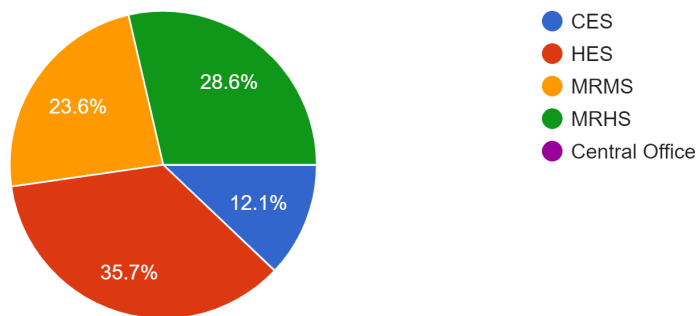


MONOMOY Equity TASK FORCE

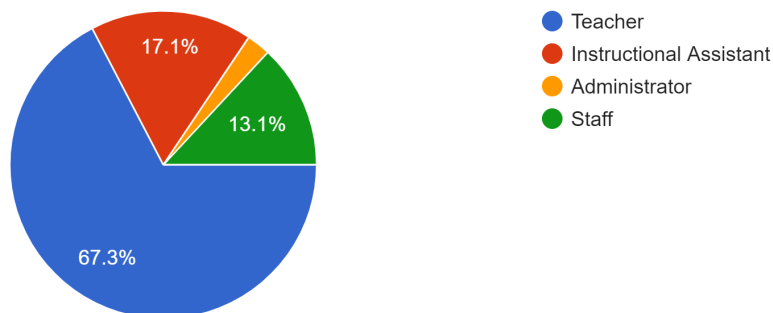
Equity Survey of MRSD staff - 2022

This survey was offered to teachers, administrators, and staff during February and early March 2022. There were 199 responses. The survey was prepared by the Monomoy Equity Task Force Steering Committee, with input from all members of the Equity Task Force. The survey was completely anonymous, with no names, emails, or other identifying information collected.

1. I work in:
199 responses



2. I am a:
199 responses



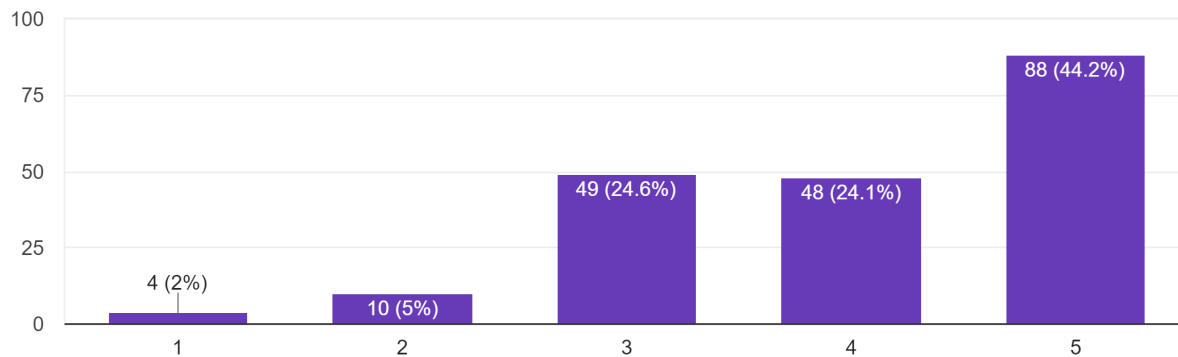
Please indicate your responses to the following statements and questions. Select the option which most closely matches your level of agreement. Note that while most questions are scaled responses, there will be an open response at the end for any comments or clarifications you would like to share.

Scale: 1 = Disagree ↔ 5 = Agree

Personal Attitudes and Perspectives

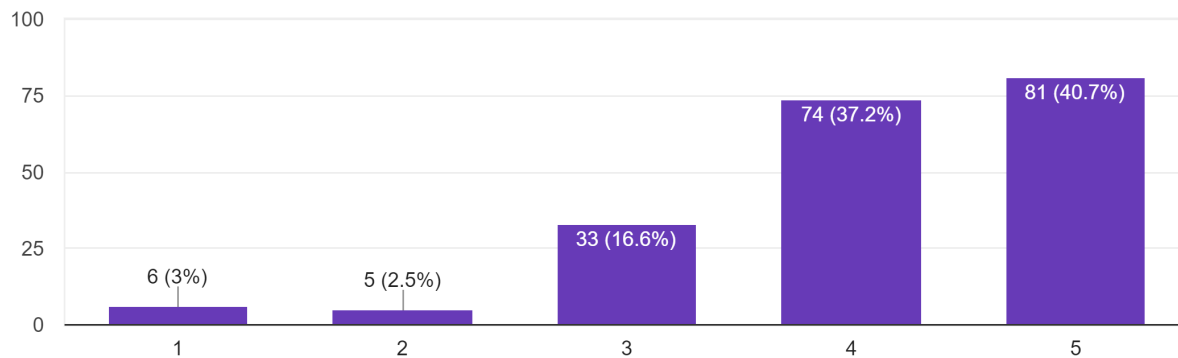
3. Unconscious/implicit bias exists in all of us.

199 responses



4. I recognize cultural, gender, able-status, and socioeconomic biases in myself and in students and attempt to overcome them.

