

Indicators of Student Success: Teacher Handbook



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Indicators of Student Success: Teacher Handbook

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TABLE OF CONTENTS

Preface	1
List of Figures	3
Chapter 1: Introduction.....	5
Theories of Development	5
Testing and Measurement within the Classroom	14
What is an Indicator of Success?	14
Special Considerations	15
Chapter 2: Indicators of Student Success.....	17
Personal Constructs	19
Culture and Identity	41
Academics	49
Teacher Factors	65
Family and Community.....	73
References	85
Appendix A: Suggested Readings	93
Appendix B: Helpful Links.....	95

PREFACE

An indicator is a single characteristic that, when grouped together into tools or instruments, can quantify or describe the achievement of a desired result or outcome.

Ideally, indicators should be used formatively; that is, educators should use them to provide a snapshot of achievement with the aim of using the information to review and reflect on the literature in order to revise teaching practice. These actions of measuring, reviewing, reflecting, and revising teacher practice form the action research or action learning cycle.

Education for Indigenous students presents unique challenges. Current education policies and practices tend to measure success for children and youth in K-12 education using indicators of student academic achievement. In her extensive body of work on First Nations education, Battiste (1995, 2002) raised many critical questions about how these educational measurements acknowledge an Indigenous worldview. For example, she asked: Whose knowledge is being validated? How do we represent Indigenous culture and language? How can indicators reflect Indigenous ways of knowing? And, how can we identify and acknowledge what factors contribute to success for Indigenous children and youth?

Authors of the document *Redefining How Success Is Measured in First Nations, Inuit and Métis Learning* (Canadian Council on Learning [CCL], 2007), stated that

...there is an urgent need to re-examine what is understood as First Nations, Inuit and Métis learning and how it is measured and monitored. Comprehensive and accurate information can and must contribute to the development of policies and programs that meet the expressed needs and aspirations of First Nations, Inuit and Métis people. Most importantly, such information empowers the Aboriginal learner, the family, community and education system to effect meaningful change (p. 3).

It is important to keep in mind that the indicators of success contained within this handbook are not all that contribute to success among children and youth. This handbook is an outcome of the VOICE Research Project, a multi-year, multi-stakeholder community-university research project funded by the Social Sciences and Humanities Research

Council of Canada. Over the course of six years, researchers from the Faculty of Education at Brandon University worked with educators and community stakeholders to identify more than 100 indicators that describe or contribute to the success of children and youth. Researchers subsequently reviewed the literature and located instruments that reflect these indicators. We have organized them into five categories of instruments that describe, or contribute to, the success of children and youth. These categories are:

1. Personal factors scales include self-concept, individual self-esteem, collective self-esteem, social self-efficacy, emotional self-efficacy, social competence, and resilience.
2. The culture and identity scales include Indigenous identity, cultural connectedness, and integration of Indigenous culture and language.
3. Academic indicator scales include academic self-efficacy, school climate, attitudes toward school, school membership, and school engagement.
4. Teacher factors scales include teacher self-efficacy and cultural and linguistic competency.
5. Family and community indicator scales include active and engaged citizenship, parental involvement, family connectedness, and a sense of community.

This handbook is mainly intended for educators within the K-12 education system. The majority of the instruments are self-report measures intended for students to complete. Some of the instruments are intended for teachers to complete while self-reflecting upon their own teaching practices, which could ultimately impact their students' learning outcomes. The overall purpose of this handbook is to obtain a snapshot of student perspectives relating to their success. It is important to note that not all of the indicators contained within this handbook are academic based. As we know, success is a multi-layered construct with many different meanings aside from academics.

The focus of Chapter 1 was to discuss two different, yet similar, views of human development. These two perspectives serve as a theoretical framework to help the reader visualize how the indicators contained within this handbook relate to the developing human being. The first framework discussed, Bronfenbrenner's Ecological Model, explains human development through a more Eurocentric lens. The second framework discussed, The Cree Medicine Wheel, describes the cycle of human development through an Indigenous lens. Chapter 2 contains the indicators with a brief definition and positive outcomes associated with each indicator.

LIST OF FIGURES

Figure 1. Bronfenbrenner’s Ecological Model	6
Figure 2. The Medicine Wheel.....	9
Figure 3. Indicators of Success within Bronfenbrenner’s Ecological Model.....	12
Figure 4. Indicators of Success within the Medicine Wheel	13

CHAPTER 1: INTRODUCTION

Theories of Development

Ecological Systems Theories

There are many factors in the world that can influence human development. In this handbook, we focus on factors of development that are closely aligned with the *indicators* of student success in educational contexts. Discussed throughout this handbook, factors are theorized to exist both within a person and in their surrounding environment. The indicators described in this handbook can be understood through both a relational developmental framework and from the perspective of the Medicine Wheel.

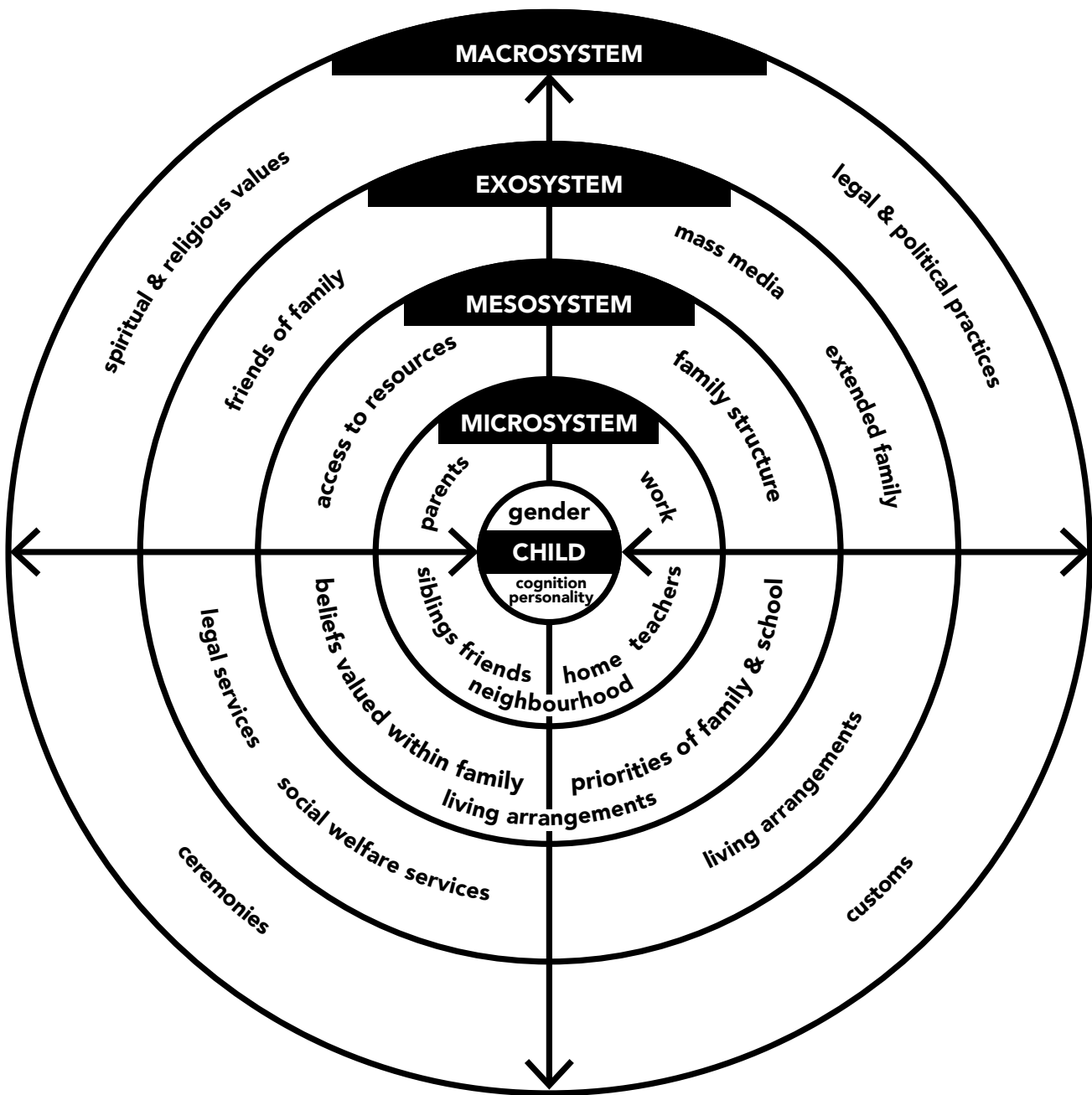
The *relational developmental systems* framework is an ecological approach to understanding development. It is the scientific study of changes that occur within an individual, in addition to biological, cultural, and historical influences on human development (Overton, 2015). This approach emphasizes the bidirectional influence between a person and the multiple levels of the surrounding environment (Lerner, Lerner, & Benson, 2011). Systems views of human development are theories concerned with the effects that various biological, physical, and sociocultural settings have on the process of development (Bukatko & Daehler, 2012). Bronfenbrenner's ecological model is one such example within the relational developmental systems framework (Bronfenbrenner & Morris, 2006).

