

**Building Equity Action:
Improving Tiered Support System of I&RS
2023-24 Scope of Work**

Township of Union School District

Submitted by

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**Lead Project:
Significant Disproportionality on Special Education
New Jersey Department of Education
2022-2026**

Section 1: Summary of Experience

Dr. Edward Fergus

Dr. Fergus is a Professor of Urban Education and Policy at Rutgers University. Prior to joining the Rutgers University faculty, Dr. Fergus served as Associate Professor of Urban Education and Policy at Temple University (2017-2022), Assistant Professor of Educational Leadership and Policy at New York University (2013-2017), and the Deputy Director of the Metropolitan Center (2004-2013). Over the past 18 years, Dr. Fergus' research and applied work on disproportionality reflects the core policy, practice, and research knowledge, and is the most common framework used across state education departments and school districts. Dr. Fergus' work is used by the following state education departments: California, Texas, Maryland, New York, New Jersey, Connecticut, Wisconsin, North Carolina, Arkansas, and Colorado. Specifically in New Jersey, Dr. Fergus is contracted with NJDOE 2023-2026 to work with every district cited for disproportionality in special education. This project includes providing supports to conduct a root cause analysis and focus on one specific area of improvement such as tiered supports.

In his various capacities, Fergus has directed countless program evaluations, equity audits and school reform projects:

- South Orange Maplewood Intentional Integration Equity Audit (2020-2021)
- South Orange Maplewood Elementary School Equity Audit (2019-2020)
- Norwalk School District Community Perception Examination (2020-2021)
- Fairfax School District Discipline Outcome Equity Audit (2017-2018)
- White Plains School District Evaluation of Gifted Program Disproportionality (2013-2014);
- Expanded Learning Time Initiative in Rochester School District, (2013-2014);
- Rocket Learning Supplementary Educational Services (SES) Program, 2009-2011;
- Evaluation of Connect ReMap (ReImaging Masculinity Mentoring Program) 2012-2014;
- Ossining Union Free School District's Academic Intervention Services Evaluation, (2008-2009);
- Red Bank Borough Public School District Bilingual/English as a Second Language (ESL) Programs, (2008-2009);
- New York City Department of Education's Counselor Training Program, (2007-2009);
- The AfterSchool Corporation's (TASC) Scholars-In-Training Program, (2007-2009);
- Technical Assistance Center on Disproportionality, (2005-2013);
- Newburgh School District Needs Assessment, (2009-10);
- Village Academy Foundation Programs (serving Learning Disabled (LD) and Emotionally Disturbed (ED) students), (2009-2010); and
- Westbury Union Free School District's 21st Century Community Learning Centers, (2006-2008).

In his current faculty role, Dr. Fergus directs a lab with a team that is implementing research-based strategies with a range of school districts. Dr. Fergus is currently working with the following districts on multi-year projects regarding the district's patterns of disproportionality and other equity goals: Brick Township (2021-2022), Middletown Township (2021-2022), Toms River Regional (2021-2022), Norwalk School District (2020-present), Denver Public Schools (2017-2022), New York City Department of Education (2018-present), South Orange-Maplewood School District (2019-2022), West Windsor-Plainfield (2018-2020), Franklin Township (2019-2022), and Passaic Public Schools (2019-present).

In addition to operating a research center, Dr. Fergus has been a secondary history teacher, evaluator of state and federal programs, and program director of out-of-school time programs.

He has published numerous articles and books on disproportionality in special education, suspension and gifted programs, and achievement gap patterns. He has also conducted research and evaluation studies on school violence, bilingual programs, magnet schools, out of school time programs, expanded learning, and disproportionality in special education and suspensions (See Appendix A).

As noted earlier, Dr. Fergus has extensive experience in conducting equity audits and root cause analyses with over 120 school districts since 2004 on disproportionality in special education, enrollment in gifted/AP/Honors, and discipline.