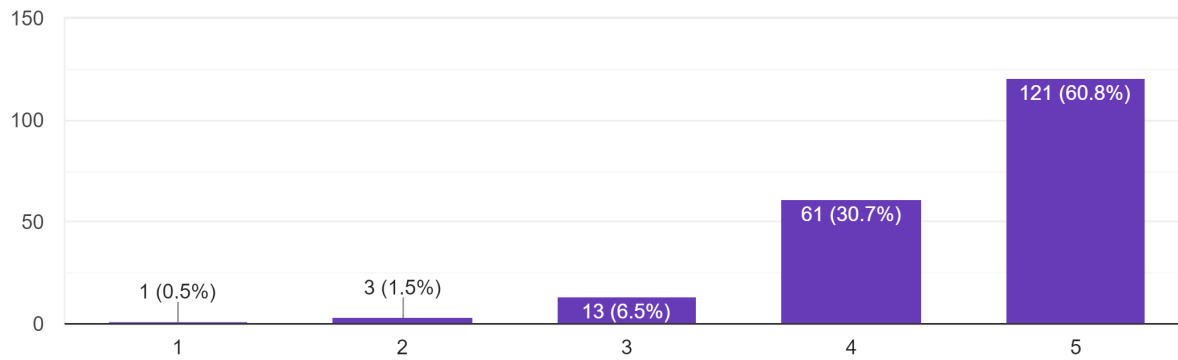
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

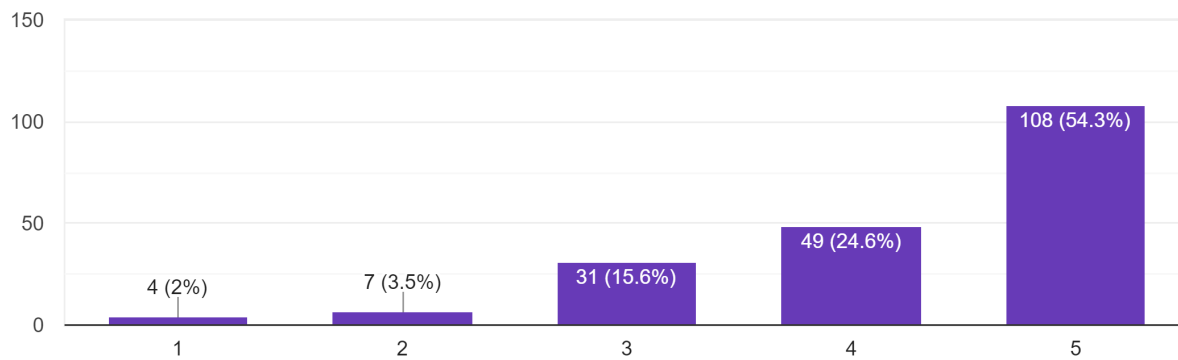
5. I encourage diversity of values, lifestyles, and viewpoints, even when these run counter to my own preferences.

199 responses



6. I believe that diversity education will foster educational equity.

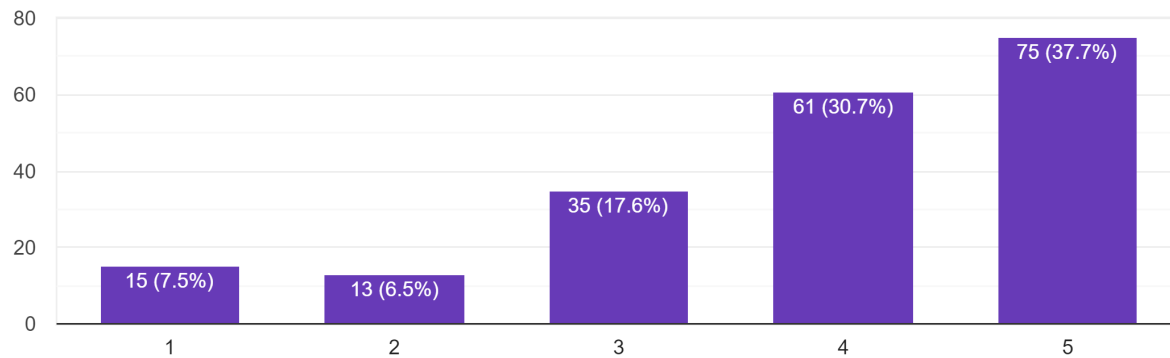
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

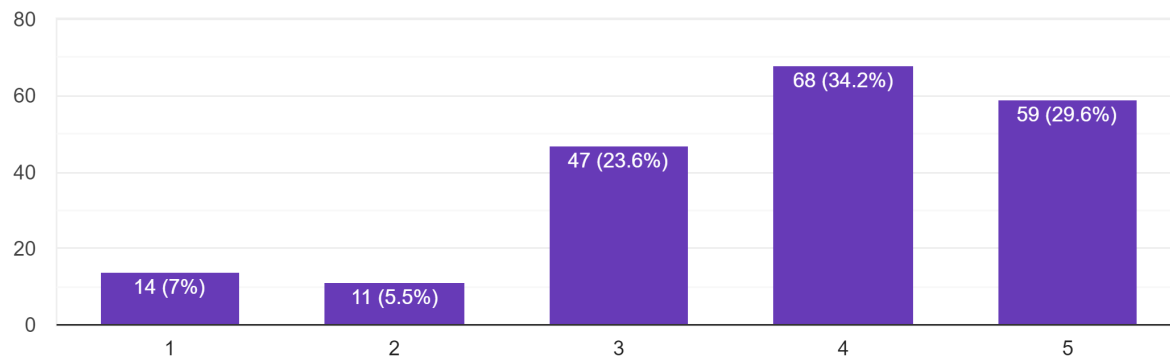
7. I am comfortable having conversations about race/sexuality/gender identity with my students in response to events that might be occurring in the world.

199 responses



8. I am comfortable confronting statements made by students or other faculty that are racially or culturally biased or prejudiced.

