



# Professional Learning Communities Survey

Based on the article: *Building Professional Community in Schools* by Sharon Kruse, Karen Seashore Louis and Anthony Bryk.

This survey will help you think about and assess the extent to which each of the major factors associated with professional learning community—critical elements, human resources, and structural conditions is currently present at your school.

## 1.0 CRITICAL ELEMENTS

### 1.1 Reflective Dialogue

- a. Faculty/staff members talk with each other about their situations and the specific challenges they face.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 1.2 De-Privatization of Practice

- b. Teachers share, observe, & discuss each others' teaching methods & philosophies.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 1.3 Collective Focus on Student Learning

- c. Teachers assume that all students can learn at reasonably high levels & that teachers can help them.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 1.4 Collaboration

- d. Teachers not only work together to develop shared understandings of students, curriculum & instructional policy, but also produce materials & activities that improve instruction, curriculum, & assessment.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 1.5 Shared Norms and Values

- e. Through words & actions teachers affirm their common values concerning critical educational issues and in support of their collective focus on student learning.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

## 2.0 HUMAN RESOURCES

### 2.1 Openness to Improvement

- a. Teachers take risks in trying new techniques and ideas and make efforts to learn more about their profession.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 2.2 Trust and Respect

- b. Teachers feel honored for their expertise within the school as well as within the district, the parent community and other significant groups.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 2.3 Cognitive and Skill Base

- c. Within the school there are formal methods for sharing expertise among faculty members so that marginal and ineffective teachers can improve.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 2.4 Supportive Leadership

- d. The school leadership keeps the school focused on shared purpose, continuous improvement, and collaboration.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 2.5 Socialization

- e. The staff imparts a sense that new teachers are an important and productive part of a meaningful school community.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

## 3.0 STRUCTURAL CONDITIONS

### 3.1 Time to Meet and Talk

- a. There is a formal process that provides substantial & regularly scheduled blocks of time for educators to conduct on-going self-examination & self-renewal.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 3.2 Physical Proximity

- b. Teachers have common spaces, rooms, or areas for discussion of educational practices.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 3.3 Interdependent Teaching Roles

c. There are recurring formal situations in which teachers work together (team teaching, integrated lessons etc.)

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 3.4 Communication Structures

d. There are structures & opportunities for an exchange of ideas, both within and across such organizational units as teams, grade levels, & subject departments.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5

### 3.5 Teacher Empowerment & School Autonomy

e. Teachers have autonomy to make decisions regarding their work guide by the norms and beliefs of the professional community.

Not at All	Somewhat	50%	To a large Degree	To a Great Extent
1	2	3	4	5