Finally, the following proposed **9-month scope of services** will involve the Disproportionality and Equity Lab team at which includes Dr. Fergus, and consultants for academic intervention supports, and equity literacy sessions.

Section 2: Scope of Services

Overview

Dr. Edward Fergus, Professor of Urban Education and Policy at Rutgers University, and Director, Disproportionality and Equity Lab, proposes a 9-month support of academic intervention school reform in Township of Union School District. The project will involve an initial three phases of work: 1) early implementation of action plan with equity lens, 2) support the pilot and initial implementation of remedy strategies to address disproportionate patterns. These phases of work will focus on the following capacity areas: 1) root cause analysis of disparity; 2) creation of multi-year implementation and progress monitoring plan; and 3) equity lens for continuous improvement of equitable outcomes. The project will culminate in the development of a Union I&RS Guidebook that will be used to align implementation across the schools. This proposal will provide overview of year 1 activities which covers 9 months.

Year 2

PHASES 1 and 2: SUPPORT IMPLEMENTATION OF ACADEMIC REFORM (October 2023-July 2024)

The emerging technology of Response to Intervention (RTI) appears to hold a great deal of promise for identifying and changing teacher behaviors and school structures, in order to increase the effectiveness of academic interventions and reduce patterns of disproportionality in special education identification. In 2004, the signing of the Individuals with Disabilities Education Improvement Act (IDEA) (P.L. 108-446) brought several changes in the ways in which students with specific learning disabilities are identified. One critical change is that LEAs are no longer required to take into account whether a child has a discrepancy between achievement and intellectual ability, providing the opportunity for LEAs to consider a child's response to a scientifically based intervention. Moreover, in accordance with special education spending rules, LEAs may use special education funding to provide such scientifically based early intervening services for all students. This gives LEAs the opportunity to create tiered intervention systems, such as RtI (Response to Intervention), to help them address their students' specific learning needs and direct special education services to those students for whom then general education curriculum and interventions are not adequate. According to the National Research Center on Learning Disabilities (NRLCD), RtI is defined as the following:

RtI is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data. The following is the fundamental question of RtI procedures: Under what conditions will a student successfully demonstrate a response to the curriculum? Thus, interventions are selected and implemented under rigorous conditions to determine what will work for the student.

Although the framework of RtI provides an opportunity for struggling students to be appropriately identified and isolate whether the fidelity (i.e., quality) of instruction, curriculum, intervention services, and school climate is limiting the opportunity to learn, there is very little within RtI research and practice that ensures districts are also attentive to the influence of cultural practices within instruction, curriculum, intervention services, and school climate as causing racial/ethnic disproportionality in special education. Temple team will work with school personnel to provide workshops on culturally responsive RtI in order to assist in a paradigm shift from process compliance to student results and success—what the Commission on Excellence in Special Education has called a “change from a ‘Culture of Process’ to a Culture of Results.”¹

The proposed strategy for supporting implementation involves coaching with district team and pilot school team on the following areas:

Year 2

Sessions 1-3: Inventory current practice and systems (October 2023– January 2024)

These sessions will focus on developing team capacity on RTI systems and critical practices. The sessions will be progressive – assess current state, define culture surrounding current state, and define new system and critical practices. Rutgers Dispro team will work with pilot schools to further this assessment, for instance, observing current practice, current culture, and defining new systems. The following represent the areas of inventory/assessment.

¹ US Department of Education Office of Special Education and Rehabilitative Services, *A New Era: Special Education for Children and Their Families*, Washington, DC (2002), p. 11.

- Teaming structures: Development of RTI experts within pilot school teams and district team.
- RTI System Structure: Development of district and pilot schools system structure of tiers.
- RTI baseline assessment (e.g., RTI Readiness Inventory - http://www.rtinetwork.org/images/Colorado_School_RtI_Fidelity_Rubrics_2.pdf; Perceptions of Skills Inventory - <http://www.rtinetwork.org/images/content/downloads/get%20started/perceptionsofirtskills.pdf>; Checklist of Full-Implementation RTI - http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf): Conduct a baseline assessment of all schools readiness to implement RTI structures and equity culture.