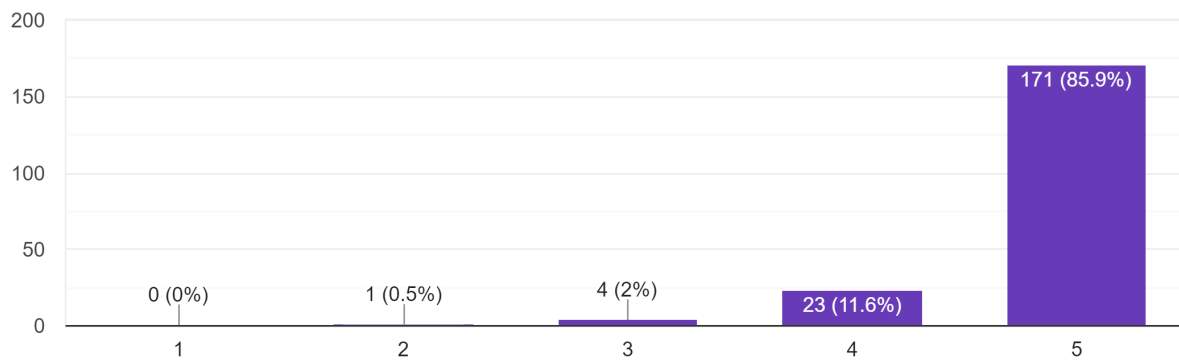
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

9. I am comfortable interacting with students who are from a different cultural background than my own.

199 responses

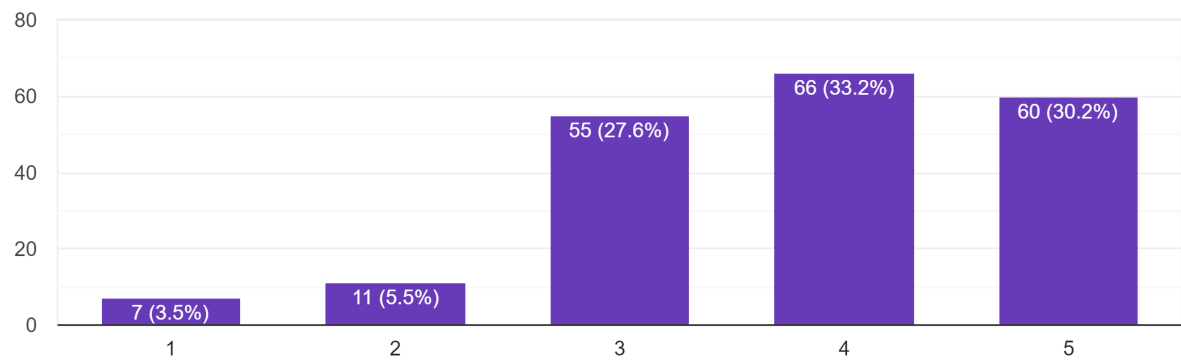


Scale: 1 = Disagree ↔ 5 = Agree

School and District Attitudes

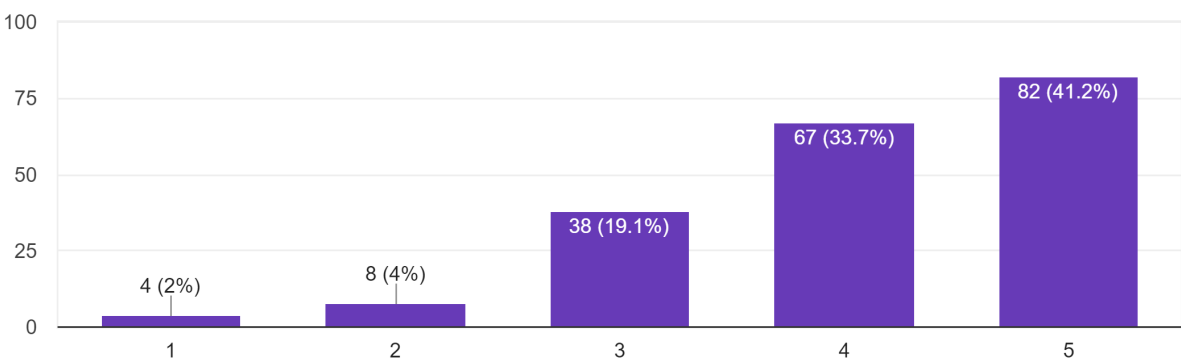
10. Leadership in our district values equity, diversity, and inclusion.

199 responses



11. Leadership in my building values equity, diversity, and inclusion.

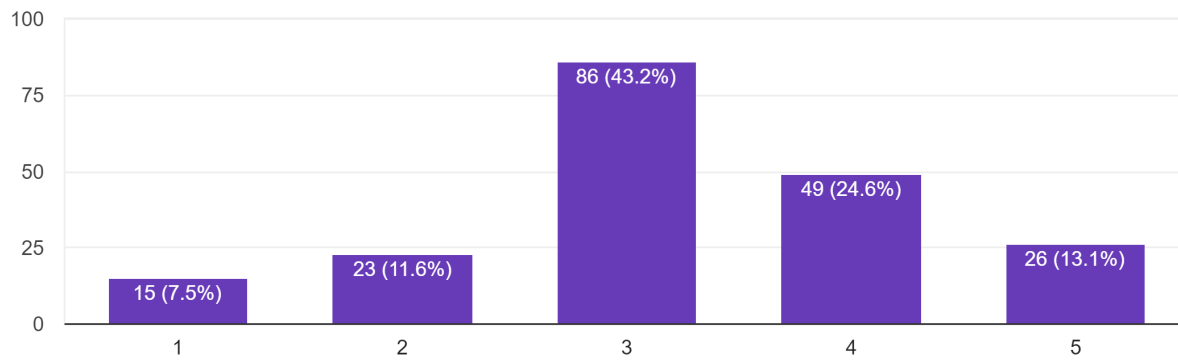
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

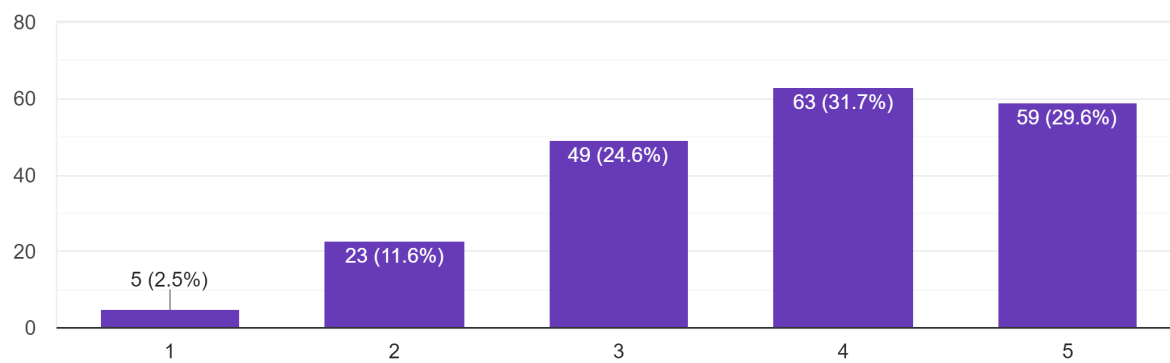
12. Talking about equity and inclusion seem more important than proceeding equitably.