Ecological models emphasize understanding development in terms of everyday environmental factors that influence child development (Bukatko & Daehler, 2012; Bronfenbrenner, 1992; Bronfenbrenner & Morris, 2006). At the centre of ecological models is the individual child surrounded by 'bidirectional' influences that range from close (e.g., parents) to more distal proximity (e.g., culture) in their impact on development (Bronfenbrenner, 1992; Bronfenbrenner & Morris, 2006; Johnson, 2008). This model emphasizes the understanding of development as an 'interplay' between environmental influences and child characteristics.

At the very core is the child's biological and psychological makeup, including cognitive and socio-emotional capacities needed to respond to and act on their environment.

Bronfenbrenner’s (1986) ecological model is portrayed in four levels which are ordered from the most proximal to the most distal sphere of influence (see Figure 1).

Figure 1. Bronfenbrenner’s Ecological Model.



Source: Bronfenbrenner (1986)

Microsystem – includes the immediate environment surrounding a child that has the most direct impact on biological and psychological qualities of that child, including home and members of the household, social and educational institutes (e.g., classmates, teachers, and classroom resources), workplace, and neighbourhoods (e.g., physical layout, friends, and acquaintances).

Mesosystem – includes the many interrelationships among the various settings within the microsystem. For example, having access to resources and books within the family system may impact a child’s ability to learn to read, or the emphasis that a family or school structure places on acquiring basic academic and social skills may influence a child’s success in other areas within the microsystem (e.g., success with academics). Another example is the family structure that a child is reared in (e.g., divorced parents) may have repercussions on the number of schools attended or neighbourhoods lived in, thus impacting the kinds of social relationships built. The mesosystem is a system of microsystems.

Exosystem – includes wider contexts consisting of social, economic, political, religious, and other settings that can impact development either directly or indirectly through the impact on those who care for the child. For instance, neighbours, family friends, mass media, social welfare services, legal services, and extended family may indirectly affect child development.

Macrosystem – includes the broadest context that may impact development. Within this level, spiritual and religious values, legal and political practices, and ceremonies and customs shared by a cultural group may have some influence on the child. For example, the cultural beliefs about child-rearing, the role of schools and family in education, and the importance of maintaining affiliations within these systems affect the child both directly (through socialization practices of caregivers) and indirectly (through cultural norms and expectations of behaviour within a given culture). Manitoba legislation such as the Public Schools Act: Appropriate Educational Programming Regulation is one example of legal practices that influence children in the Manitoba education system. This regulation states that all students in Manitoba are entitled to receive appropriate educational programming that fosters student participation in academics and social interactions. The Human Rights Code of Manitoba, a provincial law that protects individuals and groups from discrimination, is another example of legal practices that impact child development.

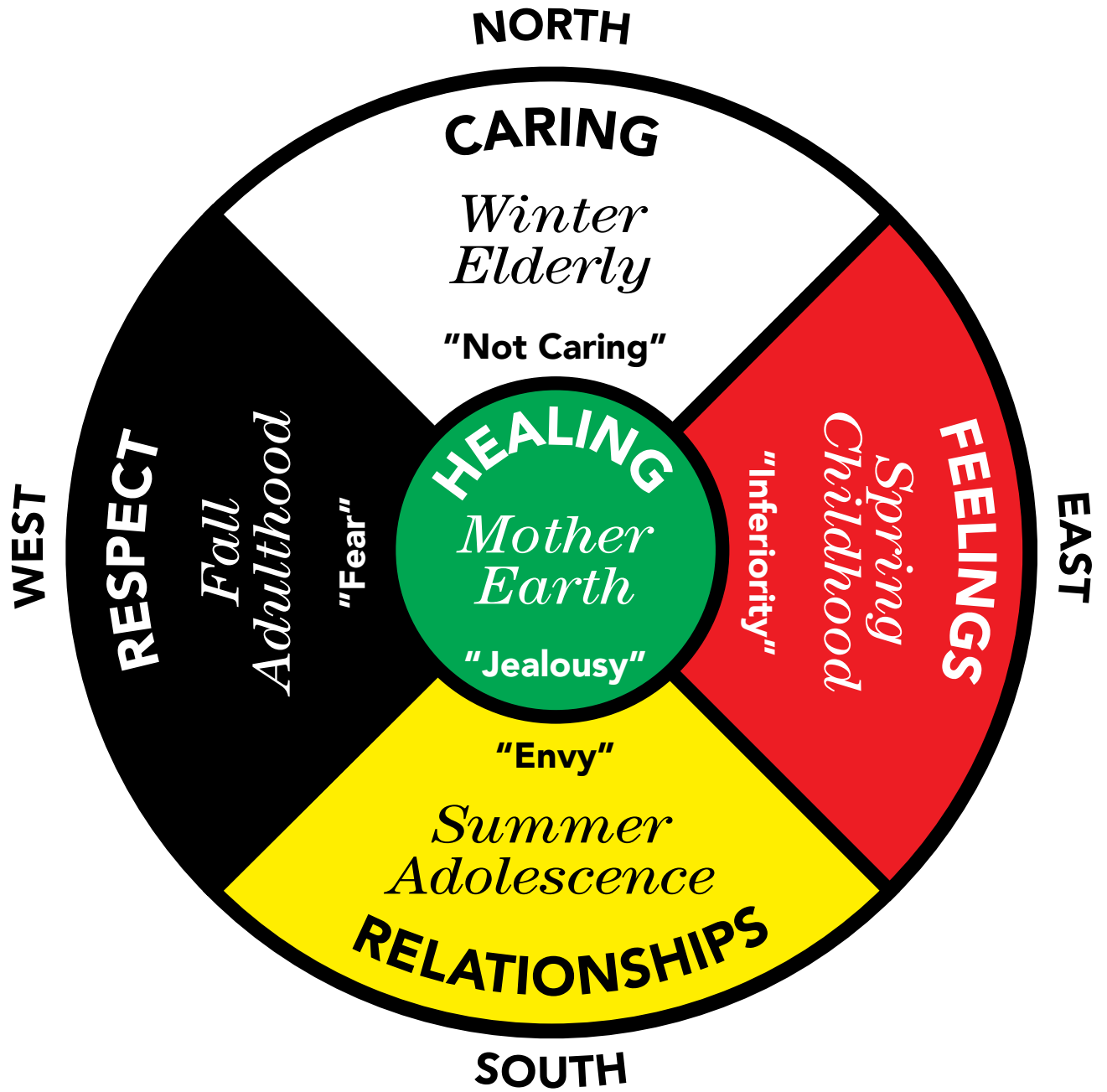
The Medicine Wheel

Indigenous teachings emphasize the totality of the human being—physical, spiritual, mental, and emotional—and the balance these entities can create (Wenger-Nabigon, 2010). All aspects of life are related in some way and these relationships are vital to understanding events and standards of behaviour.

Many different presentations and interpretations of the Medicine Wheel currently exist, both from Indigenous and non-Indigenous individuals (Wenger-Nabigon, 2010). For this handbook, we examined the Cree Medicine Wheel described in Wenger-Nabigon (2010), and how it relates to human development. In Wenger-Nabigon (2010), human development is discussed as it relates to the Four Sacred Directions of the Medicine Wheel. The Medicine Wheel is conceptualized as a circle divided into four quadrants. The positive (light) exists within the inside of the circle, and the negative (dark) on the outside, with the centre of the circle representing the individual and their positive and negative attributes. In order to maintain balance and grow as humans, one must embrace the negative side of life and not just the positive. The four colours embedded within the Medicine Wheel represent the four races of humankind (red, yellow, black, and white) and how all four races can live together in peace, contributing to a multicultural perspective in understanding human development. This approach identifies the stages of life and the qualities one acquires at each stage, both positive and negative.

Wenger-Nabigon (2010) identified the stages of human development according to the four quadrants. At the **centre** of the Medicine Wheel is the fire of the soul and identity of the person. This core is green to represent Mother Earth. This centre is the place of healing, the positive side, and the place of jealousy, the negative side (see Figure 2).

Figure 2. The Cree Medicine Wheel.



Source: Wenger-Nabigon (2010)

East (spring) – the stage of childhood. This quadrant represents beginnings, positive feelings and renewal, good food, vision, purpose, and direction. Being aware of our feelings and knowing how to express them contributes to an overall positive mental health. Having a core sense of self-esteem and self-love helps one face the negative aspects of this quadrant: inferiority, shame, anger, feelings of inequality, powerlessness, and victimization.

South (summer) – the stage of adolescence. This quadrant teaches about relationships with self, family, and community. It is during this stage where values and identity are learned and can sometimes be a time of crisis for adolescents. The negative aspect of this quadrant is envy: wanting something without the willingness to work for it. Patience is also taught to maintain a feeling of balance.

West (fall) – the stage of adulthood. This quadrant represents respect, reason, and water. The negative aspect of this quadrant is resentment. It prevents individuals from showing respect for self and others, causing an imbalance in development and community relationships.