Sessions 4-8: Re-development and early implementation of RTI practice and systems (January – July 2024)

These sessions will focus on developing team capacity on RTI systems and critical practices. More specifically this session schools will focus on re-development of 1-2 practices of RTI systems between January-June 2023. For example, implementation of universal screeners, diagnostic tools, and review of data by RTI team; operation of RTI team and meeting protocol fidelity; implementation of intervention plans; etc. The following represent the areas of early implementation action.

- Teaming structures: Development of RTI experts within pilot school teams and district team.
- RTI System Structure: Development of district and pilot schools system structure of tiers.
- RTI baseline assessment (e.g., RTI Readiness Inventory - http://www.rtinetwork.org/images/Colorado_School_RtI_Fidelity_Rubrics_2.pdf; Perceptions of Skills Inventory - <http://www.rtinetwork.org/images/content/downloads/get%20started/perceptionsofirtskills.pdf>; Checklist of Full-Implementation RTI - http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf): Conduct a baseline assessment of all schools readiness to implement RTI structures and equity culture.

Timeframe and Deliverables

This contract is for onsite sessions: 8 sessions with schools on RTI development and implementation, 2-3 district leadership coaching support on developing action plans. The final product the Rutgers team will work towards is the development of tiered interventions manual for the district to use throughout district. Work will commence on October 1, 2023 through July 30, 2024. **The project cost is the following:**

Equity Audit and Professional Development Services		
Year One: Equity Audit/Root Cause, Equity Literacy, and Early Implementation Workshops		
Service	Quantity	Cost
District-Level		
District Team Project Check-in Meetings <ul style="list-style-type: none"> District leadership members (e.g., directors, supervisors, curriculum and instruction, etc.) 1 hour session @ 3 points during the school year Focus on development and implementation of tiered supports 	3	No cost
Phase 1 and 2 Cohort-based Workshops on Equity Focused Remedies (Tiered Supports)		
Tiered Support sessions (monthly or bimonthly) <ul style="list-style-type: none"> Members of I&RS 3.5 sessions with elementary schools to develop tiered support framework 3.5 sessions with secondary schools to develop tiered support framework 1 session with elementary and secondary schools to develop district aligned tiered support framework Develop district manual for operation of I&RS process 	8	\$65,000
Office Hours available for school teams <ul style="list-style-type: none"> Three optional opportunities to provide feedback for school tiered support development 	3	
Total Cost – October 2023-July 2024		\$65,000

Section 3: References

The following list represents a range of current and past district projects conducted by Dr. Fergus.

District	Contact	Scope of Work
West Windsor School District	David Aderhold Superintendent david.aderhold@ww-p.org	School reform focus on three areas of disproportionality: gifted, discipline, and literacy 2017-present
Brick Township School District	Kristen Hanson Director of Special Services khanson@brickschools.org	School reform focus on three areas of disproportionality: gifted, discipline, and special education 2020-present
Franklin Township School District	Daniel Loughran Assistant Superintendent dloughran@franklinboe.org	School reform focus on three areas of disproportionality: gifted and discipline 2019-present
NYS Department of Education Enrollment: 1.1 million	Dr. Ruby Ababio-Fernandez Senior Executive Director Office of Equity and Access RAbabiofernandez@schools.nyc.gov	Conducting a three-cohort phased development of district equity teams across 46 school districts in NYCDOE and progress monitoring incubation with up to 90 schools 2018-present
Norwalk School District Enrollment: 11,700	Dr. Alexandra Estrella estrellaa@norwalkps.org Superintendent	Lead Partner on District Equity Audit and Root Cause Analysis 2020-present
Cortland School District Enrollment: 2,800	Judi Riley jriley@cortlandschools.org Assistant Superintendent 607-758-4100	Development of IST in elementary school 2008-09 Coaching of IST implementation in elementary school 2009-10 Coaching of IST implementation in middle and high schools 2010-11 Data Analysis Coaching of principals 2009-10, 2010-11, and 2011-12
Pomona Unified School District	Kathrine Morillo-Shone Director, SIG-DIS, CEIS, and Special Projects	Disproportionality school district; cited by CDE 2013-2015