199 responses



13. All cultures, backgrounds, abilities, identities, and orientations are valued and included in my school.

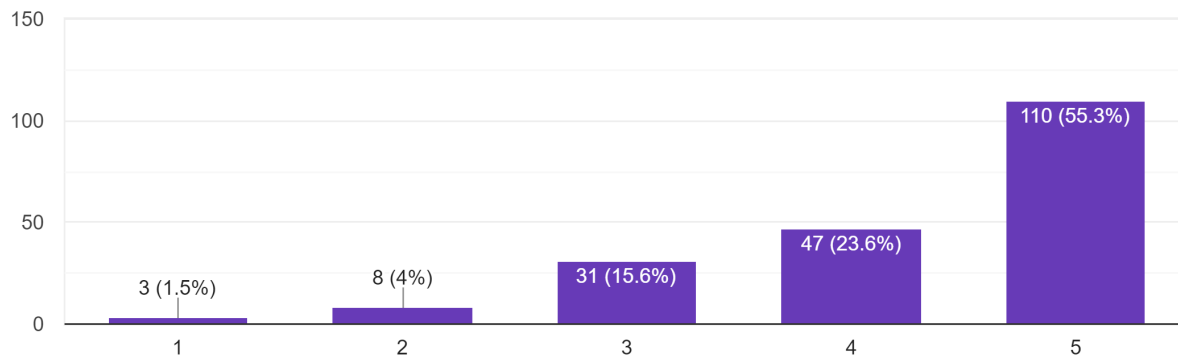
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

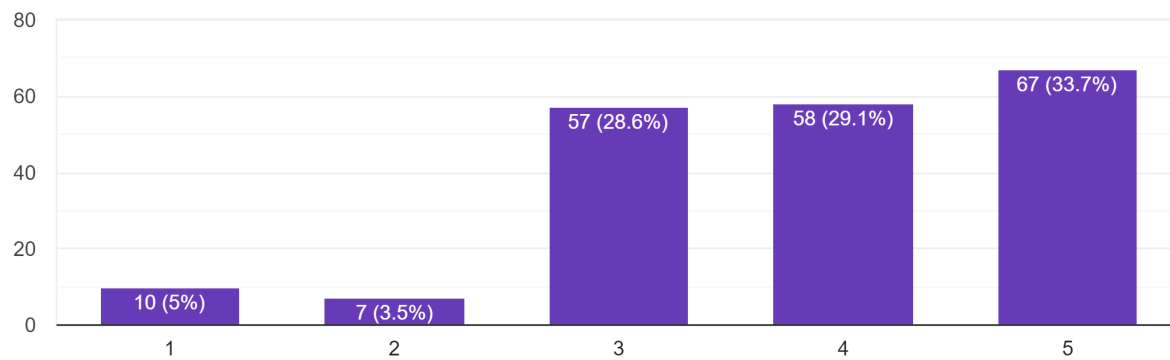
14. Having a diverse teaching staff is important for the learning of all students.

199 responses



15. Biases adversely affect our teaching and instruction of students.

199 responses

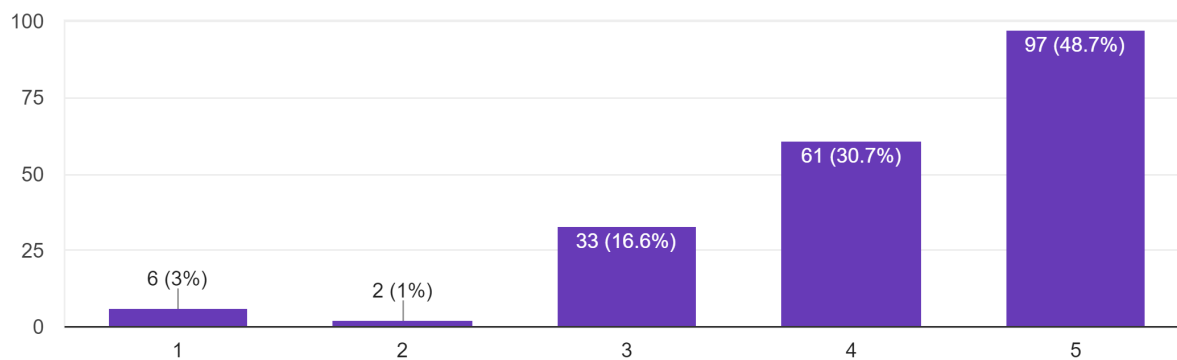


Scale: 1 = Disagree ↔ 5 = Agree

School and District Systems

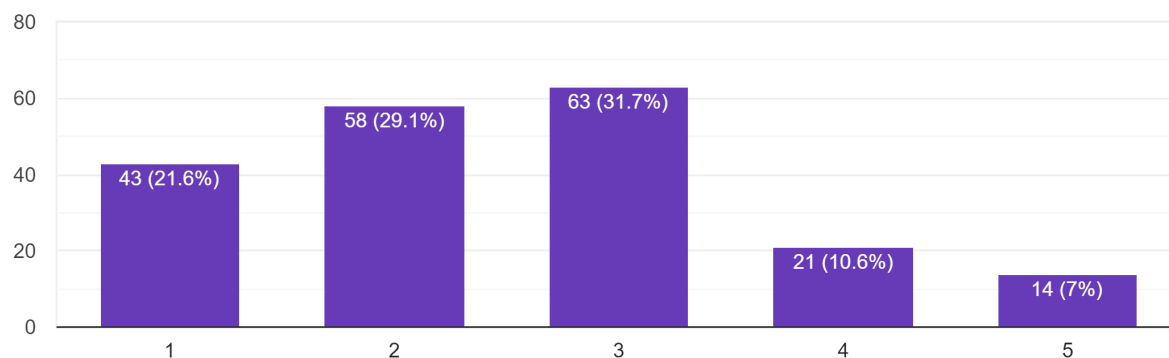
16. Systems can be biased or inequitable even if the individuals working in those systems have good intentions and are personally unbiased.