North (winter) – the stage of elderly, this quadrant represents caring, change, movement, and air. Understanding this quadrant is key to understanding change. Misunderstanding the teachings in this quadrant can create an imbalance in individuals, families, communities, and the larger society. These teachings help prepare us for the negative aspect of this quadrant: not caring. The impact of apathy, thoughtlessness, and disregard for others affects all other quadrants.

Integration of Perspectives

Bronfenbrenner (2005) discussed human development as a phenomenon involving the constancy and changing of characteristics of a person throughout their life-span. Bronfenbrenner further explains the impact of time, the concept of individuals contributing to their own development, and the understanding that this process continues into old age (Bronfenbrenner, 2005). Conversely, Wenger-Nabigon (2010) discussed human development as including the physical, social, emotional, intellectual, and spiritual development of a person, in addition to the cultural, social, and technological development of families and societies.

Wenger-Nabigon (2010) discussed how theories of human development arise from a Eurocentric paradigm, much like Bronfenbrenner's approach, and that these paradigms do not always support one another; however, Wenger-Nabigon goes on to state that the links between such approaches can parallel one another. Theories of human development that emphasize wholistic perspective and bidirectional influences are more closely related to the Medicine Wheel than those theories which view development according to sequential stages.

How development is understood in Bronfenbrenner's model is somewhat aligned with the manner in which human development is portrayed in the Medicine Wheel. For instance, in both models, there is an interrelatedness among the levels in Bronfenbrenner's model and the quadrants in the Medicine Wheel, each one influencing the other. Likewise, there is a cyclical-like pattern of influence within both models.

One very crucial point that should be made that is evidenced in both Bronfenbrenner's model and the Medicine Wheel is that **there is no single indicator of success**. Success is an interplay of personal factors and cultural and social influences within and surrounding individuals. Figures 3 and 4 illustrate how the indicators of success identified in this handbook align with Bronfenbrenner's Ecological Model and the Medicine Wheel.

Figure 3. Indicators of success within Bronfenbrenner’s Ecological Model.

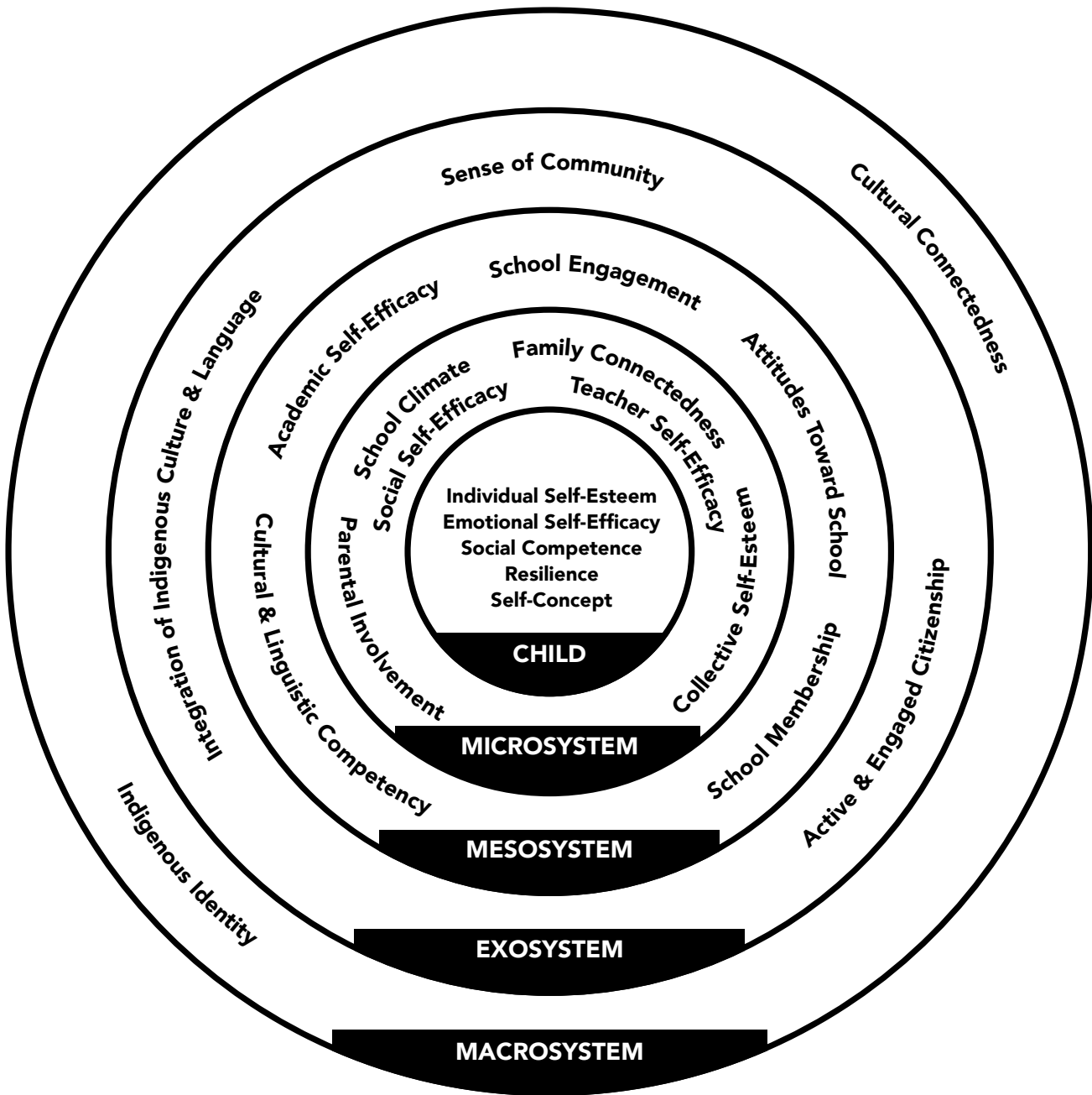
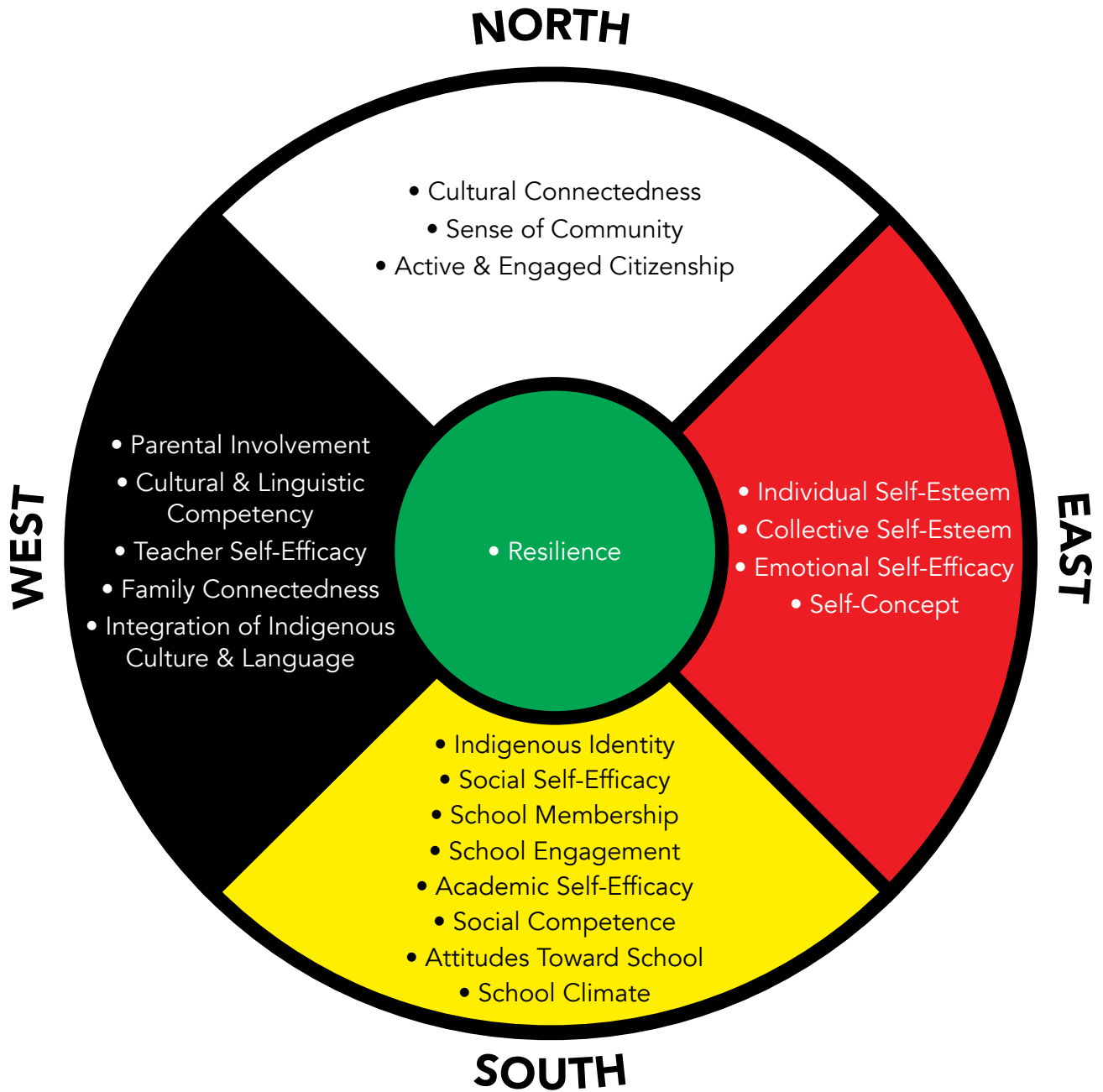


Figure 4. Indicators of success within The Medicine Wheel.