Enrollment: 26,200	Phone (909) 397-4800 ext. 3821 Katherine.Morillo-Shone@pomona.k12.ca.us	
Santa Cruz City School District Enrollment: 6,800	Kris Munro Superintendent kmunro@sccs.santacruz.k12.ca.us	Disproportionality school district; cited by CDE 2013-2015
Champaign School District Enrollment: 9,600	Judy Wiegand Superintendent wieganju@champaignschools.org	School reform focus on three areas of disproportionality: gifted, discipline, and literacy 2013-2016

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EDUCATION

- Ph.D.** **School of Education, University of Michigan, Ann Arbor, Michigan**
Educational Foundations and Policy, *May 2002*
- M.A.** **School of Education, University of Michigan, Ann Arbor, Michigan**
Educational Foundations and Policy, *May 2000*
- B.A.** **Beloit College, Beloit, Wisconsin**
Political Science, *May 1996*
- Teaching
Certification
Program** **Beloit College, Beloit, Wisconsin**
6-12 Broad Field Social Studies

PROFESSIONAL EXPERIENCE

- July 2019- present **Associate Professor, Urban Education, College of Education, Temple University**
- July 2017-2019 **Assistant Professor, Urban Education, College of Education, Temple University**
- Sept 2013-2017 **Assistant Professor, Educational Leadership and Policy, Steinhardt School of Culture, Education and Human Development, New York University**
- Sept. 2009-July 2013 **Deputy Director, Metropolitan Center for Urban Education, Steinhardt School of Culture, Education and Human Development, New York University**
- Aug. 2005-Aug. 2009 **Director, Applied Research, Evaluation and Policy, and Director, Technical Assistance Center on Disproportionality, Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.**
- Nov. 2004-Aug.2005 **Project Associate, Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.**
- Dec. 2002-Nov. 2004 **Education and Research Specialist, National Technical Assistance Center for Community Schools, The Children's Aid Society, New York City**
- Sept. 2001-Nov. 2002 **Research Associate, Metis Associates, Inc., New York City**
- Aug. 2000-Aug. 2001 **Program Director, Children's Aid Society, Community School I.S. 90.**

Jan. 1999-Aug. 2000 **Program Coordinator**, *Office of Fellowships and Recruitment, Rackham Graduate School, University of Michigan*

Jan. 1997-Aug, 2000 **Research Assistant**, *School of Education, University of Michigan*

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Books

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<https://steinhardt.nyu.edu/metrocenter/tacd/resources/publications>

SELECT INVITED TALKS

Indiana Department of Education Equity Summit, June 2017
“Significant Disproportionality Regulations and Bias-Based Beliefs: What’s Driving Disproportionate Patterns”

Massachusetts Association of School Superintendents, May 2017
“Bias-Based Beliefs Driving Disproportionate Patterns”

California Department of Education State Performance Plan Technical Assistance Project, Significant Disproportionality Session, February 2017

“LEAs can lead Significant Disproportionality Regulations”

US Department of Education, Office of Special Education Programs, February 2017.

“How SEAs and LEAs can lead Significant Disproportionality Regulations”

Maryland State Department of Education, November 2016

“Significant Disproportionality, Regulations, and Solutions”

US Department of Education, Office of Special Education Programs, June 2016.

