

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 (1) the extent to which you agree or disagree with each statement by circling one of the three letters on the left-hand side, and (2) the level of importance of each expectation by circling one of the three numbers on the right-hand side.

D = Disagree, N = Neutral, A = Agree 1 = Very important, 2 = Somewhat important, 3 = Not important

Mission and Vision Setting						
One responsibility of administrators in a learning community is to focus efforts on a clear mission/vision.						
Our school has a clear mission statement.	D	N	A	1	2	3
Our mission statement was developed collectively.	D	N	A	1	2	3
Our mission statement is frequently referenced by all faculty members in formal and informal meetings.	D	N	A	1	2	3
We have defined vision statements or guiding principles that describe what our mission should look like in action.	D	N	A	1	2	3
Resources—both financial and human—are allocated toward efforts that support our mission.	D	N	A	1	2	3
Hiring decisions are made with our mission in mind.	D	N	A	1	2	3
Scheduling decisions support our mission.	D	N	A	1	2	3
Community partnerships support our mission.	D	N	A	1	2	3
Learning teams have the flexibility/freedom to make decisions when they are aligned with our mission.	D	N	A	1	2	3
Decisions that are not aligned with our mission are questioned by our administration.	D	N	A	1	2	3
We review our mission and vision regularly and revise it when appropriate.	D	N	A	1	2	3

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Atmosphere of Trust						
Learning communities also depend on an atmosphere of trust and mutual respect that administrators encourage and promote.						
Administrators are honest.	D	N	A	1	2	3
Administrators have a sense of humor.	D	N	A	1	2	3
Administrators systematically engage teachers from all grade levels and departments in key decisions.	D	N	A	1	2	3
Administrators celebrate all school accomplishments—athletic events, art achievements, and so on—equitably.	D	N	A	1	2	3
Administrators are visible throughout the school day.	D	N	A	1	2	3
Administrators recognize the personal and professional accomplishments of all faculty members.	D	N	A	1	2	3
Administrators hold all faculty members to clear and appropriate standards of performance.	D	N	A	1	2	3
Administrators respect and value dissenting opinions.	D	N	A	1	2	3
Action Orientation						
Administrators in highly functioning learning communities promote an action orientation.						
Administrators actively engage teachers in conversations about new instructional strategies.	D	N	A	1	2	3
Administrators promote and praise creative efforts—even when they are not successful.	D	N	A	1	2	3
Administrators model openness toward data.	D	N	A	1	2	3
Administrators help teams to use data to drive decisions.	D	N	A	1	2	3
Administrators realign resources and repurpose positions to meet identified student needs in our building.	D	N	A	1	2	3
Administrators find time and resources for teams to pursue continuous learning.	D	N	A	1	2	3
Administrators promote a collective responsibility for results.	D	N	A	1	2	3
Administrators hold <i>all</i> members of our school's faculty—from support staff to classroom teachers—accountable for student achievement.	D	N	A	1	2	3