Testing and Measurement within the Classroom

Before administering the measures contained in this handbook, users are urged to think about what the scores and results will be used for; in other words, ask yourselves “**Is this tool useful?**” In thinking about this question, Kubiszyn and Borich (2013) highlight five important points:

1. Tests are only tools and can either be used appropriately, misused, or abused.
2. Tools can be well designed or poorly designed.
3. The use of both well designed and poorly designed tools can be harmful if used by those who are inexperienced.
4. The usefulness of the tool can be limited if used for unintended purposes or populations.
5. Tools only provide us with *some* of the information needed to make the best educational decisions for students.

What is an Indicator?

An indicator provides insight into how well the education system is doing. For example, there is no direct way to measure the quality of teaching; however, indicators related to years of teaching, measures of knowledge, or relationships with students, can provide useful information in this area. “An indicator is an individual or composite statistic that relates to a basic construct in education and is useful in a policy context” (Shavelson, McDonnell, & Oakes, 1991, p. 1). Educational indicators can include statistics that contribute to the evaluation of an educational system; however, not all statistics are indicators. A statistic only qualifies as an educational indicator if it can provide information and reports on significant features within the educational system. Key features of indicators include that they: (1) are just one factor among many that shape educational decisions and policies; (2) are not substitutes for in-depth evaluative measures of programs; and, (3) describe problems more clearly, foresee new problems more quickly, and provide clues for educational programs (Shavelson, McDonnell, & Oakes, 1991).

Special Considerations

Recommended Use

- Most of the scales may be used with any age group or grade level if deemed appropriate by those administering the rating scales (e.g., teachers), unless otherwise indicated under each individual scale.
- Teachers may distribute the scales to their students to gain an overall sense of an indicator in their classroom.
- Teachers may also want to distribute a scale in a pre-post fashion to monitor the effectiveness of an implemented intervention in their classroom.

Cautions and Limitations

- It is recommended that those persons distributing the instruments remain aware of the advanced language used in some of the instruments. As a result, some instruments may not be developmentally appropriate for younger populations.
- Many of the scales contained within this handbook were originally developed from a Eurocentric perspective. All scales contained within this handbook were used with permission. Scales developed from an Indigenous perspective are limited. For this reason, some of the scales may not be culturally relevant to populations who do not follow this perspective. Scales contained in this handbook that were developed by the authors have not been tested for reliability or validity. The authors strongly advise that data obtained from these scales be used strictly as a means of information gathering within the classroom.
- Lastly, and perhaps most importantly, the instruments contained within this handbook ***should not be used for diagnostic purposes***. The instruments contained within this handbook were not developed to be used as a means of diagnosing learning disabilities or any mental health disorders. Conclusions and information gathered from these scales should only be used as informative data to the person administering them and help guide interventions within the classroom or school.

Scoring Guidelines

- For most of the instruments, responses are rated on a Likert-type scale. Point values on each of the instruments are summed. A higher sum indicates a greater sense of the indicator for that instrument (e.g., a higher sum on a self-concept scale indicates a greater sense of self-concept for that student). Scales that are not scored in this way will have corresponding scoring guidelines under the indicator. It is important to note that there are no cutoff scores to indicate what is high and what is low in relation to each indicator.
- For this reason, users of this handbook need to remain cognizant that the scales are to ***be used for personal comparison only and not for comparison across students***. For example, if a classroom teacher is measuring perceptions of self-esteem for Student A, the teacher could administer the self-esteem scale to Student A on a monthly basis and compare data across time for just that student. Classroom teachers should not compare the self-esteem levels of Student A to Student B.

Display Suggestions

- A line graph is suggested when displaying data across shorter intervals of time (e.g., monthly data collection).
- A bar graph is suggested when showing a comparison of data between two points in time (e.g., beginning versus end of the school year).
- A pie chart is suggested when wanting to display parts of a whole, or subcategories within a broader category.



CHAPTER 2: INDICATORS OF STUDENT SUCCESS

Indicators of student success have been organized into five types of indicators: (1) personal factors, (2) culture and identity, (3) academics, (4) teacher factors, and (5) family and community.

1. Personal factors scales include self-concept, individual self-esteem, collective self-esteem, social self-efficacy, emotional self-efficacy, social competence, and resilience.
2. The culture and identity scales include Indigenous identity, cultural connectedness, and integration of Indigenous culture and language.
3. Academic indicator scales include academic self-efficacy, school climate, attitudes toward school, school membership, and school engagement.
4. Teacher factors scales include teacher self-efficacy and cultural and linguistic competency.
5. Family and community indicator scales include active and engaged citizenship, parental involvement, family connectedness, and a sense of community.

Personal Factors



Self-Concept

Definition

Self-concept can be defined as the entirety of a person's thoughts and feelings about themselves (Rosenberg, 1979). Having a positive self-concept is related to a number of outcomes, including greater job performance (Judge, Erez, & Bono, 1998), positive effects on college adjustment (Boulter, 2002), and academic achievement (Pajares & Schunk, 2001).

Related Indicators

- Individual Self-Esteem
- Collective Self-Esteem
- Social Self-Efficacy
- Emotional Self-Efficacy
- Social Competence
- Resilience

Self-Concept Questionnaire

Please indicate the degree to which each statement applies to you by circling one of the following:

1 = NOT True; 2 = A Little NOT True; 3 = A Little True; 4 = True

1.	I like the person I am.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
2.	I am a good person.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
3.	Most things I do, I do well.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
4.	When I think about my family, I feel happy.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
5.	My family are good people.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
6.	I am proud of my family.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
7.	I like the way I look.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
8.	I am proud of myself.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
9.	I can do things as well as most people my age.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
10.	If I really try, I can do almost anything that I want to do.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
11.	When I think about school, I feel happy.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
12.	I am good at my school work.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
13.	My teachers like me.	NOT True 1	A Little NOT True 2	A Little True 3	True 4
14.	I like coming to school.	NOT True 1	A Little NOT True 2	A Little True 3	True 4

Source: Purdie, Tripcony, Boulton-Lewis, Fanshawe, & Gunstone, 2000.

Self-Esteem

Definition

Self-esteem is often understood as persons' overall evaluation of their worthiness as a human being (Rosenberg, 1979). Low self-esteem is related to externalizing problems including aggressive thoughts, feelings, and behaviours. This finding holds true regardless of age groups, different nationalities, and multiple methods of assessing self-esteem and externalizing problems (Donnellan, Trzesniewski, Robins, Moffitt & Caspi, 2005). Having a healthy level of self-esteem has also been linked to better health and social behaviour (Mann, Hosman, Schaalma, & de Vries, 2004).

Scoring Guidelines

Items with an asterisk are reverse coded and scored, that is, SA=0, A=1, D=2, SD=3.

Related Indicators

- Self-Concept
- Collective Self-Esteem
- Social Self-Efficacy
- Emotional Self-Efficacy
- Social Competence
- Resilience

Rosenberg Self-Esteem Scale

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

0 = Strongly Disagree; 1 = Disagree; 2 = Agree; 3 = Strongly Agree

Note: **Bolded** items are reverse coded.

1.	On the whole, I am satisfied with myself.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
2.	*At times, I think I am no good at all.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
3.	I feel that I have a number of good qualities.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
4.	I am able to do things as well as most other people.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
5.	*I feel I do not have much to be proud of.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
6.	*I certainly feel useless at times.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
7.	I feel that I am a person of worth, at least on an equal plane with others.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
8.	*I wish I could have more respect for myself.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
9.	*All in all, I am inclined to feel that I am a failure.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
10.	I take a positive attitude toward myself.	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3

Source: Rosenberg, 1965

Collective Self-Esteem

Definition

Social identity can derive from a variety of group memberships (e.g., race, gender). Social identity refers to how individuals view the social groups to which they belong to (Luhtanen & Crocker, 1992). In other words, a person's collective self-esteem is one's view of the social group (racial/ethnic group) to which they belong. It has been shown to be related to positive mental health such as life satisfaction and well-being (Mokgatlhe & Schoeman, 1998).

Scoring Guidelines

The four subscales are as follows:

1. Membership Self-Esteem = Items 1, 5, 9, 13
2. Private Collective Self-Esteem = Items 2, 6, 10, 14
3. Public Collective Self-Esteem = Items 3, 7, 11, 15
4. Importance to Identity = Items 4, 8, 12, 16

Reverse-score answers to items 2, 4, 5, 7, 10, 12, 13, and 15, such that (1 = 7), (2 = 6), (3 = 5), (4 = 4), (5 = 3), (6 = 2), (7 = 1). Then sum the answers to the four items for each respective subscale score and divide each by 4.