“Current Research on Disproportionality Patterns in CEIS and Staff Beliefs”

National Association of Black School Educators Conference, April 2016

“Beliefs of Race and Culture: Setting the Stage for Disproportionality”

Panasonic Foundation School Reform Conference, October 2015

“School Reform Research and Practice: Lessons Learned”

California Department of Education State Performance Plan Technical Assistance Project, Significant Disproportionality Session, October 2015

“Race, Culture, Disproportionate Outcomes and Special Education”

California Department of Education State Performance Plan Technical Assistance Project, Significant Disproportionality Session, April 2015

“Disproportionate Outcomes and Discipline”

Northwest Regional Laboratory and U of Oregon National PBIS conference, March 2015

“Disproportionality Outcome and Equity Principles in PBIS Implementation”

National Council Educating Black Children Conference, April 2014

Invited Panelist and Workshop Presenter

52nd Annual United Nations Commission on Social Development, February 2014

“Schooling for Resilience: Life Trajectory of Black and Latino Boys”

New York State School Boards Association Conference, October 2013

“Disproportionality in Special Education and Suspension”

“Schooling for Resilience: Life Trajectory of Black and Latino Boys”

STEMing the Tide: NSF-Sponsored Minority Males in Science, Technology, Engineering, and Mathematics (STEM), June 2013

Invited Paper and Presenter

W.K. Kellogg Foundation Racial Healing Conference, April 2012

Invited Panelist

American Federation of Teachers Conference, July 2013

Invited Panelist and Workshop Presenter

Council of Exceptional Children Conference, April 2010

Invited Panelist and Workshop Presenter

SERVICE

Advisory Group Memberships

Chair, Advisory Board Member, New York State Juvenile Justice Advisory Group (Governor Appointed) (2010- present)

Advisory Board Member, New York State Juvenile Justice Advisory Group (Governor Appointed) (2010- present)

Advisory Board Member, Center for Court Innovation, NIJ funded study (2016-2017)

Advisory Board Member, NYC Mayor's Young Men's Initiative (2015-2018)

Member, New York State Education Regents' Boys of Color Workgroup (2015-present)

Co-Chair Data Workgroup and Leadership Team Member, NYC Mayor's Taskforce on School Climate and Discipline (2015-present)

Expert Witness and Litigative Consultant, U.S. Department of Justice, Civil Rights Division (2014-2017)

Trustee, Yonkers Schools Board of Education (Mayor Appointed) (2011-13)

Advisory Group Member, Harry and Leona Helmsley Trust (2011-2012)

Advisory Group Member, Council of State Governments (2012-13)

Board Member, Campaign for Fiscal Equity (2010-13)

Advisory Council Member, New Jersey Department on School Improvement's Council on Equity and Diversity (2010-2011)

Advisory Board Member, Indiana University – Technical Assistance Center on Positive Behavior Intervention System (2013- 2016)

Advisory Board Member, National Center on Response to Intervention (2008-2013)

Advisory Board Member, New York State Education Department Professional Development Grant (2008-2009)

Federal Reviewer

U.S. Department of Education, Office of Special Education Programs, Federal program application reviewer, 2011, 2013, 2014

Professional Memberships

Member, American Educational Research Association

Member, American Sociological Association

Service to Discipline

Reviewer, Educational Psychology Review, Spring 2017
Reviewer, Harvard Education Press, Summer 2015, 2017
Reviewer, Peabody Journal, Summer 2015
Editorial Board, Boyhood Studies, Interdisciplinary Journal, 2015-present
Reviewer, Educational Researcher, Fall 2013

Appendix B

Draft Benchmarks Culture and Climate

Part One: Identify SMART² Goal(s) and Indicators

Year-End SMART Goal(s) *Number your goals if there are more than one.*

What improvements 1) to how student behavior is managed, and 2) to student referral outcomes do you hope to make by the end of May 20XX? Make sure these goals align with the overall school culture and climate vision.

Sample: By May 2016, 90% of office referrals will contain detail on misbehavior and behavior modification strategies attempted.

Sample: By May 2016, 90% of classroom observations will demonstrate positive/productive instruction talk between students and teachers

Sample: By May 2016, 90% of school and classroom expectations (i.e., charts, reward activities, etc.) will include positive reinforcement language and strategies.

