

School Professional Staff as Learning Community

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.

1 a

5 |-----| 4 |-----| 3 |-----| 2 |-----| 1

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.

1 b

5 |-----| 4 |-----| 3 |-----| 2 |-----| 1

Administrators involve the entire staff.

Administrators involve a small committee, council, or team of staff.

Administrators do not involve any staff.

2. Staff shares visions for school improvement that have an undeviating focus on student learning, and are consistently referenced for the staff's work.

2 a

5 |-----| 4 |-----| 3 |-----| 2 |-----| 1

Visions for improvement are discussed by the entire staff such that consensus and a shared vision results.

Visions for improvement are not thoroughly explored; some staff agree and others do not.

Visions for improvement held by the staff are widely divergent.

2 b

5 |-----| 4 |-----| 3 |-----| 2 |-----| 1

Visions for improvement are always focused on students, and learning and teaching.

Visions for improvement are sometimes focused on students and teaching and learning.

Visions for improvement do not target students and teaching and learning.

2 c

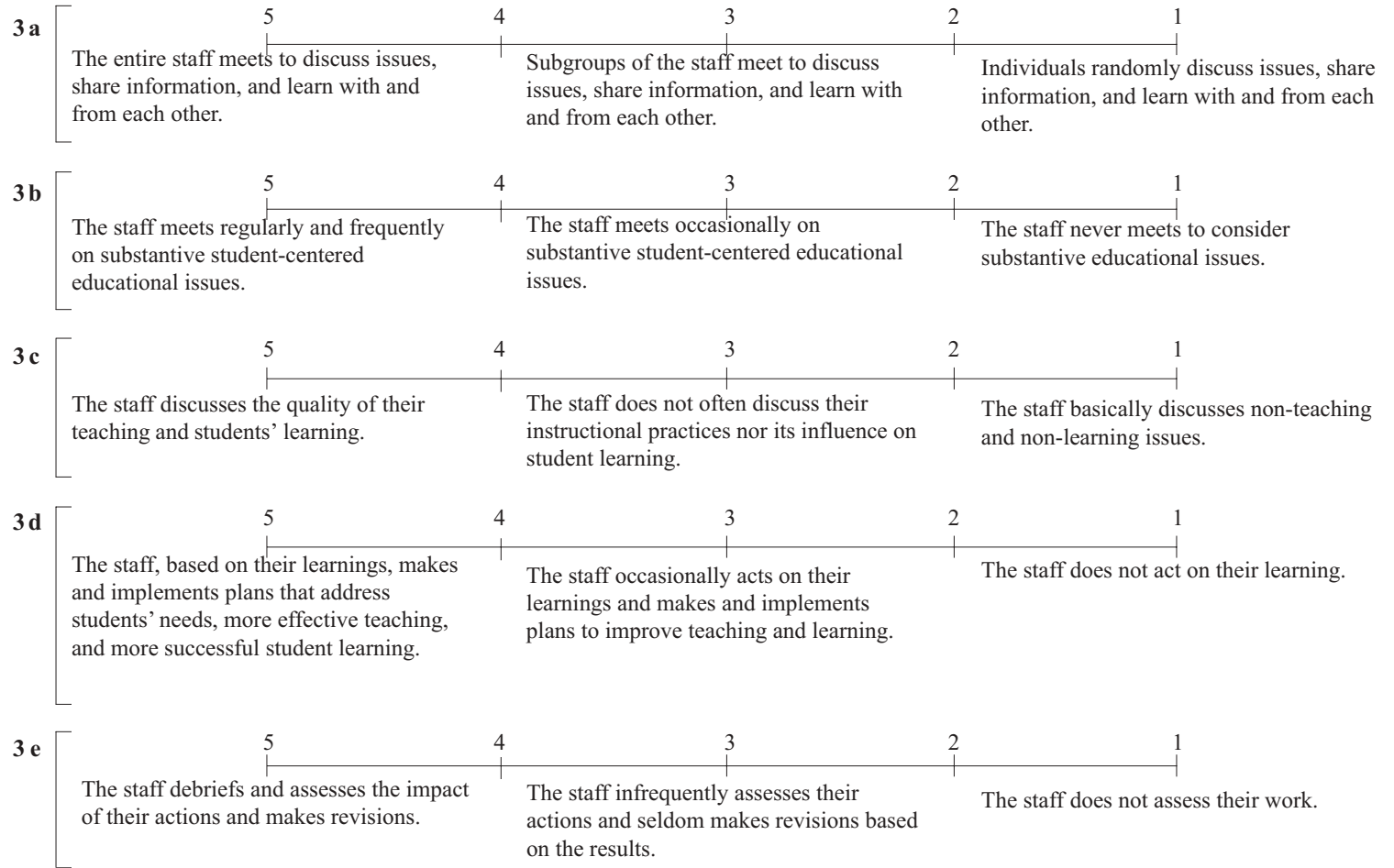
5 |-----| 4 |-----| 3 |-----| 2 |-----| 1

Visions for improvement target high quality learning experiences for all students.

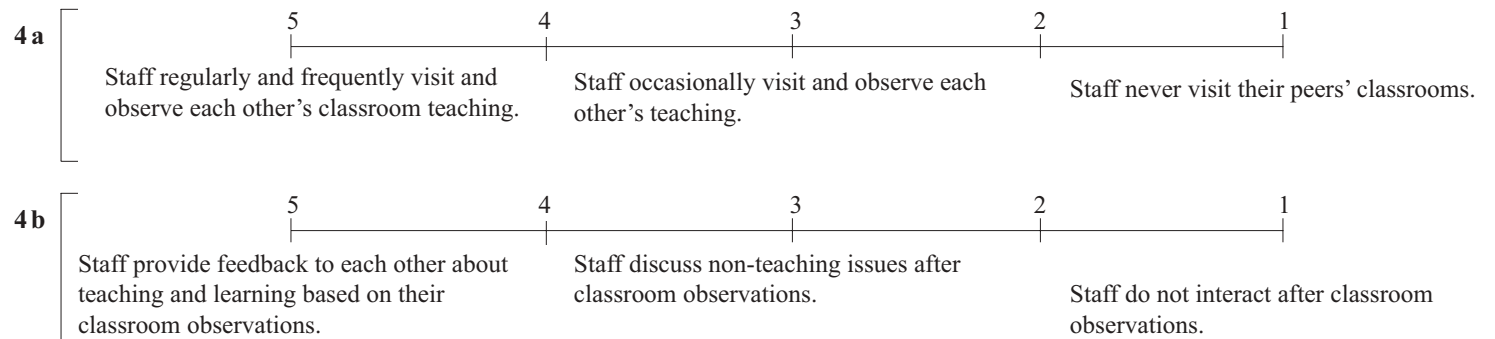
Visions for improvement address quality learning experiences in terms of students' abilities.

Visions for improvement do not include concerns about the quality of learning experiences.

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



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



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