Related Indicators

- Individual Self-Esteem
- Self-Concept
- Social Self-Efficacy
- Emotional Self-Efficacy
- Social Competence
- Resilience

Collective Self-Esteem

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Disagree Somewhat; 4 = Neutral; 5 = Agree Somewhat; 6= Agree; 7 = Strongly Agree

Note: **Bolded** items are reverse coded.

1.	I am a worthy member of the groups I belong to.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
2.	I often regret that I belong to some of the social groups I do.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
3.	Overall, my social groups are considered good by others.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
4.	Overall, my group memberships have very little to do with how I feel about myself.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
5.	I feel I don't have much to offer to the social groups I belong to.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
6.	In general, I'm glad to be a member of the social groups I belong to.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
7.	Most people consider my social groups to be more effective than other groups.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
8.	The social groups I belong to are an important reflection of who I am.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7

9.	I am a cooperative participant in the social groups I belong to.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
10.	Overall, I often feel that the social groups of which I am a member are not worthwhile.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
11.	In general, others respect the social groups that I am a member of.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
12.	The social groups I belong to are unimportant to my sense of what kind of a person I am.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
13.	I often feel I'm a useless member of my social groups.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
14.	I feel good about the social groups I belong to.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
15.	In general, others think that the social groups I am a member of are unworthy.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7
16.	In general, belonging to social groups is an important part of my self-image.	Strongly Disagree 1	Disagree 2	Disagree Somewhat 3	Neutral 4	Agree Somewhat 5	Agree 6	Strongly Agree 7

Source: Luhtanen & Crocker, 1992.

Social Self-Efficacy

Definition

Social self-efficacy is the belief or confidence one has in their abilities to engage in the social interactions that are necessary to initiate and maintain interpersonal relationships in social life (Anderson & Betz, 2001). Having a perception of social self-efficacy has been shown to be positively related to higher levels of self-esteem, life satisfaction, and optimism (Caprara & Steca, 2005).

Special Note

It should be noted that this scale is not an indication of whether the respondent has engaged in the scenarios in each question, but rather their own *belief* to do so.

Related Indicators

- Self-Concept
- Individual Self-Esteem
- Collective Self-Esteem
- Social Competence
- Academic Self-Efficacy
- Emotional Self-Efficacy
- Resilience

Self-Efficacy Questionnaire for Children (SEQ-C)

Please circle the answer that best shows how well you can do each of the following on the continuum from:

1 = Not at All to 5 = Very Well:

1.	How well can you express your opinions when your classmates disagree with you?	Not At All 1	2	3	4	Very Well 5
2.	How well can you become friends with other children?	Not At All 1	2	3	4	Very Well 5
3.	How well can you have a chat with an unfamiliar person?	Not At All 1	2	3	4	Very Well 5
4.	How well can you work in harmony with your classmates?	Not At All 1	2	3	4	Very Well 5
5.	How well can you tell other youth that they are doing something that you don't like?	Not At All 1	2	3	4	Very Well 5
6.	How well can you tell a funny event to a group of children?	Not At All 1	2	3	4	Very Well 5
7.	How well do you succeed in staying friends with other children?	Not At All 1	2	3	4	Very Well 5
8.	How well do you succeed in preventing quarrels with other children?	Not At All 1	2	3	4	Very Well 5

Source: Muris, 2001.

Emotional Self-Efficacy

Definition

Emotional self-efficacy can be defined as one's belief that they can manage negative emotional states when faced with adversity or during frustrating events to overcome emotions such as anger as well as believing one is capable to adequately express positive emotions such as joy during pleasant events (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003). Possessing a strong sense of emotional self-efficacy has been linked to low levels of externalizing and fewer psychopathological problems (Eisenberg, Fabes, Guthrie, & Reiser, 2000) and low levels of internalizing problems (Eisenberg et al., 2001; Garnefski, Teerds, Kraaij, Legerstee & Van Den Kommer, 2004.). Having a strong sense of emotional self-efficacy has also been linked to fewer symptoms of anxiety, worry, and depression (Muris, 2002; Tahmassian & Moghadam, 2011).

Special Note

It should be noted that this scale is not an indication of whether the respondent has engaged in the scenarios in each question, but rather their own *belief* to do so.

Related Indicators

- Self-Concept
- Individual Self-Esteem
- Collective Self-Esteem
- Social Competence
- Academic Self-Efficacy
- Social Self-Efficacy
- Resilience

Self-Efficacy Questionnaire for Children (SEQ-C)

Please circle the answer that best shows how well you can do each of the following on the continuum from:

1 = Not at All to 5 = Very Well:

1.	How well do you succeed in cheering yourself up when an unpleasant event has happened?	Not At All 1	2	3	4	Very Well 5
2.	How well do you succeed in becoming calm again when you are very scared?	Not At All 1	2	3	4	Very Well 5
3.	How well can you prevent becoming nervous?	Not At All 1	2	3	4	Very Well 5
4.	How well can you control your feelings?	Not At All 1	2	3	4	Very Well 5
5.	How well can you give yourself a pep talk when you are feeling low?	Not At All 1	2	3	4	Very Well 5
6.	How well can you tell a friend that you don't feel well?	Not At All 1	2	3	4	Very Well 5
7.	How well do you succeed in suppressing unpleasant thoughts?	Not At All 1	2	3	4	Very Well 5
8.	How well do you succeed in not worrying about things that might happen?	Not At All 1	2	3	4	Very Well 5

Source: Muris, 2001.

Social Competence

Definition

Social competence is having a positive skill set needed to get along well with others and function properly in social groups (Child Trends, n.d.). Social competence is important for social and academic success, mental health, personal adjustment in children, adolescence, and early adulthood (Boyum & Parke, 1995; Masten & Coatsworth, 1998).

Related Indicators

- Self-Concept
- Individual Self-Esteem
- Collective Self-Esteem
- School Climate
- School Membership
- Social Self-Efficacy
- Academic Self-Efficacy
- Emotional Self-Efficacy

Social Competence – Grades 4 and 5

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Disagree A Lot to 5 = Agree A Lot.

1.	I can always cheer up someone who is feeling sad.	Disagree A Lot 1	2	3	4	Agree A Lot 5
2.	I can always find a way to help people end arguments.	Disagree A Lot 1	2	3	4	Agree A Lot 5
3.	I listen carefully to what other people say to me.	Disagree A Lot 1	2	3	4	Agree A Lot 5
4.	I'm good at taking turns and sharing things with others.	Disagree A Lot 1	2	3	4	Agree A Lot 5
5.	It's easy for me to make suggestions without being bossy.	Disagree A Lot 1	2	3	4	Agree A Lot 5
6.	I'm very good at working with other children.	Disagree A Lot 1	2	3	4	Agree A Lot 5
7.	I always know when people need help, and what kind of help to give.	Disagree A Lot 1	2	3	4	Agree A Lot 5
8.	I know how to disagree without starting a fight or argument.	Disagree A Lot 1	2	3	4	Agree A Lot 5
9.	I'm very good at finding fair ways to solve problems.	Disagree A Lot 1	2	3	4	Agree A Lot 5
10.	I am very good at helping people.	Disagree A Lot 1	2	3	4	Agree A Lot 5

Source: Developmental Studies Center, n. d.

Social Competence – Teen Survey

Please indicate how much these statements describe you by circling your response from:

1 = Not at all like me; 2 = A little like me; 3 = Somewhat like me; 4 = A lot like me;
5 = Exactly like me

1.	I avoid making other kids look bad.	Not At All Like Me 1	A Little Like Me 2	Somewhat Like Me 3	A Lot Like Me 4	Exactly Like Me 5
2.	If two of my friends are fighting, I find a way to work things out.	Not At All Like Me 1	A Little Like Me 2	Somewhat Like Me 3	A Lot Like Me 4	Exactly Like Me 5
3.	When I work in school groups, I do my fair share	Not At All Like Me 1	A Little Like Me 2	Somewhat Like Me 3	A Lot Like Me 4	Exactly Like Me 5

Continued on next page.

Social Competence – Teen Survey

Please indicate how much these statements describe you by circling your response from:

1 = None of the time; 2 = A little of the time; 3 = Some of the time; 4 = Most of the time;
5 = All of the time

How often...

4.	Do you get along well with people of different races, cultures, and religions?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
5.	Do you listen to other students' ideas?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
6.	Do you control your anger when you have a disagreement with a friend?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
7.	Can you discuss a problem with a friend without making things worse?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
8.	Do you follow the rules at a park, theater, or sports event?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
9.	Do you respect other points of view, even if you disagree?	None Of The time 1	A Little Of The Time 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5

Source: Child Trends, n.d

Resilience

Definition

Resilience can be defined as a positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity (Wald, Taylor, Asmundson, Jang, & Stapleton, 2006). Furthermore, resilience can be understood as a “set of behaviours over time that reflect the interactions between individuals and their environments, in particular, the opportunities for personal growth that are available and accessible” (Ungar, 2012, p. 14). Known outcomes of resilience include an increased sense of hope, well-being, and a health-promoting lifestyle among adolescents (Scoloveno, 2015).