Sample: By May 2016, 90% of PLC meetings will discuss instructional practice fidelity in terms of accuracy and consistency of practice.

1. _____

2. _____

3. _____

4. _____

5. _____

Goal Indicators *Separate the indicators by goal if necessary.*

² S.M.A.R.T. - Specific, Measurable, Agreed upon, Realistic and Time-based.

How will you know whether or not you met your goal(s)? What specific changes will need to occur, i.e. regarding policies, systems, procedures, staff support, etc.? How will use culturally responsive principles to manage equitable access and opportunity?

SMART Goal	Indicators	Culturally Responsive Principles
<p>Sample: By May 2016, 90% of office referrals will contain detail on misbehavior and behavior modification strategies attempted</p>	<ol style="list-style-type: none"> 1. PBIS team will (re)develop office referral form. 2. Office referrals will contain detail on misbehavior and behavior modification strategies 	<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
<p>Sample: By May 2016, 90% of classroom observations will demonstrate positive/productive instruction talk between students and teachers</p>	<ol style="list-style-type: none"> 1. Staff participate in monthly dialogue on positive/productive talk activities for the classroom 2. Principal participates in monthly/quarterly classroom visits focused on productive talk 	<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
<p>Sample: By May 2016, 90% of school and classroom expectations (i.e., charts, reward activities, etc.) will include positive reinforcement language and strategies.</p>	<ol style="list-style-type: none"> 1. Staff participate in training on positive reinforcement. 2. Staff participate in developing school-wide and classroom expectations with positive reinforcement language. 	<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
<p>Sample: By May 2016, 90% of PLC meetings will discuss instructional practice fidelity in terms of accuracy and consistency of practice.</p>	<ol style="list-style-type: none"> 1. Staff participate in training on defining fidelity in terms of accuracy and consistency. 2. PLC Teams progressively practice discussing and annotating fidelity accuracy and consistency on PLC forms. 3. Principal and Assistant Principal collect and review PLC meeting forms and notes. 	<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness

SMART Goal	Indicators	Culturally Responsive Principles
		<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
		<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
		<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
		<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness
		<ul style="list-style-type: none"> ○ Seek proportional outcomes ○ Address deficit thinking ○ Address stereotypes and colorblindness

Part Two: Create a Task List

<p><u>Tasks</u> Considering your indicators, what are some of the specific tasks that will need to be completed over the course of the year in order to reach your goal(s)? Your list is a working draft that will likely be revised as the year progresses. Your tasks don't have to be similar in size and scope. Number your task list. Also, how will you insert the culturally responsive principles in each task to ensure it/they guide the purpose of each task.</p>	<p><u>People</u> Who will be responsible for completing the task?</p>	<p><u>Time</u> Approximately how much time will be needed to complete the task?</p>	<p><u>Data Collection</u> What data will be collected by this task?</p>

Part Three: Create a timeline

<u>Month</u>	<u>Completed Tasks</u> What tasks need be completed by the end of the (corresponding) month in order to reach the year-end goal(s)?	<u>Indicator Focus</u> Which year-end goal indicators do the tasks reflect?
August		
September		
October* <i>Progress Monitoring activity should focus on wellness of task implementation</i>		
November Progress monitor student interim outcomes		
December		

<p>January* <i>Progress Monitoring activity should focus on wellness of task implementation and student interim outcomes</i></p>		
<p>February</p>		
<p>March* <i>Progress Monitoring activity should focus on wellness of task implementation and student interim outcomes</i></p>		
<p>April</p>		
<p>May* <i>Progress Monitoring activity should focus on wellness of task implementation and student final outcomes</i></p>		

*This is the approximate time for progressing monitoring by external partner and/or district team

