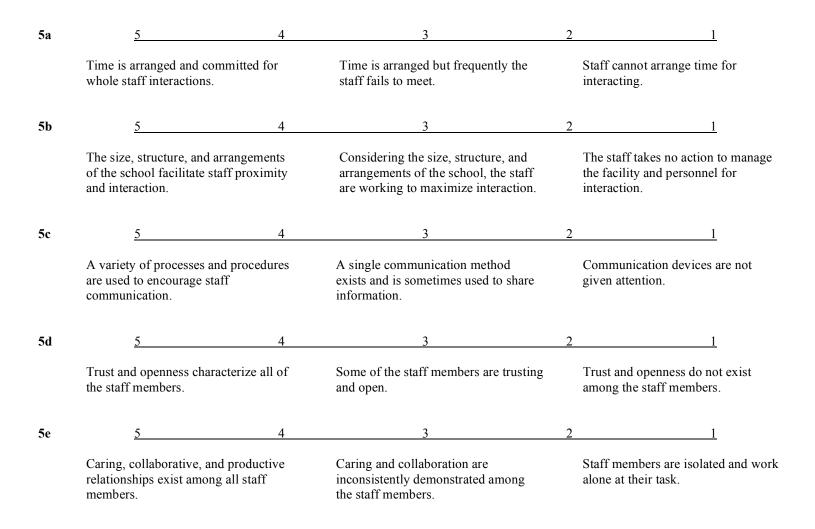
## **School Professional Staff as Learning Community Questionnaire**

staff as a learning organization Please consider where you be of the five numbered descript sub-item has a five-point scal represents the degree to which	n. The dieve yo ors sho e. On e	re are no right or wrong responder school is in its development on the back scale, circle the number	onses. ent of each left. Each that best	Name: School:		
1. School administrators participate democratically with teachers sharing power, authority, and decision making.	1a	5	4	3	2	<u> </u>
		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.		Administrators invite advice and counsel from staff and then make decisions themselves.	with t	nistrators never share information he staff nor provide opportunities involved in decision making.
	1b	5	4	3	2	<u> </u>
		Administrators involve the entire staff.		Administrators involve a small committee, council, or team of staff.	Administrators do not involve any staff.	
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	2a	<u>5</u>	4	3	2	<u>l</u>
		Visions for improvement are discussed by the entire staff such that consensus and a shared vision result.		Visions for improvement are not thoroughly explored; some staff members agree and others do not.		s for improvement held by the embers are widely divergent.
work.	<b>2</b> b	5	4	3	2	<u> </u>
		Visions for improvement are always focused on students, teaching, and learning.		Visions for improvement are sometimes focused on students, teaching, and learning.	Visions for improvement do not targe students, teaching, and learning.	
	2c	5	4	3	2	<u> </u>
		Visions for improvement quality learning experience students.		Visions for improvement address quality learning experiences in terms of students' abilities.	include	for improvement do not concerns about the quality of g experiences.

3. The staff's collective learning and application of the learnings (taking action) create high intellectual learning tasks and solutions to address	3a	The entire staff meets to issues, share informatio with and from one another.	n, and learn	Subgroups of the staff meet to discuss issues, share information, and learn with and from one another.	2	Individuals randomly discuss issues, share information, and learn with and from one another.
student needs.	3b	5	4	3	2	<u> </u>
		The staff meets regularl frequently on substantiv centered educational iss	e student-	The staff meets occasionally on substantive student-centered educational issues.		The staff never meets to consider substantive educational issues.
	3c	5	4	3	2	<u> </u>
		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	<u>1</u>
		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	<u>5</u>	4	3	2	<u> </u>
		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.
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 visit and observe one arteaching.		Staff members occasionally visit and observe one another's teaching.		Staff members never visit their peers' classrooms.
	4b	5	4	3	2	<u> </u>
		Staff members provide one another about teach learning based on their observations.	ing and	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.



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