Special Notes

Most often, individuals with resilience have overcome adversity in their lifetime; therefore, distributors of this instrument should remain sensitive to each individual and their experiences.

This measure is for use with individuals 10–23 years of age only.

Related Indicators

- Self-Concept
- Individual Self-Esteem
- Collective Self-Esteem

Child & Youth Resilience Measure-Revised (CYRM-R)

Please read each statement carefully. Circle your answer based on the extent to which each of the following statements apply to you using the following scale:

1 = Not at All; 2 = A Little; 3 = Somewhat; 4 = Quite a Bit; 5 = A Lot

1.	I get along with people around me.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
2.	Getting an education is important to me.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
3.	I know how to behave/act in different situations (e.g., school, home, and church).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
4.	My parent(s)/ caregiver(s) really look out for me.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
5.	My parent(s)/ caregiver(s) know a lot about me (e.g., who my friends are, what I like to do).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
6.	If I am hungry, there is enough to eat.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
7.	People like to spend time with me.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
8.	I talk to my family/ caregiver(s) about how I feel (e.g., when I am hurt or sad).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
9.	I feel supported by my friends.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
10.	I feel that I belong/belonged at my school.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
11.	My family/caregiver(s) care about me when times are hard (e.g., if I am sick or have done something wrong).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
12.	My friends care about me when times are hard (e.g., if I am sick or have done something wrong).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
13.	I am treated fairly in my community.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5

14.	I have chances to show others that I am growing up and can do things by myself.	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
15.	I feel safe when I am with my family/caregiver(s).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
16.	I have chances to learn things that will be useful when I am older (e.g., cooking, working, and helping others).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5
17.	I like the way my family/caregiver(s) celebrate(s) things (e.g., holidays or learning about my culture).	Not At All 1	A Litte 2	Somewhat 3	Quite A Bit 4	A Lot 5

Source: Jefferies, McGarrigle, & Ungar, 2018.

Culture and Identity



Indigenous Identity

Definition

The concept of Indigenous identity is multifaceted, multilayered, and complex (Weaver, 2001). Indigenous peoples come from many nations, traditions, and are in no way a homogeneous group (Frideres, 2008; Weaver, 2001). It is not possible to define Indigenous identity, but it may be better understood in terms of ethnic identity while keeping Indigeneity in mind. Phinney (1990) defined ethnic identity as a complex construct, one that includes a commitment and sense of belonging to one's group, positive evaluation of that group, interest in and knowledge about the group, and involvement in activities and traditions of the group. Studies have shown the relationship between Indigenous young people's positive affiliation and engagement with their culture and their well-being and resilience (Whitbeck, Chen, Hoyt, & Adams, 2004; White & Jodoin, 2004).

Special Note

This scale was created by the authors of this handbook.

Related Indicators

- Cultural Connectedness
- Cultural and Linguistic Competency
- Integration of Indigenous Culture and Language

Indigenous Identity

Please think of your identity as an Indigenous person while completing this survey. Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I identify as an Indigenous person.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	Being Indigenous is who I am.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I am proud of my Indigenous identity.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	It is important that I am knowledgeable about my Indigenous background.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I feel connected to other Indigenous people.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	My Indigenous identity is important to me.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	I believe others view Indigenous people in a positive manner.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	It is important that I know my Indigenous language.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	Knowing my Indigenous language is part of my identity.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
10.	It is important that I take part in traditional Indigenous activities (e.g., ceremonies or sweats).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Cultural Connectedness

Definition

Cultural connectedness can mean many things depending on the culture one is referring to. For this particular measure, cultural connectedness is defined as the extent to which an Indigenous person is integrated within their Indigenous culture (Snowshoe, 2015). Having a connection to culture has been shown to protect against mental health symptoms and risks associated with cultural loss and discrimination (Whitbeck, Hoyt, McMorris, Chen, & Stubben, 2001).

Special Note

The items in this instrument are specific to Indigenous cultures. This scale was created by authors of this handbook.

Related Indicators

- Indigenous Identity
- Cultural and Linguistic Competency
- Integration of Indigenous Culture and Language

Cultural Connectedness

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I am interested in learning about my culture, including its history, traditions, and customs.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	It is important to me that I know about my culture.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I take part in cultural activities (e.g., sweats, powwows, or ceremonies).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	I listen carefully when Elders speak about my culture.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	Traditional language is one of the most important parts of my culture.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	There are people in my family/community who teach me about my culture.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	Family is an important part of my culture.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Integration of Indigenous Culture and Language

Definition

Incorporating Indigenous knowledge and culture into school can be described as ensuring that it is represented in student learning outcomes, instructional methods and resources, assessment, and as a part of the curriculum (Kanu, 2007). Lack of Indigenous cultural knowledge in the school curriculum and among teachers has been identified as a crucial factor in school failure among Indigenous learners (Battiste, 2000; Friesen & Friesen, 2002). When school curricula and teaching are compatible with students' cultures, chances of academic success increase (Lipka, 2002; Vogt, Jordan & Tharp, 1987; Zurawasky, 2005) and school retention of Indigenous students improve (Coladarci, 1983; Silver, Mallet, Greene, & Simard, 2002). In addition, the integration of Indigenous cultural knowledge and perspectives result in positive outcomes including higher test scores, better conceptual understanding, higher level thinking, and improved self-confidence (Kanu, 2007).

Special Note

This scale was created by authors of his handbook.

Related Indicators

- Indigenous Identity
- Cultural Connectedness
- Cultural and Linguistic Competency

Integration of Indigenous Culture and Language

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	Indigenous art is displayed at my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	My school offers land-based education opportunities (e.g., learn about drying hides, fishing, medicine teachings).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I have opportunities at my school to learn an Indigenous language.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	I learn about the history of colonization.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I learn about the history of residential schools.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	Elders visit my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	My school offers opportunities to learn traditional activities (e.g., drumming, beading, dancing).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	My school recognizes and celebrates National Indigenous Peoples Day.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	My school recognizes traditional ways of learning (e.g., storytelling).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
10.	My school hosts traditional feasts and/or powwows.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
11.	My school has books by Indigenous authors.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
12.	My school has books on Indigenous stories and folktales.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Academics



Academic Self-Efficacy

Definition

Academic self-efficacy can be defined as a person's confidence in their abilities to be successful in performing academic tasks (Schunk, 1991). Self-efficacy beliefs for academic tasks have been shown to be related to individuals' academic performance and persistence in school (Gore, 2006). Furthermore, academic self-efficacy beliefs influence key aspects of academic motivation, such as level of effort, choice of activities, and persistence in academic and social tasks (Zimmerman, 2000).

Special Notes

It should be noted that this scale is not an indication of whether the respondent has engaged in the scenarios in each question, but rather their own *belief* to do so.

Related Indicators

- Self-Concept
- Individual Self-Esteem
- Collective Self-Esteem
- Social Competence
- Social Self-Efficacy
- Emotional Self-Efficacy
- Attitudes Toward School
- School Membership
- School Engagement
- Teacher Self-Efficacy

Self-Efficacy Questionnaire for Children (SEQ-C)

Please circle the answer that best shows how well you can do each of the following on the continuum from:

1 = Not at All to 5 = Very Well:

1.	How well can you get teachers to help you when you get stuck on schoolwork?	Not At All 1	2	3	4	Very Well 5
2.	How well can you study when there are other interesting things to do?	Not At All 1	2	3	4	Very Well 5
3.	How well can you study a chapter for a test?	Not At All 1	2	3	4	Very Well 5
4.	How well do you succeed in finishing all your homework every day?	Not At All 1	2	3	4	Very Well 5
5.	How well can you pay attention during every class?	Not At All 1	2	3	4	Very Well 5
6.	How well do you succeed in understanding all subjects in school?	Not At All 1	2	3	4	Very Well 5
7.	How well do you succeed in satisfying your parents with your schoolwork?	Not At All 1	2	3	4	Very Well 5
8.	How well do you succeed in passing a test?	Not At All 1	2	3	4	Very Well 5

Source: Muris, 2001.

School Climate

Definition

School climate can be defined as the feelings and attitudes that are produced by a school's environment and is a complex construct that includes physical, social, and academic dimensions (Loukas, 2007). Schools where students and staff feel safe foster positive relationships among students and teachers, while at the same time decrease the probability of violence (Loukas, 2007). Lastly, students' perceptions of school climate have a significant effect on their academic motivation and achievement (Loukas, 2007).

Special Note

This scale was created by authors of this handbook.

Related Indicators

- Attitudes Toward School
- School Membership
- School Engagement
- Academic Self-Efficacy

School Climate

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I feel safe at my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	School staff treat students fairly.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I like my teachers and other school staff.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	My principal knows who I am.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I like my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	Bullying is addressed accordingly at my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	My school has a bullying prevention program.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	I feel like I belong at my school.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	There is someone to talk to at my school about personal issues.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Attitudes Toward School

Definition

How students feel about school and how they feel about themselves as learners has important effects on their well-being and success in the school environment. Those students who like school and are confident in their abilities in the classroom are likely more engaged and motivated than those students who have negative attitudes and low confidence in their competencies (Valeski & Stipek, 2001).