Appendix C

Perspectives of Culture and Race Bias Survey Items

Items	Scale	Cronbach Alpha
Cultural differences in communication often result in students of color being penalized for the way in which they answer questions.	Awareness and Knowledge	Cronbach's $\alpha=.68$
Teachers bring stereotypes that affect their views of students of color, which impact how they teach them.	Awareness and Knowledge	
In a White majority school, Black students are forced to deal with many pressures that threaten their identity as Black students.	Awareness and Knowledge	
Students of color do not experience racism on a daily basis.	Awareness and Knowledge	
Educators are often sensitive to the needs of students of color.	Awareness and Knowledge	
Tougher disciplinary policies will not solve the disciplinary problems of Black or Latino students	Awareness and Knowledge	
Sometimes I wonder why we can't see each other as individuals instead of race always being an issue.	Colorblindness	
It is rude when Latino students speak Spanish in the classroom.	Colorblindness	
I try to ignore skin color in order to view minority students as individuals.	Colorblindness	
The things that were done to people of color in the past in this country were terrible, but I am not sure it is the school's responsibility to make up for that.	Colorblindness	
I try not to notice a child's race or skin color in the classroom setting.	Colorblindness	
Latino students who speak English should refrain from speaking Spanish at school so they don't to alienate other students or teachers.	Colorblindness	
Disciplinary action should be taken against students who wear "sagging" clothes in school.	Colorblindness	
I am sometimes suspicious of data showing racial disparities because data can be manipulated to say anything one wants it to say.	Colorblindness	
Regardless of family background, schools and classrooms cannot afford to make exceptions to disciplinary policy.	Colorblindness	
Racism would cease to exist if everyone would just forget about race and see each other as human beings.	Colorblindness	
African American children from disadvantaged neighborhoods do not have the role models they need to be successful in school.	Deficit Thinking	Cronbach's $\alpha=.85$

As an educator, I'm very limited in what I can do when students from disadvantaged neighborhoods hold negative beliefs about their education.	Deficit Thinking	
Schools cannot be expected to overcome the disadvantages of race and poverty.	Deficit Thinking	
I am frustrated by how hard it is to be politically correct in our more diverse society.	Deficit Thinking	
The values and beliefs shared by those in disadvantaged neighborhoods tend to go against school values and beliefs about what makes up a good education.	Deficit Thinking	
Students of color from disadvantaged homes just seem to show a lack of initiative.	Deficit Thinking	
Students from disadvantaged backgrounds do not value education as much as other students.	Deficit Thinking	
It is important that students of color assimilate so that they can succeed in mainstream American culture.	Deficit Thinking	
Unfortunately, many people of color, education just is not a real priority.	Deficit Thinking	
Disadvantaged students generally do not have the abilities necessary to succeed in the classroom.	Deficit Thinking	
There is not much schools can do to close the achievement gap.	Deficit Thinking	
Trying to be culturally responsive all the time is nice in theory, but the reality is that a teacher does not have time to be all things to all students.	Deficit Thinking	
Thinking or talking about race makes me feel uncomfortable.	Racial Discomfort	Cronbach's $\alpha=.49$)
I am not hesitant to talk about race for fear that someone will be offended if I say something wrong.	Racial Discomfort	
Academically, Asian students do not have to work as hard as other students to get good grades.	Racial Discomfort	
Black students' cultural attitudes and styles of speech make it hard for me to teach them.	Racial Discomfort	
Although I am hesitant to say so publicly, I believe that racial differences in intelligence may have a hereditary or genetic component.	Racial Discomfort	
It is my responsibility to learn about cultural differences between students of color.	Responsibility	Cronbach's $\alpha=.84$
I have a responsibility to adapt instruction to account for cultural differences among my students.	Responsibility	
I make changes to my instruction to accommodate my students' culture on a daily basis.	Responsibility	
A teacher has the responsibility to stay current with new and effective ways to incorporate culture into the classroom	Responsibility	

