

Survey for Assessing Perceptions About Responsibility

| 1: Strongly Disagree | 2: Disagree | 3: Neutral | 4: Agree | 5: Strongly Agree | 1 | 2 | 3 | 4 | 5 |
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| We have an unwavering focus and commitment to universal student achievement, and we will not stop experimenting and innovating until we achieve that goal. | Our collaborative conversations are egalitarian, and we focus on student achievement. | | | | | | | | |
| | We use data and feedback as tools for growth, and they strengthen our commitment to student achievement. | | | | | | | | |
| | We make adjustments to our practice when necessary to achieve greater levels of achievement. | | | | | | | | |
| We develop an unwavering focus and commitment to high achievement in our students and parents, and we will not stop experimenting and innovating until we achieve that goal. | We have high expectations of achievement for all our students. | | | | | | | | |
| | We demand that students continue to practice until they accomplish mastery. | | | | | | | | |
| | We develop perseverance and grit in our students. | | | | | | | | |
| We monitor and disaggregate student achievement and engagement data and strategically use our professional development resources and time to address professional skill development in the high-need areas. | We believe that it is our responsibility to be responsive to student needs. | | | | | | | | |
| | We believe that developing student responsibility for mastery of their own learning is partially our responsibility. | | | | | | | | |
| | We seek opportunities to help us grow professionally when we feel that we cannot meet a student need. | | | | | | | | |
| We monitor and disaggregate student achievement and engagement data to strategically develop policies and systems to support and develop struggling students. | We believe that student content mastery is our responsibility. | | | | | | | | |
| | We believe that developing student confidence and character is partially our responsibility. | | | | | | | | |
| | We develop systems that respond to specific student needs. | | | | | | | | |
| We refrain from using negative and pessimistic language when collaborating about high-need students and families. | We refrain from using negative or defamatory language in our informal and formal interactions. | | | | | | | | |
| | We are willing to confront our colleagues' negative attitudes or behaviors. | | | | | | | | |
| Our physical school environment reflects and displays the best qualities of our students and community, and we use it to encourage our students and families to strive for excellence. | We believe that we are responsible for displaying symbols and artifacts that positively reinforce our values and build student confidence. | | | | | | | | |
| | We recognize student strengths both formally and informally in our practice and environment. | | | | | | | | |