199 responses



17. There is diversity among the instructional staff in my school.

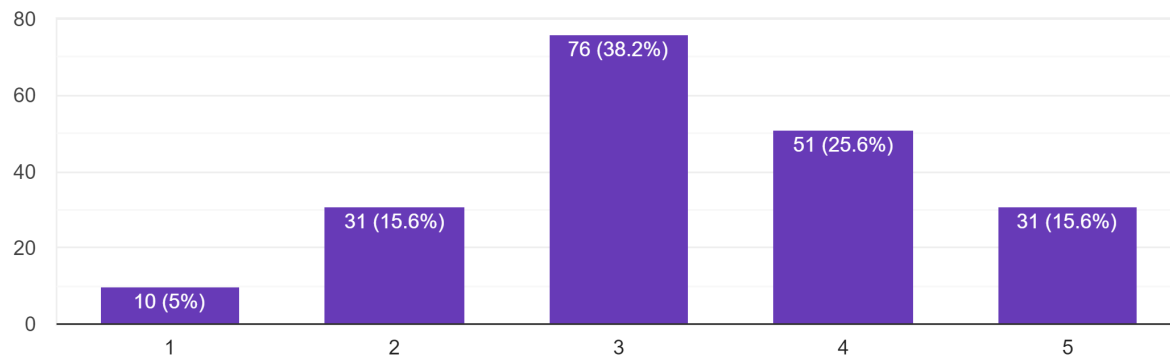
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

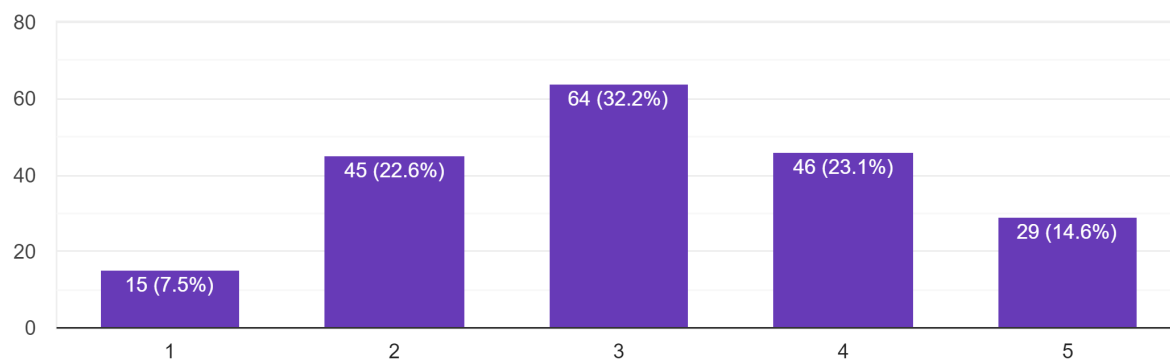
18. The visuals in my school (posters, artwork, etc.) reflect the identities of our school community

199 responses

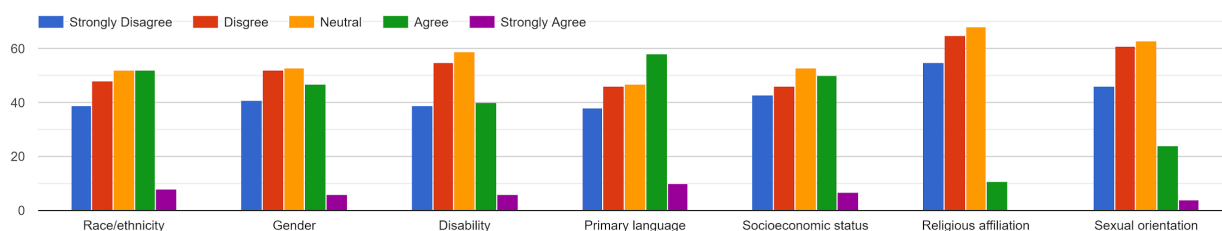


19. Structures, supports, and systems are in place to facilitate and sustain the participation of all families in school events and activities.

199 responses



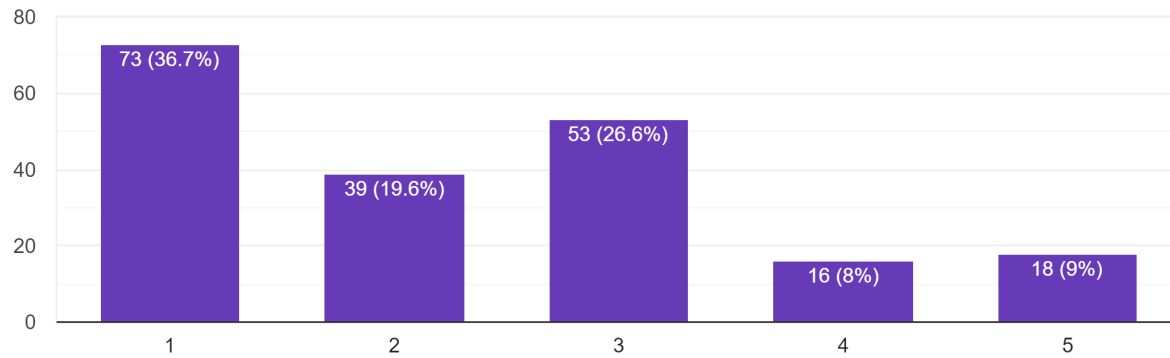
20. Staff, students, or families in my school are treated differently because of their:



Scale: 1 = Disagree ↔ 5 = Agree

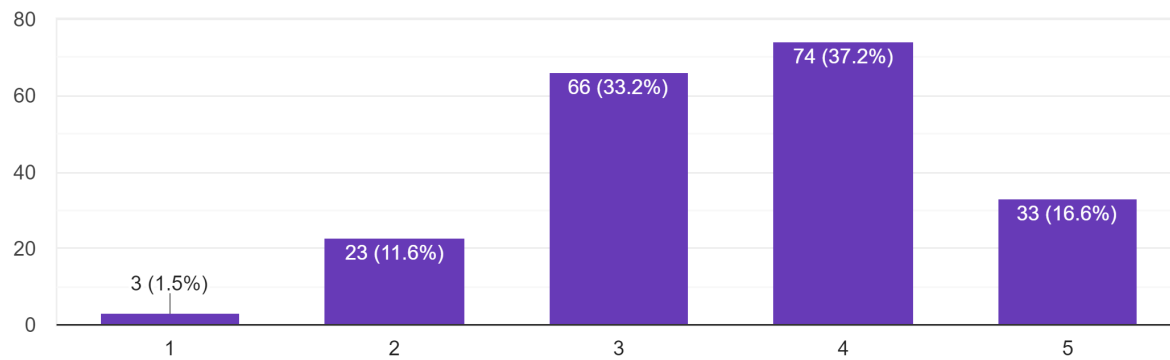
21. The equity and inclusion conversation, though helpful, has gone too far.

199 responses



22. Most students at my school treat people of different races, ethnicities, cultures, sexualities, and abilities fairly.

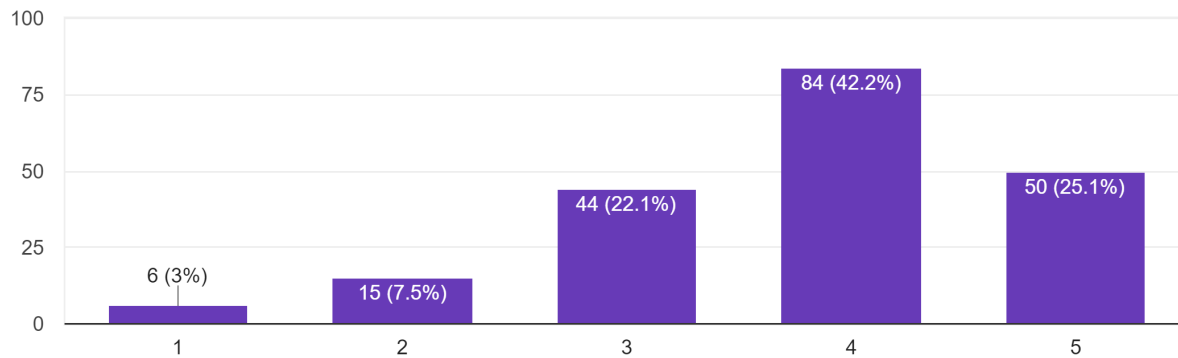
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

23. Most adults at my school treat people of different races, ethnicities, cultures, sexualities, and abilities fairly.

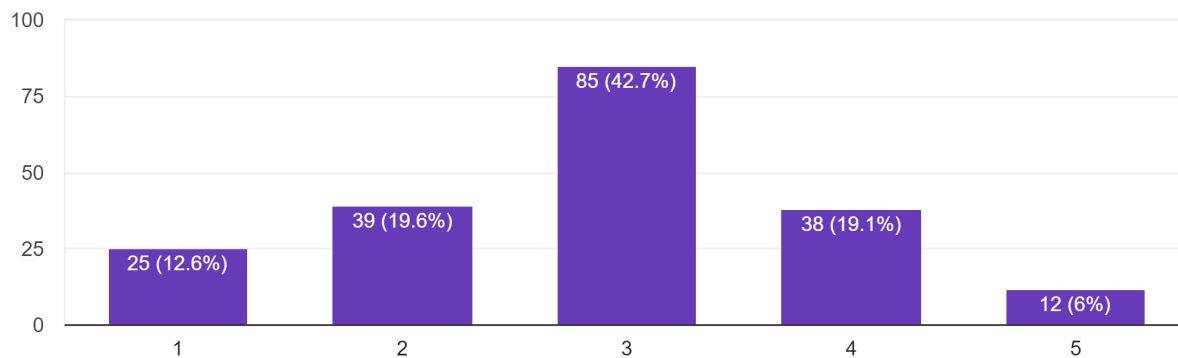
199 responses



Curriculum

24. The curriculum and instructional materials we use are free from bias.

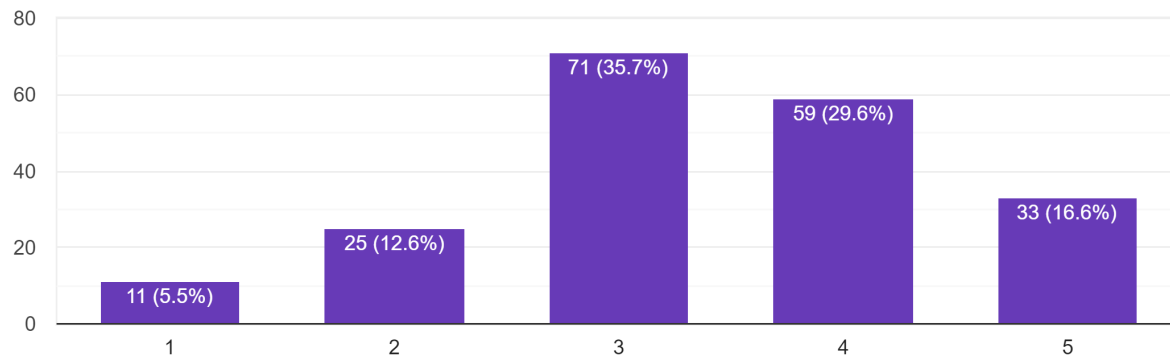
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

