Figure 2.2: Survey for Assessing Perceptions About Responsibility

1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree						
2.1: We have an unwavering focus on 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.	1	2	3	4	5
	We use data and feedback as tools for growth, and they strengthen our commitment to student achievement.	1	2	3	4	5
	We make adjustments to our practice when necessary to achieve greater levels of achievement.	1	2	3	4	5
2.2: We develop an unwavering focus on and commitment to high achievement for 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.	1	2	3	4	5
	We demand that students continue to practice until they accomplish mastery.	1	2	3	4	5
	We develop perseverance and grit in our students.	1	2	3	4	5
2.3: 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-needs areas.	We believe it is our responsibility to be responsive to student needs.	1	2	3	4	5
	We believe developing student responsibility for mastery of their own learning is partially our responsibility.	1	2	3	4	5
	We seek opportunities to help us grow professionally when we cannot meet a student need.	1	2	3	4	5
2.4: We monitor and disaggregate student achievement and engagement data to strategically develop policies and systems to support and develop struggling students.	We believe student content mastery is our responsibility.	1	2	3	4	5
	We believe developing student confidence and character is partially our responsibility.	1	2	3	4	5
	We develop systems that respond to specific student needs.	1	2	3	4	5
2.5: We refrain from using negative and pessimistic language when collaborating about high-needs students and families.	We refrain from using negative or defamatory language in our informal and formal interactions.	1	2	3	4	5
	We are willing to confront our colleagues' negative attitudes.	1	2	3	4	5
2.6: 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 we are responsible for displaying symbols and artifacts that positively reinforce our values and build student confidence.	1	2	3	4	5
	We recognize (and have evidence of) student strengths both formally and informally in our practices and environment.	1	2	3	4	5

Source: Adapted from Muhammad, A. (2015). Overcoming the achievement gap trap: Liberating mindsets to effect change. *Bloomington, IN: Solution Tree Press.*