

School Professional Staff as Learning Community

Date: _____

School: _____

Directions: This questionnaire concerns your perceptions about your school staff as a learning organization. There is no right or wrong response. Please consider where you believe your school is in its development of each of the five numbered descriptors shown below. Each sub-item has a five-point scale. On each scale, circle the number that best represents the degree to which you feel your school has developed

Descriptor #1: School administrators participate democratically with teachers sharing power, authority, and decision making.

	5	4	3	2	1
1a.	Although there are some legal and fiscal decisions required of the principal, school administrators consistently involve the staff in discussing and making decisions about most school issues.		Administrators invite advice and counsel from the staff and then make decisions themselves.		Administrators never share information with the staff nor provide opportunities to be involved in decision-making.
1b.	Administrators involve the entire staff.		Administrators involve a small committee, council, and/or team of staff.		Administrators do not involve any staff.

Descriptor #2: Staff members share visions for school improvement that have an undeviating focus on student learning and are consistently referenced for the staff's work.

<p>2a.</p>	<p style="text-align: center;">5</p> <p>Visions for improvement are discussed by the entire staff such that consensus and a shared vision results.</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">3</p> <p>Visions for improvement are not thoroughly explored; some staff agree and others do not.</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">1</p> <p>Visions for improvement held by the staff are widely divergent.</p>
<p>2b.</p>	<p style="text-align: center;">5</p> <p>Visions for improvement are always focused on students and learning and teaching.</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">3</p> <p>Visions for improvement are sometimes focused on students and learning and teaching.</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">1</p> <p>Visions for improvement do not target students and learning and teaching.</p>
<p>2c.</p>	<p style="text-align: center;">5</p> <p>Visions for improvement target high quality learning experiences for all students.</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">3</p> <p>Visions for improvement address quality learning experiences in terms of students' abilities.</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">1</p> <p>Visions for improvement do not include concerns about the quality of learning experiences.</p>

Descriptor #3: Staff members' collective learning and application of the learnings (taking action) create high intellectual learning tasks and solutions to address student needs.

	5	4	3	2	1
3a.	All staff members meet to discuss issues, share information, and learn with and from each other.		Subgroups of the staff meet to discuss issues, share information, and learn with and from each other.		Individuals randomly discuss issues, share information, and learn with and from each other.
3b.	Staff members meet regularly and frequently on substantive, student-centered educational issues.		Staff members meet occasionally on substantive, student-centered educational issues.		Staff members rarely or never meet to consider substantive educational issues.
3c.	Staff members regularly discuss the quality of their teaching and students' learning.		Staff members do not often discuss their instructional practices nor its influence on student learning.		Staff members basically discuss non-teaching and non-learning issues.
3d.	Staff members, based on their learnings, make and implement plans that address students' needs, more effective teaching, and more successful student learning.		Staff members occasionally act on their learnings and make and implement plans to improve teaching and learning.		Staff members do not act on their learnings.
3e.	Staff members regularly debrief and assess the impact of their actions and makes revisions.		Staff members infrequently assess their actions and seldom make revisions based on the results.		Staff members do not assess their work.

Descriptor #4: Peers review and give feedback based on observing each other's classroom behaviors in order to increase individual and organizational capacity.

	5	4	3	2	1
4a.	Staff members regularly and frequently visit and observe each other's classroom teaching.		Staff members occasionally visit and observe each other's classroom teaching.		Staff members never visit their peers' classrooms.
4b.	Staff members provide feedback to each other about teaching and learning based on their classroom observations.		Staff members discuss non-teaching issues after classroom observations.		Staff members do not interact after, or about, classroom observations.

Descriptor #5: School conditions and capacities support the staff's arrangement as a professional learning organization.

	5	4	3	2	1
5a.	Time is arranged and committed for whole staff interactions.		Time is arranged, but frequently staff members fail to meet.		Staff members cannot arrange time for interacting.
5b.	The size, structure, and arrangements of the school facilitate staff proximity and interaction.		Considering the size, structure, and arrangements of the school, staff members are working to maximize interaction.		Staff members take no action to manage the facility and personnel for interaction.
5c.	A variety of processes and procedures are used to encourage staff communication.		A single communication method exists and is sometimes used to share information.		Communication devices are not given attention.
5d.	Trust and openness characterize all the staff.		Some of the staff members are trusting and open.		Trust and openness do not exist among the staff.
5e.	Caring, collaborative, and productive relationships exist among the staff.		Caring and collaboration are inconsistently demonstrated among the staff.		Staff members are isolated and primarily work alone at their tasks.