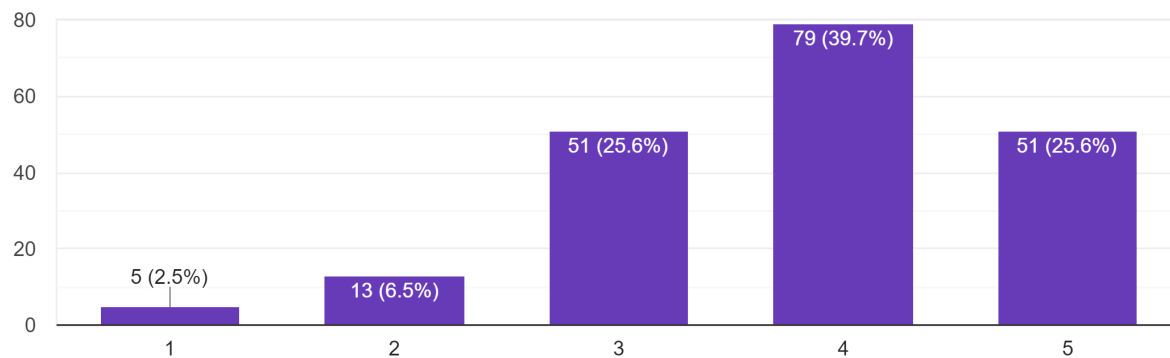
25. I have access to a range of diverse instructional materials and resources to teach each of my students.

199 responses



26. All students at my school are taught and given opportunities to think critically.

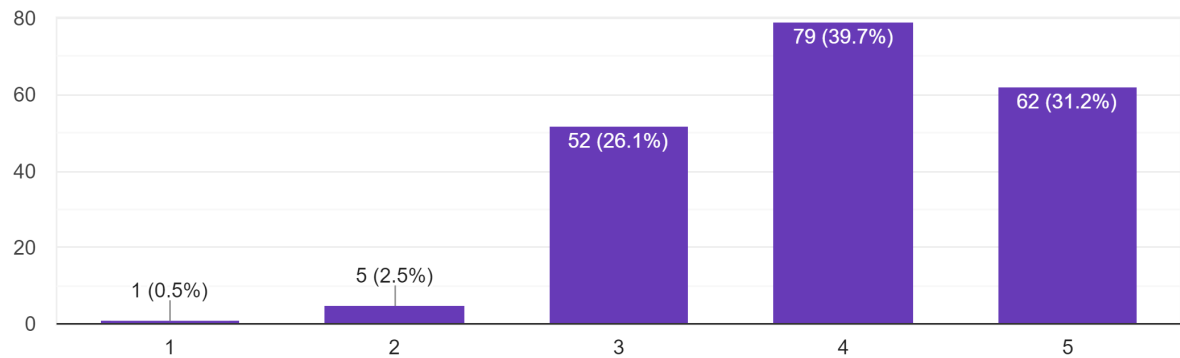
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

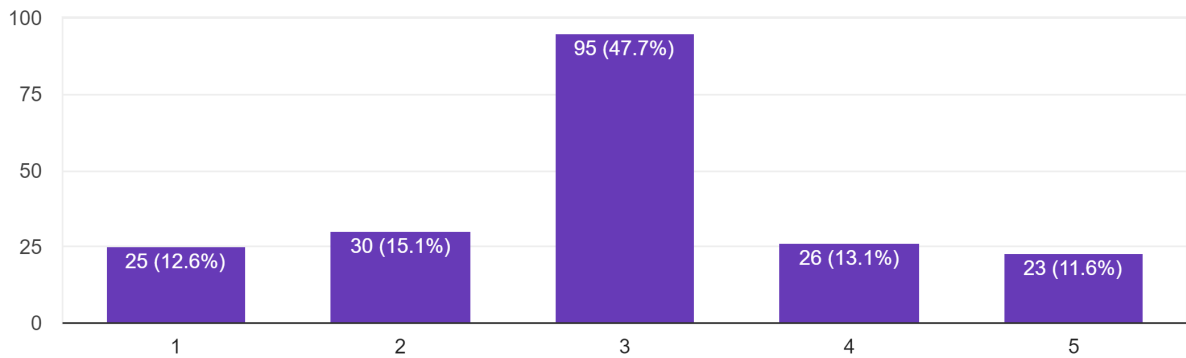
27. I am confident in my ability and training to effectively design and execute lessons for diverse learners.

199 responses



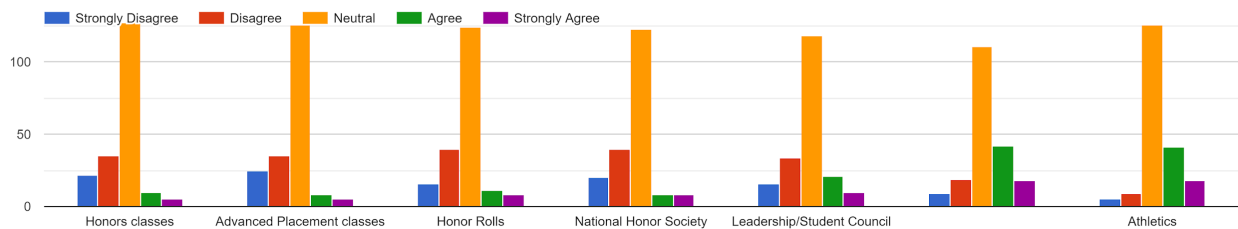
28. All students have equitable access to advanced programs (Honors, AP, etc.).

199 responses



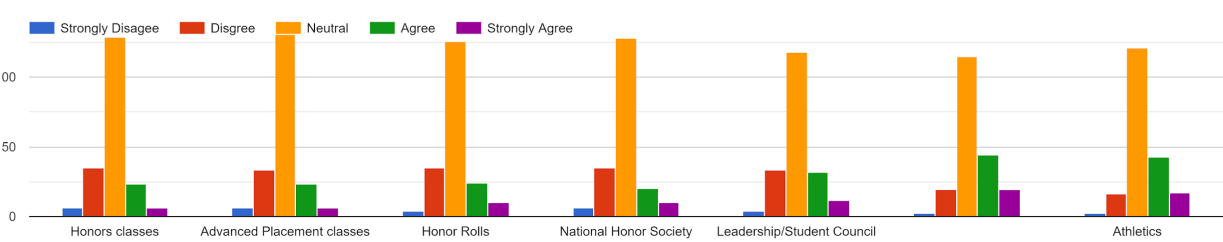
For questions 29-31, the category second from the right is Clubs/Extracurricular Activities

