…***

1. … we honor individual perspectives \_\_\_\_
2. … we have class discussions that celebrate the rich cultures and backgrounds present at our school and in our classroom \_\_\_\_

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. … we embrace all cultural and family differences as assets to our school \_\_\_\_
2. … we role model behaviors of inclusion \_\_\_\_
3. … … we engage in relationship-building activities in the classroom \_\_\_\_
4. …we talk about the importance of seeing from another’s point of view as a way to challenge personal assumptions, implicit biases, and stereotypes \_\_\_\_
5. … we use examples from the different cultural experiences in the class to enrich our discussions \_\_\_\_
6. … we talk about how stereotypes and assumptions can cause injustice \_\_\_\_
7. …we reflect on how our own personal beliefs, backgrounds, and assumptions may affect how we interact with others \_\_\_\_
8. … we discuss how different beliefs, assumptions and stereotypes can create an uneven playing field for minorities and other under-represented groups \_\_\_\_
9. … we discuss how stereotypes and different beliefs that exist in our society can lead to achievement gaps \_\_\_
10. … we discuss the importance of giving back to the community through volunteering or other community outreach projects \_\_\_\_
11. … we practice active listening \_\_\_\_ N/A \_\_\_\_
12. … we create an environment that all of us enjoy being part of \_\_\_ N/A \_\_\_\_
13. … we work together to resolve most conflicts that arise \_\_\_\_ N/A \_\_\_
14. … we are allies against social injustices (i.e., racism, sexism, classism, etc.) \_\_\_\_ N/A\_\_\_
15. … we expect each other to perform to our highest ability \_\_\_\_ N/A \_\_\_
16. … our classroom celebrates diversity (through books, posters on the wall, etc.) \_\_\_ N/A \_\_\_ N/A \_\_\_\_
17. …students are very aware of expectations of behavior \_\_\_ N/A \_\_\_
18. … I reinforce and encourage desired behavior of my students through positive recognition (for example, praise or compliments) \_\_\_\_ N/A \_\_\_

***Several of the following statements assume a role of interacting with students in the classroom, however you still may have contact with students outside the classroom, if certain situations do not apply to you please use the N/A option, otherwise use the scale provided for your answer.***

***During this school year, I have…***

**1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree**

1. … greeted the English Language Learners in my classroom with a word or phrase from their heritage language \_\_\_\_\_
2. … looked up information about the cultures of my students \_\_\_\_
3. … developed personal relationships with my students \_\_\_\_\_
4. … helped students develop positive relationships with their classmates \_\_\_\_
5. … determined whether my students like to work in groups or individually \_\_\_\_N/A \_\_\_
6. … taken steps to learn about the difference between equity and equality \_\_\_\_
7. … examined my own position of power and privilege \_\_\_
8. … taken a class or a professional development course on issues such as equity or cultural responsiveness \_\_\_\_ N/A \_\_\_\_
9. … concentrated on the learning style of my students in order to create multiple pathways for students to be successful \_\_\_\_ N/A \_\_\_

**Teachers**

***If you a teacher, Teacher's Assistant (TA), or any other form of school staff that aids in hands on activities in the classroom, please complete the following section***

Teacher Efficacy Scale (Short Form)

***A number of statements about organizations, people, and teaching are presented below.  The purpose is to gather information regarding the attitudes of educators concerning these statements.***

INSTRUCTIONS:  Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

1=Strongly Agree 2=Moderately Agree 3=Agree slightlyˆ more than disagree 4=Disagree slightly more than agree 5=Moderately Disagree 6=Strongly Disagree

1. The amount a student can learn is primarily related to family background. \_\_\_\_\_
2. If students aren't disciplined at home, they aren’t likely to accept any discipline. \_\_\_\_\_
3. When I really try, I can get through to most difficult students. \_\_\_\_\_ \*
4. 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. \_\_\_\_\_\_\_
5. If parents would do more for their children, I could do more. \_\_\_\_\_\_\_\_
6. 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. \_\_\_\_\_\_\_\_ \*
7. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly. \_\_\_\_\*
8. 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. \_\_\_\_\_\_\_ \*
9. I can get through to even the most difficult or unmotivated students. \_\_\_\_\_ \*
10. A teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment. \_\_\_\_\_\_\_\_

\*In Hoy, W.K. & Woolfolk, A.E. (1993).  Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal 93*, 356-372.

***Since the presidential election of 2016, at my school…***

**1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree**

1. I have witnessed an increase in anti-immigrant sentiment \_\_\_\_
2. Students have expressed an increased unease or fear about what may happen to them or their families \_\_\_\_
3. I have noticed an increase in derogatory language or slurs about students of color \_\_\_\_
4. Students are targeting other students based on who they supported in the election \_\_\_\_
5. Teachers or administrators are being harassed for standing up for children \_\_\_\_
6. The administration is being responsive to incidents that occur due to the post-election climate \_\_\_\_\*
7. Teachers and administrators have put in place a support system specifically to help the school deal with the post-election climate \_\_\_\_\*

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**Qualitative:**

1. If specific incidents of election-related bigotry or harassment have occurred in your school, please describe them.
2. Please describe any examples of hope or inclusion that have occurred in your school following the election.

**INFORMATION ABOUT YOU:**

1. How old are you? \_\_\_
2. **In which country** were you born? (**circle one**)
   1. United States
   2. Another Country (which one): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. If you were born outside the U.S, how old were you when you first moved to the US? \_\_\_
4. Please describe your race/ethnicity: (**circle those that apply**)
5. White
6. Hispanic, Latino, or Spanish Origin
7. Black or African American
8. Asian
9. American Indian, Alaska Native
10. Indigenous from Mexico, Central America or South America (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Middle Eastern or North African
12. Native Hawaiian or other Pacific Islander
13. Other: (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Gender identity**:**

\_\_\_\_female      \_\_\_\_male     \_\_\_\_other, (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How comfortable are you **speaking** the following languages?
   * 1. **English** (**circle one**):

1. Not at all comfortable 2. Somewhat comfortable 3. Comfortable 4. Very comfortable

* + 1. **Spanish** (**circle one**):

1. Not at all comfortable 2. Somewhat comfortable 3. Comfortable 4. Very comfortable

* + 1. **Other language** (specify & **circle one**): \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Not at all comfortable 2. Somewhat comfortable 3. Comfortable 4. Very comfortable

* + 1. **Other language** (specify & **circle one**): \_\_\_\_\_\_\_\_\_\_\_\_\_
       1. Not at all comfortable 2. Somewhat comfortable 3. Comfortable 4. Very comfortable

1. How long have you been in your current career position (regardless of school/site)?
2. Less than 1 year
3. 1 to 5 years
4. 5 to 10 years
5. 10 years or more
6. How many years have you worked at your current school?
7. Less than 1 year
8. 1 to 5 years
9. 5 to 10 years
10. 10 years or more

1. My continuing education coursework has covered the following topics (**circle all that apply**):
2. Equity leadership
3. Cultural responsiveness
4. Restorative practices
5. Diversity
6. English language learners