Schools have a responsibility to provide services to students of color that will help them overcome the disadvantages they have faced.	Responsibility	
As a teacher, it is my responsibility to raise questions about the ways the school system serves students of color.	Responsibility	
In order to teach effectively, I need to understand my own culture and values.	Responsibility	
Ethnicity is part of who students are	Responsibility	
As an educator, it is my responsibility to learn about a child's race and/or culture and how it affects his or her performance in the classroom.	Responsibility	
Each race has its own distinctive characteristics.	Responsibility	
It is up to me as an educator to make sure that all children succeed regardless of the cultural values.	Responsibility	
It is up to me as an educator to make sure that all children succeed regardless of the disadvantages they bring with them.	Responsibility	

Self-Efficacy Scale (Denzine, 2006)

When a student does better than usual, many times it is because I exert a little extra effort.	Self-Efficacy
When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.	Self-Efficacy
When I really try, I can get through to my most difficult students.	Self-Efficacy
A teacher is very limited in what he/she can achieve because a student's home environment.	Self-Efficacy
Teachers are not a very powerful influence on student achievement when all factors are considered.	Self-Efficacy
My teaching experience has given me the necessary skills to be an effective teacher.	Self-Efficacy
My teacher training program has given me the necessary skills to be an effective teacher.	Self-Efficacy

Academic Expectations Scale – SASS (Schools and Staffing Survey, US Department of Education)

As things stand now, how far in school do you think your students will get?	Options
Low performing students	<ol style="list-style-type: none"> 1. Less than HS 2. Complete HS or GED only 3. Attend college or complete 2-year or vocational program 4. Attend college but not complete a 4-year college degree 5. Attain a 4-year college degree 6. Attain a Masters or above graduate degree
Average performing students	
High performing students	

Perception of Tier 1 and 2 Behavior Supports

Our school has clear definitions for behaviors that interfere with academic and social success.	Perception of Behavior Supports
Our school has a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed behavior problems.	Perception of Behavior Supports
I believe expected behaviors are taught directly to all students in our school's classrooms.	Perception of Behavior Supports
Our school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	Perception of Behavior Supports
Faculty at our school are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every school year.	Perception of Behavior Supports
Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every school year.	Perception of Behavior Supports
A Tier I behavior team reviews and uses discipline data at least monthly for decision-making.	Perception of Behavior Supports
If I feel that a student is exhibiting behavior problems in my class, I know where to access resources in the school that will help me manage that student's behavior more effectively.	Perception of Behavior Supports
My school has an effective early intervention process to meet the behavioral needs of struggling learners.	Perception of Behavior Supports
School-wide discipline (i.e. behavior, school safety, school climate) is one of the top three goals in the school improvement plan.	Perception of Behavior Supports
Our school has an established behavior intervention team	Perception of Behavior Supports
Our school's behavior intervention team frequently (80 percent or more) provides appropriate and consistent guidance to staff on supporting student behavioral needs.	Perception of Behavior Supports
Staff at school frequently acknowledge students for positive behaviors.	Perception of Behavior Supports
School rules are applied equally for all students.	Perception of Behavior Supports
This school places a priority on teaching students strategies to manage their stress levels.	Perception of Behavior Supports

Perception of Tier 1 and 2 Academic Supports

My school has put together a library of effective, research-based intervention ideas for common student referral concerns--such as poor reading fluency and defiant behavior.	Perception of Academic Supports
My school follows up with teachers soon after a classroom intervention has been put into place to ensure that the instructor has been able to start the intervention and is implementing it correctly.	Perception of Academic Supports
Our school has an intervention team (e.g., MTSS, pre-referral intervention team).	Perception of Academic Supports
Our school's intervention team effectively gathers information about a student's needs and provides targeted supports (e.g., interventions have a prescribed length of time and dosage).	Perception of Academic Supports
My school uses local or research normed (e.g., CBM), or criterion-based benchmarks (e.g., DIBELS) to judge the magnitude of a student's delays in basic academic skills.	Perception of Academic Supports
My school's intervention team follows a formal problem-solving model during meetings.	Perception of Academic Supports
Our school has developed a response-to-intervention framework which outlines the detailed process of providing intervention in and out of the classroom.	Perception of Academic Supports