29. The students in the following programs are proportionally representative of our student population's race/ethnicity.

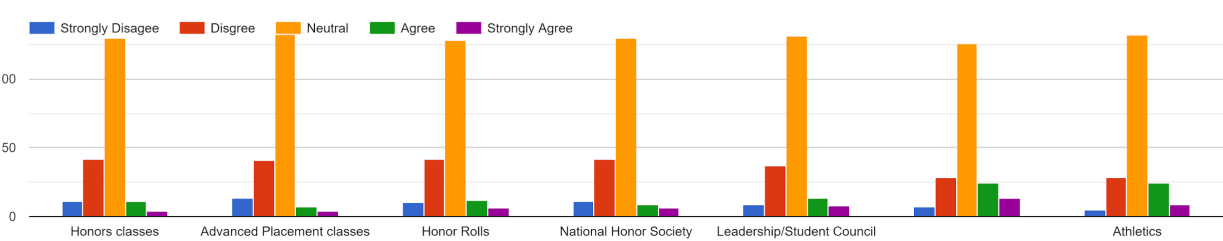


Scale: 1 = Disagree ↔ 5 = Agree

30. The students in the following programs are proportionally representative of our student population by gender.

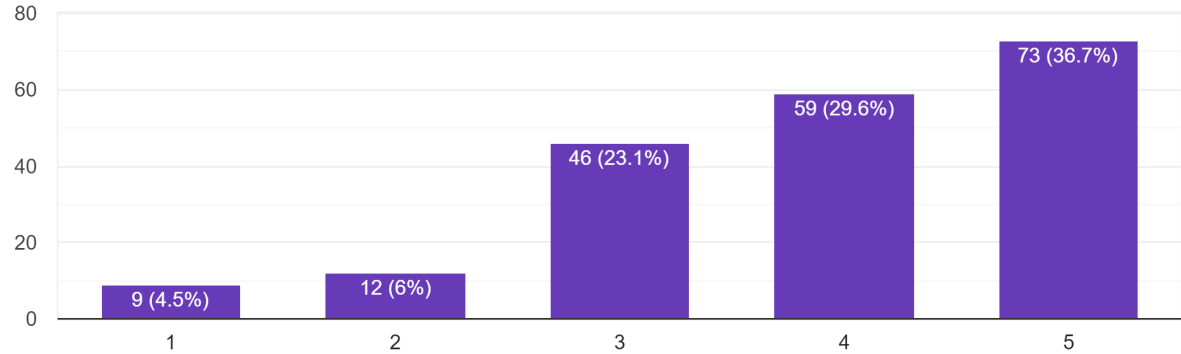


31. The students in the following programs are proportionally representative of our student population by class/socioeconomic status.



32. Training around diversity, unconscious bias, equity, and inclusion is necessary to help support my teaching and professional growth.

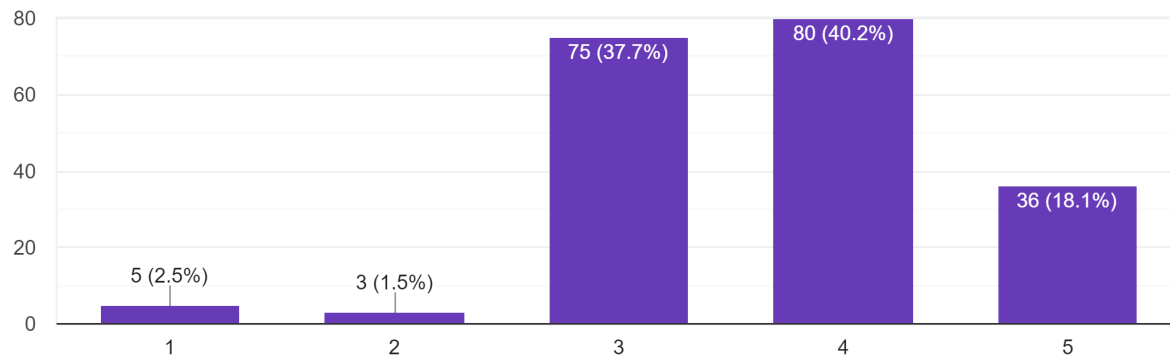
199 responses



Scale: 1 = Disagree ↔ 5 = Agree

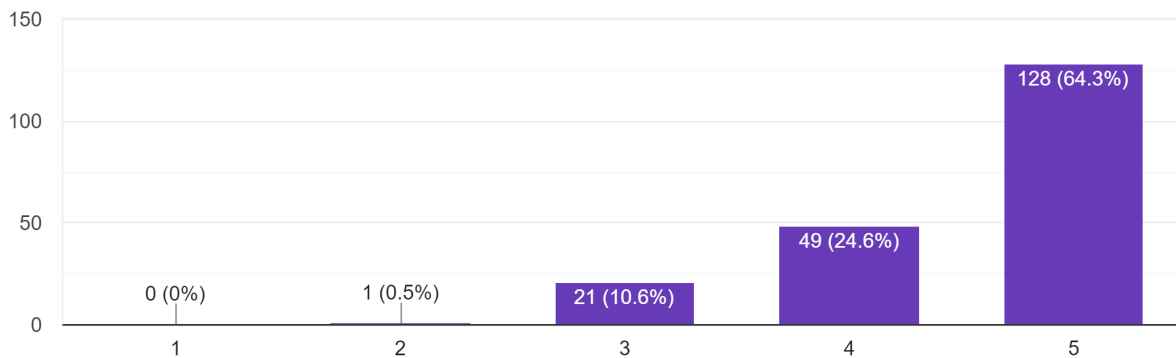
33. I am aware that group prejudices might be reinforced by homogeneous or ability grouping and have taken steps to provide appropriate alternatives.

199 responses



34. I try to prevent prejudiced or stereotyped thinking from unfairly influencing my discipline or evaluation of students.

199 responses



Scale: 1 = Disagree ↔ 5 = Agree