Special Notes

This instrument is intended for use with students aged 12 to 17 years old, or are in grades 6 through 12.

Items 9, 10, 11, 12, 13, 14, and 15 are reverse coded, such that 1 = Totally Agree and 5 = Totally Disagree.

Related Indicators

- School Climate
- School Membership
- School Engagement
- Academic Self-Efficacy

Attitudes Toward School

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Totally Disagree to 5 = Totally Agree

1.	I like my teacher(s).	Totally Disagree 1	2	3	4	Totally Agree 5
2.	The principal cares about students.	Totally Disagree 1	2	3	4	Totally Agree 5
3.	I am doing well in school.	Totally Disagree 1	2	3	4	Totally Agree 5
4.	I am learning a lot in school.	Totally Disagree 1	2	3	4	Totally Agree 5
5.	I try hard to get good grades.	Totally Disagree 1	2	3	4	Totally Agree 5
6.	I usually do my homework on time.	Totally Disagree 1	2	3	4	Totally Agree 5
7.	I enjoy school activities such as sports or clubs.	Totally Disagree 1	2	3	4	Totally Agree 5
8.	I plan to complete high school.	Totally Disagree 1	2	3	4	Totally Agree 5

NOTE: Items 9-15 are reverse coded

9.	I am angry at my school.	Totally Agree 1	2	3	4	Totally Disagree 5
10.	My teacher(s) don't care about me.	Totally Agree 1	2	3	4	Totally Disagree 5
11.	My teacher(s) don't really understand me.	Totally Agree 1	2	3	4	Totally Disagree 5
12.	I am not interested in what my teachers have to say to me.	Totally Agree 1	2	3	4	Totally Disagree 5
13.	I am not really learning anything important in school.	Totally Agree 1	2	3	4	Totally Disagree 5
14.	I don't really care about my grades.	Totally Agree 1	2	3	4	Totally Disagree 5
15.	I do not feel a part of my school.	Totally Agree 1	2	3	4	Totally Disagree 5

Source: Anderson, 1999.

School Membership

Definition

School membership can be defined as the extent to which students feel accepted, respected, included, and supported at school (Goodenow, 1993). Having a sense of school membership is related to a higher level of school engagement which, in turn, results in positive social and emotional development and higher academic achievement (Hagborg, 1994).

Special Note

Items 3, 6, 9, 12, and 16 are reverse coded and scored. These items are bolded.

Related Indicators

- School Climate
- Attitudes Toward School
- School Engagement
- Academic Self-Efficacy

Psychological Sense of School Membership

Read each statement and then use the scale below to select the scale point that best reflects your personal degree of trueness using the following scale from:

1 = Not at all true to 5 = Completely True.

Note: **Bolded** items are reverse coded.

1.	I feel like a part of my school.	Not At All True 1	2	3	4	Completely True 5
2.	People at my school notice when I am good at something.	Not At All True 1	2	3	4	Completely True 5
3.	It is hard for people like me to be accepted at my school.	Not At All True 1	2	3	4	Completely True 5
4.	Other students in my school take my opinions seriously.	Not At All True 1	2	3	4	Completely True 5
5.	Most teachers at my school are interested in me.	Not At All True 1	2	3	4	Completely True 5
6.	Sometimes I feel as if I don't belong in my school.	Not At All True 1	2	3	4	Completely True 5
7.	There is at least one teacher or adult I can talk to in my school if I have a problem.	Not At All True 1	2	3	4	Completely True 5
8.	People at my school are friendly to me.	Not At All True 1	2	3	4	Completely True 5
9.	Teachers here are not interested in people like me.	Not At All True 1	2	3	4	Completely True 5
10.	I am included in lots of activities at my school.	Not At All True 1	2	3	4	Completely True 5
11.	I am treated with as much respect as other students in my school.	Not At All True 1	2	3	4	Completely True 5
12.	I feel very different from most other students at my school.	Not At All True 1	2	3	4	Completely True 5
13.	I can really be myself at my school.	Not At All True 1	2	3	4	Completely True 5

14.	Teachers at my school respect me.	Not At All True 1	2	3	4	Completely True 5
15.	People at my school know that I can do good work.	Not At All True 1	2	3	4	Completely True 5
16.	I wish I were in a different school.	Not At All True 1	2	3	4	Completely True 5
17.	I feel proud to belong to my school.	Not At All True 1	2	3	4	Completely True 5
18.	Other students at my school like me the way that I am.	Not At All True 1	2	3	4	Completely True 5

Source: Goodenow, 1993.

School Engagement

Definition

School engagement is a multifaceted construct; however, stated simply, it means that students have an active involvement in school tasks, either affectively, behaviourally, or cognitively (Hagborg, 1994; Jimerson, Campos, & Greif, 2003). Behavioural engagement is related to student conduct and on-task behaviour, affective engagement is related to student attitudes toward school, and cognitive engagement is related to student motivation and self-regulated learning (as cited in Fredricks, Blumenfeld, & Paris, 2004).

Special Note

This scale is divided into behavioural (items 1-4), emotional (items 5-10), and cognitive (items 11- 14) engagement measures.

Related Indicators

- School Climate
- Attitudes Toward School
- School Membership
- Academic Self-Efficacy

School Engagement Scale – Behavioral, Emotional, and Cognitive Engagement

Read each statement and then use the scale below to select the scale point that best reflects you personally:

1 = Never; 2 = On Occasion; 3 = Some of the Time; 4 = Most of the Time; 5 = All of the Time.

1.	I pay attention in class.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
2.	When I am in class, I am working.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
3.	I follow the rules at school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
4.	I stay out of trouble at school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
5.	I feel happy in school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
6.	I don't get bored at school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
7.	I feel excited by the work in school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
8.	I like being at school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
9.	I am interested in the work at school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
10.	My classroom is a fun place to be.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
11.	When I read a book, I ask myself questions to make sure I understand what it is about.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5

12.	I study at home even when I don't have a test.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
13.	I try to watch TV shows about things we are doing in school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
14.	I check my schoolwork for mistakes.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5
15.	I read extra books to learn more about things we do in school.	Never 1	On Occasion 2	Some Of The Time 3	Most Of The Time 4	All Of The Time 5

Source: Fredricks, Blumenfeld, Friedel & Paris, 2005.

Teacher Factors



Teacher Self-Efficacy

Definition

Teacher efficacy can be defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977, p. 137). Positive teacher efficacy beliefs can: produce superior student achievement across subjects; increase how much teachers are willing to apply skills learned through in-service training to the classroom; enhance a teacher's ability to appropriately handle stressful and challenging situations; and it has important implications for overall school effectiveness (Bray-Clark & Bates, 2003).

Special Notes

Three factors of teacher efficacy can be derived: *Efficacy in Student Engagement*, *Efficacy in Instructional Strategies*, and *Efficacy in Classroom Management*.

Efficacy in Student Engagement: Items 2, 4, 7, 11

Efficacy in Instructional Strategies: Items 5, 9, 10, 12

Efficacy in Classroom Management: Items 1, 3, 6, 8

Related Indicators

- Cultural and Linguistic Competency
- Academic Self-Efficacy

Teacher Beliefs - TSES

Please indicate your opinion about each of the questions below by marking any one of the nine responses, ranging from (1) “None at all” to (9) “A Great Deal” as each represents a degree on the continuum. Please respond to each by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

1 = None at all; 3 = Very Little; 5 = Some Degree; 7 = Quite a Bit; 9 = A Great Deal

1.	How much can you do to get through to the most difficult students?	1	2	3	4	5	6	7	8	9
2.	How much can you do to help your students think critically?	1	2	3	4	5	6	7	8	9
3.	How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
4.	How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
5.	To what extent can you make your expectations clear about student behavior?	1	2	3	4	5	6	7	8	9
6.	How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
7.	How well can you respond to difficult questions from your students?	1	2	3	4	5	6	7	8	9
8.	How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7	8	9
9.	How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
10.	How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7	8	9
11.	To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
12.	How much can you do to foster student creativity?	1	2	3	4	5	6	7	8	9

Source: Tschannen-Moran & Hoy, 2001.

Cultural and Linguistic Competency

Definition

Being culturally and linguistically competent is the ability to successfully teach students who come from different cultures and whose first language is not English. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge and mastering a set of skills that—taken together—underlie effective cross-cultural teaching (Diller & Moule, 2005). Being culturally proficient enables teachers to translate the knowledge into effective instruction for all students. It also leads to more effective teaching by contextualizing or connecting to students' lives. Cultural proficiency also helps address student achievement gaps (National Education Association, 2008).

Special Notes

This survey should be used as a self-indicator by teachers to determine and evaluate their own cultural and linguistic competency in order to make self-improvements and increase personal self-awarenesses. This survey is in no way to be used as a judgement on the teacher's capabilities, rather it should be viewed as a place to start and ways to improve their cultural and linguistic competencies.

This scale was created by authors of this handbook.

