

School Professional Staff as Learning Community Questionnaire

Directions: This questionnaire concerns your perceptions about your school staff as a learning organization. There are no right or wrong responses. Please consider where you believe your school is in its development of each of the five numbered descriptors shown in bold-faced type on the left. 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.

Date: _____

Name: _____

School: _____

1. School administrators participate democratically with teachers sharing power, authority, and decision making.	1a	5 _____ 4 _____ 3 _____ 2 _____ 1	<p>Although there are some legal and fiscal decisions required of the principal, school administrators consistently involve the staff in discussing and making decisions about school issues.</p>	<p>Administrators invite advice and counsel from staff and then make decisions themselves.</p>	<p>Administrators never share information with the staff nor provide opportunities to be involved in decision making.</p>
	1b	5 _____ 4 _____ 3 _____ 2 _____ 1	<p>Administrators involve the entire staff.</p>	<p>Administrators involve a small committee, council, or team of staff.</p>	<p>Administrators do not involve any staff.</p>
2. The staff shares visions for school improvement that have an undeviating focus on student learning, and these visions are consistently referenced in the staff's work.	2a	5 _____ 4 _____ 3 _____ 2 _____ 1	<p>Visions for improvement are discussed by the entire staff such that consensus and a shared vision result.</p>	<p>Visions for improvement are not thoroughly explored; some staff members agree and others do not.</p>	<p>Visions for improvement held by the staff members are widely divergent.</p>
	2b	5 _____ 4 _____ 3 _____ 2 _____ 1	<p>Visions for improvement are always focused on students, teaching, and learning.</p>	<p>Visions for improvement are sometimes focused on students, teaching, and learning.</p>	<p>Visions for improvement do not target students, teaching, and learning.</p>
	2c	5 _____ 4 _____ 3 _____ 2 _____ 1	<p>Visions for improvement target high-quality learning experiences for all students.</p>	<p>Visions for improvement address quality learning experiences in terms of students' abilities.</p>	<p>Visions for improvement do not include concerns about the quality of learning experiences.</p>

3. The staff's collective learning and application of the learnings (taking action) create high intellectual learning tasks and solutions to address student needs.	3a	5 _____ 4 _____ 3 _____ 2 _____ 1	The entire staff meets to discuss issues, share information, and learn with and from one another.	Subgroups of the staff meet to discuss issues, share information, and learn with and from one another.	Individuals randomly discuss issues, share information, and learn with and from one another.
	3b	5 _____ 4 _____ 3 _____ 2 _____ 1	The staff meets regularly and frequently on substantive student-centered educational issues.	The staff meets occasionally on substantive student-centered educational issues.	The staff never meets to consider substantive educational issues.
	3c	5 _____ 4 _____ 3 _____ 2 _____ 1	The staff discusses the quality of their teaching and students' learning.	The staff does not often discuss their instructional practices nor its influence on student learning.	The staff basically discusses non-teaching and non-learning issues.
	3d	5 _____ 4 _____ 3 _____ 2 _____ 1	The staff, based on their learnings, makes and implements plans that address students' needs, more effective teaching, and more successful student learning.	The staff occasionally acts on their learnings and makes and implements plans to improve teaching and learning.	The staff does not act on their learning.
	3e	5 _____ 4 _____ 3 _____ 2 _____ 1	The staff debriefs and assesses the impact of their actions and makes revisions.	The staff infrequently assesses their actions and seldom makes revisions based on the results.	The staff does not assess their work.
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4. Peers review and give feedback based on observing one another's classroom behaviors in order to increase individual and organizational capacity.	4a	5 _____ 4 _____ 3 _____ 2 _____ 1	Staff members regularly and frequently visit and observe one another's classroom teaching.	Staff members occasionally visit and observe one another's teaching.	Staff members never visit their peers' classrooms.
	4b	5 _____ 4 _____ 3 _____ 2 _____ 1	Staff members provide feedback to one another about teaching and learning based on their classroom observations.	Staff members discuss non-teaching issues after classroom observations.	Staff members do not interact after classroom observations.

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

5a	5 _____ 4 _____ 3 _____ 2 _____ 1	Time is arranged and committed for whole staff interactions.	Time is arranged but frequently the staff fails to meet.	Staff cannot arrange time for interacting.
5b	5 _____ 4 _____ 3 _____ 2 _____ 1	The size, structure, and arrangements of the school facilitate staff proximity and interaction.	Considering the size, structure, and arrangements of the school, the staff are working to maximize interaction.	The staff takes no action to manage the facility and personnel for interaction.
5c	5 _____ 4 _____ 3 _____ 2 _____ 1	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	5 _____ 4 _____ 3 _____ 2 _____ 1	Trust and openness characterize all of the staff members.	Some of the staff members are trusting and open.	Trust and openness do not exist among the staff members.
5e	5 _____ 4 _____ 3 _____ 2 _____ 1	Caring, collaborative, and productive relationships exist among all staff members.	Caring and collaboration are inconsistently demonstrated among the staff members.	Staff members are isolated and work alone at their task.

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SEDL

4700 Mueller Blvd.

Austin, TX 78723

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