

Attachment III. DILE Staff Survey

Use of Data

Description/Definition: Teachers have access to school belonging and engagement data, discuss data, and use data to differentiate supports for students.

Source/Citation: [BARR Scale Up Study](#)

Stem: To what extent do you agree or disagree with the following statements for your classes?

Response Options: Strongly disagree (1), disagree (2), agree (3), strongly agree (4)

Items:

1. I feel comfortable using data to monitor and analyze my students' sense of belonging and engagement in school.
2. I have access to data to help me make decisions about what students need and how I can help them.
3. I have the tools I need to target specific interventions to my students when they need them.
4. I do not have enough time to use the data I have effectively. (reverse scored)
5. I often talk with other teachers and staff about students' sense of belonging and engagement data.
6. It is critical to have a complete picture of my students' sense of belonging and engagement in school to do my job properly.
7. I have adequate support for the effective use of available data on my students.

Control Over Student Outcomes

Description/Definition: Teachers feel like they can influence students' sense of belonging.

Source/Citation: Brady et al., in preparation

Stem: For the following indicators, please rate how true each statement is for you.

Response Options: Not at all true (1) to very true (5)

Items:

1. If I try really hard, I can get through to even the most difficult students.
2. Factors beyond my control have a greater influence on my students' sense of belonging than I do. (reverse coded). OR It is within my control to influence my students' sense of belonging.
3. I am good at helping all the students in my classes feel like they belong.
4. Some students will not feel like they belong in school, no matter what I do. (reverse coded)
5. I am certain that I am making a difference in the lives of my students.
6. There is little I can do to ensure that all my students feel like they belong in school.

Collaboration with and view of colleagues

Description/Definition: Teachers work together, trust each other, and have shared responsibilities and teaching approaches.

Source/Citation: [BARR Scale Up Study](#)

Stem: To what extent do you agree or disagree with the following statements about the teachers with whom you work?

Response Options: Strongly disagree (1), disagree (2), agree (3), strongly agree (4)

Items:

1. We work together to coordinate our approach to addressing student needs.
2. We meet regularly to discuss the performance of students.
3. We meet regularly with other school staff to discuss the performance and needs of students.
4. We trust each other.
5. We really care about each other.
6. We feel jointly responsible that all students learn.
7. We help maintain discipline in the whole school, not just our own classroom.

8. I wish I had more time to meet with other teachers about my students. (reverse scored)

View of the school's supports provided to teachers and staff

Description/Definition: Teachers feel that the school provides students and staff with the necessary resources and support services.

Source/Citation: [BARR Scale Up Study](#)

Stem: To what extent do you agree or disagree with the following statements about your school? My school...

Response options: Strongly disagree (1), disagree (2), agree (3), strongly agree (4)

Items:

1. Is a supportive and inviting place for students to learn.
2. Provides effective counseling and support services for students.
3. Promotes trust and collegiality among staff.
4. Provides me with the materials, resources, and training I need to do my job effectively.

Educating all students – Teacher

Description/Definition: Faculty perceptions of their readiness to address issues of diversity.

Source/Citation: [Panorama User Guide, Panorama Teacher and Staff Survey](#)

Stem: n/a

Items followed by response options (varies):

1. How easy do you find interacting with students at your school who are from a different cultural background than your own?

Response options: Not at all easy, slightly easy, somewhat easy, quite easy, extremely easy

2. How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

Response options: Not at all comfortable, slightly comfortable, somewhat comfortable, quite comfortable, extremely comfortable.

3. How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

Response options: Not knowledgeable at all, slightly knowledgeable, somewhat knowledgeable, quite knowledgeable, extremely knowledgeable

4. If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?

Response options: Not at all comfortable, slightly comfortable, somewhat comfortable, quite comfortable, extremely comfortable

5. How easy would it be for you to teach a class with groups of students from very different religions from each other?

Response options: Not at all easy, slightly easy, somewhat easy, quite easy, extremely easy

6. In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?

Response options: Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely comfortable

7. How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?

Response options: Not at all comfortable, slightly comfortable, somewhat comfortable, quite comfortable, extremely comfortable

8. When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

Response options: Not at all easily, slightly easily, somewhat easily, quite easily, extremely easily