

Professional Learning Community Questionnaire

Directions:

This questionnaire assesses your perceptions about your principal, staff, and stakeholders based on the five dimensions of a professional learning community (PLC) and related attributes. There are no right or wrong responses. This questionnaire contains a number of statements about practices that occur in some schools. Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate oval provided to the right of each statement. Be certain to select only one response for each statement.

Key Terms:

- Principal = Principal, not associate or assistant principal
- Staff = All adult staff directly associated with curriculum, instruction, and assessment of students
- Stakeholders = Parents and community members

- Scale:**
- 1 = Strongly Disagree (SD)
 - 2 = Disagree (D)
 - 3 = Agree (A)
 - 4 = Strongly Agree (SA)

Thank you in advance for your participation. Make no identifying marks on this questionnaire. Please return to _____ by _____.

Shared and Supportive Leadership				
	SD	D	A	SA
1. The staff is consistently involved in discussion and making decisions about most school issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal incorporates advice from staff to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The staff has access to key information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal is proactive and addresses areas where support is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Opportunities are provided for staff to initiate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The principal shares responsibility and rewards for innovative actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The principal participates democratically with staff sharing power and authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Leadership is promoted and nurtured among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Decision making takes place through committees and communication across grade and subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Shared Values and Vision				
	SD	D	A	SA
11. A collaborative process exists for developing a shared sense of values among staff.	O	O	O	O
12. Shared values support norms of behavior that guide decisions about teaching and learning.	O	O	O	O
13. The staff shares vision for school improvements that have an undeviating focus on student learning.	O	O	O	O
14. Decisions are made in alignment with the school's values and vision.	O	O	O	O
15. A collaborative process exists for developing a shared vision among staff.	O	O	O	O
16. School goals focus on student learning beyond test scores and grades.	O	O	O	O
17. Policies and programs are aligned to the school's vision.	O	O	O	O
18. Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	O	O	O	O

Collective Learning and Application				
	SD	D	A	SA
19. The staff works together to seek knowledge, skills, and strategies and apply this new learning to their work.	O	O	O	O
20. Collegial relationships exist among staff that reflect commitment to school improvement efforts.	O	O	O	O
21. The staff plans and works together to search for solutions to address diverse student needs.	O	O	O	O
22. A variety of opportunities and structures exist for collective learning through open dialogue.	O	O	O	O
23. The staff engages in dialogue that reflects a respect for diverse ideas that lead to continued inquiry.	O	O	O	O
24. Professional development focuses on teaching and learning.	O	O	O	O
25. School staff and stakeholders learn together and apply new knowledge to solve problems.	O	O	O	O
26. School staff is committed to programs that enhance learning.	O	O	O	O

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Shared Personal Practice				
	SD	D	A	SA
27. Opportunities exist for staff to observe peers and offer encouragement.	O	O	O	O
28. The staff provides feedback to peers related to instructional practices.	O	O	O	O
29. The staff informally shares ideas and suggestions for improving student learning.	O	O	O	O
30. The staff collaboratively reviews student work to share and improve instructional practices.	O	O	O	O
31. Opportunities exist for coaching and mentoring.	O	O	O	O
32. Individuals and teams have the opportunity to apply learning and share the results of their practices.	O	O	O	O

Supportive Conditions – Relationships				
	SD	D	A	SA
33. Caring relationships exist among staff and students that are built on trust and respect.	O	O	O	O
34. A culture of trust and respect exists for taking risks.	O	O	O	O
35. Outstanding achievement is recognized and celebrated regularly in our school.	O	O	O	O
36. School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.	O	O	O	O

Supportive Conditions – Structures				
	SD	D	A	SA
37. Time is provided to facilitate collaborative work.	O	O	O	O
38. The school schedule promotes collective learning and shared practice.	O	O	O	O
39. Fiscal resources are available for professional development.	O	O	O	O
40. Appropriate technology and instructional materials are available to staff.	O	O	O	O
41. Resource people provide expertise and support for continuous learning.	O	O	O	O
42. The school facility is clean, attractive, and inviting.	O	O	O	O
43. The proximity of grade level and department personnel allows for ease in collaborating with colleagues.	O	O	O	O
44. Communication systems promote a flow of information among staff.	O	O	O	O
45. Communication systems promote a flow of information across the entire school community, including central office personnel, parents, and community members.	O	O	O	O

Source of questionnaire:

Huffman, J.B., & Hipp, K.K. (2003). *Reculturing schools as professional learning communities*. Lanham, MD: Scarecrow Education.