

Professional Learning Community Administration Survey

This survey is designed to collect information about how effective administration has been at supporting learning community development in this building. For each of the statements below, please indicate A) the extent to which you agree or disagree with each statement by circling one of the three numbers on the left hand side, and B) the level of importance of each expectation by circling one of the three numbers on the right hand side.

| <i>Please indicate the extent to which you agree or disagree with the statements below concerning expectations for administrators.</i> | | | | <i>Please indicate how important each expectation is to you.</i> | | |
|--|-----------------|----------------|--------------|--|---------------------------|-----------------------|
| Mission and Vision Setting: | Disagree | Neutral | Agree | Not important | Somewhat important | Very important |
| One responsibility of administrators in a learning community is to focus efforts on a clear mission/vision. | | | | | | |
| 1. Our school has a clear mission statement. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Our mission statement was developed collectively. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Our mission statement is frequently referenced by all faculty members in formal and informal meetings. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. We have defined vision statements or guiding principles that describe what our mission should look like in action. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Resources—both financial and human—are allocated towards efforts that support our mission. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Hiring decisions are made with our mission in mind. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Scheduling decisions support our mission. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Community partnerships support our mission. | 1 | 2 | 3 | 1 | 2 | 3 |
| 9. Learning teams have the flexibility/freedom to make decisions when they are aligned with our mission. | 1 | 2 | 3 | 1 | 2 | 3 |
| 10. Decisions that are not aligned with our mission are questioned by our administration. | 1 | 2 | 3 | 1 | 2 | 3 |
| 11. We review our mission and vision regularly—and revise it when appropriate. | 1 | 2 | 3 | 1 | 2 | 3 |

| <i>Please indicate the extent to which you agree or disagree with the statements below concerning expectations for administrators.</i> | | | | <i>Please indicate how important each expectation is to you.</i> | | |
|---|-----------------|----------------|--------------|--|---------------------------|-----------------------|
| Atmosphere of Trust: Learning communities also depend on an atmosphere of trust and mutual respect that is encouraged and promoted by administrators. | Disagree | Neutral | Agree | Not important | Somewhat important | Very important |
| 1. Administrators are honest. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Administrators have a sense of humor. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Administrators systematically engage teachers from all grade levels and departments in key decisions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Administrators celebrate all school accomplishments—athletic events, art achievements etc.—equitably. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Administrators are visible throughout the school day. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Administrators recognize the personal and professional accomplishments of all faculty members. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Administrators hold all faculty members to clear and appropriate standards of performance. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Administrators respect and value dissenting opinions. | 1 | 2 | 3 | 1 | 2 | 3 |
| Action Orientation: Administrators in highly functioning learning communities promote an action orientation. | Disagree | Neutral | Agree | Not important | Somewhat important | Very important |
| 1. Administrators actively engage teachers in conversations about new instructional strategies. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Administrators promote and praise creative efforts—even when they don't succeed. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Administrators model openness towards data. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Administrators help teams to use data to drive decisions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Administrators realign resources and repurpose positions to meet identified student needs in our building. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Administrators find time and resources for teams to pursue continuous learning. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Administrators promote a collective responsibility for results. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Administrators hold ALL members of our school's faculty—from support staff to classroom teachers--accountable for student achievement. | 1 | 2 | 3 | 1 | 2 | 3 |