Related Indicators

- Teacher Self-Efficacy
- Integration of Indigenous Culture and Language

Cultural and Linguistic Competency

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I am aware of and have some knowledge of the cultural backgrounds of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	I try to incorporate resources and materials into my teaching practice that reflect the cultural backgrounds of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I try to provide opportunities for students and their families to share their cultures.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	I remain aware that English may be a second language for some of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I remain aware that languages other than English may be spoken in the homes of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	When communicating with parents and family members of my students, I remain aware that English may not be their first language.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	I recognize that cultures may differ in regard to the emphasis placed on formal education.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	I understand that family is defined differently by different cultures (e.g., extended family members and Godparents).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	I remain aware that my cultural beliefs may differ from those of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

10.	I do not allow cultural bias to influence my teaching.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
11.	I actively seek information about my students' cultures that I do not have knowledge of.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Family and Community



Active and Engaged Citizenship

Definition

Someone who is an active and engaged citizen is someone who has a sense of civic duty, feeling of social connection to their community, confidence in their abilities to effect change, as well as someone who is engaged in civic behaviors (Zaff, Boyd, Lerner, & Lerner, 2010). When young people are actively engaged in improving the well-being of their communities, they experience positive developmental benefits (Lerner, 2004; Levine & Youniss, 2006; Zaff & Michelsen, 2001).

Special Note

This instrument is recommended to be used with students in grades 8, 9, and 10.

Related Indicator

- Sense of Community

Active and Engaged Citizenship (AEC)

Please circle the answer that best describes your feelings toward each statement.

	How important is each of the following to you in your life?	Not Important				Extremely Important
1.	Helping to reduce hunger and poverty in the world.	1	2	3	4	5
2.	Helping to make sure all people are treated fairly.	1	2	3	4	5
3.	Helping to make the world a better place to live in.	1	2	3	4	5
4.	Helping other people.	1	2	3	4	5
5.	Speaking up for equality (everyone should have the same rights and opportunities).	1	2	3	4	5
	How much do you agree or disagree with each of the following statements?	Strongly Disagree				Strongly Agree
6.	I believe I can make a difference in my community.	1	2	3	4	5
7.	I often think about doing things so that people in the future can have things better.	1	2	3	4	5
8.	It is important to me to contribute to my community and society.	1	2	3	4	5
	How well does each of these statements describe you?	Not Well				Very Well
9.	When I see someone being taken advantage of, I want to help them.	1	2	3	4	5
10.	When I see someone being treated unfairly, I feel sorry for them.	1	2	3	4	5
11.	I feel sorry for other people who don't have what I have.	1	2	3	4	5

	If you found out about a problem in your community, how well do you think you would be able to do each of the following activities?	I Definitely Can't	I Probably Can't	Maybe	I Probably Can	I Definitely Can
12.	Contact a newspaper, radio, or TV talk show to express your opinion on the issue.	1	2	3	4	5
13.	Contact an elected official about the problem.	1	2	3	4	5
14.	Contact or visit someone in government who represents your community.	1	2	3	4	5
15.	Write an opinion letter to a local newspaper.	1	2	3	4	5
16.	Express your views in front of a group of people.	1	2	3	4	5
17.	Sign an email or a written petition.	1	2	3	4	5
	How much do you agree or disagree with each of the following statements?	Strongly Disagree				Strongly Agree
18.	Adults in my town or city listen to what I have to say.	1	2	3	4	5
19.	Adults in my town or city make me feel important.	1	2	3	4	5
20.	In my town or city, I feel like I matter to people.	1	2	3	4	5
21.	In my neighborhood, there are lots of people who care about me.	1	2	3	4	5
22.	If one of my neighbors saw me do something wrong, he or she would tell one of my parents.	1	2	3	4	5
23.	My teachers really care about me.	1	2	3	4	5
	How often do you do each of the following activities?	Never	Seldom	Sometimes	Often	Very Often
24.	Help make your city or town a better place to live in.	1	2	3	4	5
25.	Help at your place of worship.	1	2	3	4	5
26.	Help a neighbor.	1	2	3	4	5
27.	Help at your school.	1	2	3	4	5

	How often have you participated in each of the following service activities over the last 12 months?	Never	Once a month or less	A couple times a month	Once a week	A few times a week	Every day
28.	Volunteering your time (at a hospital, daycare, food bank, youth program, community service agency).	1	2	3	4	5	6
29.	Mentoring/peer advising.	1	2	3	4	5	6
30.	Tutoring.	1	2	3	4	5	6

During the last 12 months, how many times have you been a leader in a group or organization?				
Never	Once	Twice	3-4 times	5 or more times

Source: Zaff, Boyd, Li, Lerner, & Lerner, 2010.

Parental Involvement

Definition

Parental involvement can be defined as parental aspirations for their child's academic achievement and parents sharing these aspirations with their child, parents' communication with their children about school, parental participation in school activities, parents' communication with teachers, and the school-related rules that parents impose at home (Fan & Chen, 2001). Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school (Henderson & Berla, 1994).

Special Notes

Younger children may need an explanation for some of the terms used in this instrument. Administrators of the instruments can choose a desirable time period for students to refer to (e.g., the current school, within the last three months, the current semester, etc.). For instance, you can ask students "Consider your parent/caregiver's involvement at your school within the past [insert time period]" as part of the instructions read aloud. It is important that students and parents are made aware that this measure is not meant to judge parenting practices, but rather just as a measure of parent involvement at the school level.

This scale was created by authors of this handbook.

Related Indicator

- Family Connectedness

Parental Involvement

Please rate how often your parents/caregivers did each of the following at your school using the scale from:

1 = Never; 2 = Sometimes; 3 = Quite Often; 4 = Very Often

1.	Helped with school events.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
2.	Led an after-school program.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
3.	Attended parent-teacher conferences.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
4.	Asked for updates on my progress from my teacher.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
5.	Chaperoned school field trips.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
6.	Helped me with my homework.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
7.	Read newsletters/ notes that are sent home from my school/teacher.	Never 1	Sometimes 2	Quite Often 3	Very Often 4
8.	Attended my school concert, play, or sports game.	Never 1	Sometimes 2	Quite Often 3	Very Often 4

Family Connectedness

Definition

Family connectedness refers to relationships between children and their families. Children thrive when they feel they belong in their family and feel affection, importance, and support within the family. Strong parent-child relationships are related to positive youth development and function as protective factors against risky behaviors (Irving, 2013).

Special Notes

It should be kept in mind that this instrument is used to view the child's *perception* of their family connectedness and should be considered with caution. If questionable information arises from this instrument, the distributor should take proper steps to investigate.

Items 11-15 are reverse scored, such that 1=4, 2=3, 3=2, and 4=1.

Related Indicator

- Parental Involvement

Brief Family Relationship Scale

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	In our family we really help and support each other.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	In our family we spend a lot of time doing things together at home.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	In our family we work hard at what we do in our home.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	In our family there is a feeling of togetherness.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	My family members really support each other.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	I am proud to be a part of our family.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	In our family we really get along well with each other.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	In our family we can talk openly in our home.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	In our family we sometimes tell each other about our personal problems.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
10.	In our family we begin discussions easily.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Items 11-15 are reverse coded					
11.	In our family we argue a lot.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
12.	In our family we are really mad at each other a lot.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13.	In our family we lose our tempers a lot.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
14.	My family members sometimes are violent.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
15.	In our family we raise our voice when we are mad.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

Source: Fok, Allen, Henry, & People Awakening Team, 2014.

Sense of Community

Definition

The sense of community refers to a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a feeling that members' needs can be met through a commitment to be together (McMillan & Chavis, 1986). McMillan and Chavis (1986) stated that a sense of community was a perception of membership, influence, meeting needs, and a shared emotional connection. Having a sense of community has been shown to be related to improved social interaction and connections. It has also been shown to create a sense of belonging which leads to positive outcomes. (McMillan & Chavis, 1986)

Special Note

This scale was created by authors of this handbook.

Related Indicators

- Family Connectedness
- School Membership

Sense of Community

Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I enjoy living in my community.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	Community members in my community support one another.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I am proud to be a part of my community.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	I can trust others in my community.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I can depend on the members of my community for help.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	Being a member of this community is a part of my identity.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	It is important that I contribute to my community in some way.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	I enjoy attending community events.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	I care about the future of my community.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

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Note: Bolded references are the indicator scales used within this handbook.

APPENDIX A: SUGGESTED READINGS

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APPENDIX B: HELPFUL LINKS

Anxiety Canada

<https://www.anxietycanada.com/>

Back to School – Incorporating Indigenous Knowledge into Daily Routines Webinar

<https://indspire.ca/webinar/back-to-school-2/>

EdCan Network

<https://www.edcan.ca/>

Indigenous Inclusion Directorate

<https://www.edu.gov.mb.ca/aed/>

Intervention Central

<https://www.interventioncentral.org/>

Making Sense of Trauma

<https://makingsenseoftrauma.com/>

Manitoba Education and Training - Indigenous Education

<https://www.edu.gov.mb.ca/k12/abedu/index.html>

Manitoba First Nations Education Resource Centre

<https://mfnerc.org/>

Resources for Rethinking

<http://resources4rethinking.ca/en/resource/aboriginal-voices-in-the-curriculum>

