

LEADERSHIP CAPACITY SCHOOL SURVEY

This school survey is designed to assess the leadership capacity conditions that exist in your school. The items are clustered by the characteristics of schools with high leadership capacity. After each staff member has completed this survey and totaled the results, this information can be presented in a chart that depicts schoolwide needs. Beside each item is a Likert-type scale:

- 1 = We do not do this in our school. 4 = We have this condition well established.
 2 = We are starting to move in this direction. 5 = We are refining our practice in this area.
 3 = We are making good progress here.

Circle the most appropriate number.

A. Broad-based, skillful participation in the work of leadership

In our school, we . . .

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|--|---|---|---|---|---|
| 1. have established representative governance groups; | 1 | 2 | 3 | 4 | 5 |
| 2. perform collaborative work in large and small groups; | 1 | 2 | 3 | 4 | 5 |
| 3. model and demonstrate leadership skills; | 1 | 2 | 3 | 4 | 5 |
| 4. organize for maximum interaction among adults and children; | 1 | 2 | 3 | 4 | 5 |
| 5. share authority and resources; | 1 | 2 | 3 | 4 | 5 |
| 6. express our leadership by attending to the learning of the entire school community; | 1 | 2 | 3 | 4 | 5 |
| 7. engage each other in these opportunities to lead. | 1 | 2 | 3 | 4 | 5 |

TOTAL (add circled numbers, down and then across columns) _____ = _____

B. Inquiry-based use of information to inform shared decisions and practice

In our school, we . . .

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|---|---|---|---|---|---|
| 8. use a learning cycle that involves reflection, dialogue, inquiry, construction of new meanings and action; | 1 | 2 | 3 | 4 | 5 |
| 9. make time available for this learning to occur (e.g., faculty meetings, ad hoc groups, teams); | 1 | 2 | 3 | 4 | 5 |

Note: 1 = We do not do this in our school; 2 = We are starting to move in this direction; 3 = We are making good progress here; 4 = We have this condition well established; 5 = We are refining our practice in this area.

B. Inquiry-based use of information to inform shared decisions and practice—continued

10. connect our learning cycles to our highest priorities, our teaching and learning purposes;	1	2	3	4	5
11. identify, discover, and interpret information and data/evidence that are used to inform our decisions and teaching practices;	1	2	3	4	5
12. have designed a comprehensive information system that keeps everyone informed and involved.	1	2	3	4	5
TOTAL (add circled numbers, down and then across columns) _____ =	_____	_____	_____	_____	_____

C. Roles and responsibilities that reflect broad involvement and collaboration

In our school, we . . .

13. have designed our roles to include attention to our classrooms, the school, the community, and the profession;	1	2	3	4	5
14. are sensitive to indications that we are performing outside of traditional roles;	1	2	3	4	5
15. have developed new ways in which we can work together to nurture our relationships with each other;	1	2	3	4	5
16. have developed a plan for shared responsibilities in the implementation of our decisions and agreements.	1	2	3	4	5
TOTAL (add circled numbers, down and then across columns) _____ =	_____	_____	_____	_____	_____

Note: 1 = We do not do this in our school; 2 = We are starting to move in this direction; 3 = We are making good progress here; 4 = We have this condition well established; 5 = We are refining our practice in this area.

D. Reflective practice/innovation as the norm

In our school, we . . .

17. make sure that the learning cycle and time schedules include times and places for continuous and ongoing reflection;	1	2	3	4	5
18. demonstrate and encourage individual and group initiative by providing access to resources, personnel, and time;	1	2	3	4	5
19. have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work;	1	2	3	4	5
20. practice and support innovation without unrealistic expectations of early success;	1	2	3	4	5
21. encourage and participate in collaborative innovations;	1	2	3	4	5
22. develop our own criteria for monitoring, assessment, and accountability regarding our individual and shared work.	1	2	3	4	5
TOTAL (add circled numbers, down and then across columns) _____ =	_____	_____	_____	_____	_____

E. High student achievement

In our school, we . . .

23. work with members of the school community to establish challenging and humane expectations and standards;	1	2	3	4	5
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Note: 1 = We do not do this in our school; 2 = We are starting to move in this direction; 3 = We are making good progress here; 4 = We have this condition well established; 5 = We are refining our practice in this area.

E. High student achievement—continued

24. design, teach, coach, and assess authentic curriculum, instruction, and performance-based assessment processes that insure that all children learn;	1	2	3	4	5
25. provide systematic feedback to children and families about student progress;	1	2	3	4	5
26. receive feedback from families about student performance and school programs;	1	2	3	4	5
27. have redesigned roles and structures to develop and sustain resiliency in children (e.g., teacher as coach/advisor/mentor, schoolwide guidance programs, community service).	1	2	3	4	5
TOTAL (add circled numbers, down and then across columns)	_____	=	_____	_____	_____

Comments, perceptions, insights that you want to remember:

Note: 1 = We do not do this in our school; 2 = We are starting to move in this direction; 3 = We are making good progress here; 4 = We have this condition well established; 5 = We are refining our practice in this area.

School scoring. Add staff totals for each area, A to E. Possible scores can be found by multiplying the number possible for each category by the number of staff completing the survey (see column "Possible Scores" in the following table). List the "School Totals" from the following table on chart paper for all to see. The areas that received the lowest numbers are the areas of greatest need. Discuss each area, distinguishing among items in order to identify areas of growth. Columns 1 and 2 in the survey represent areas of greatest need. Columns 3 and 4 represent strengths. Column 5 represents exemplary work as a school with high leadership capacity. Select areas to address in your school planning.

Characteristics	School Totals	Possible Scores
A. Broad-based participation in the work of leadership		35x = ____
B. Inquiry-based use of information to inform shared decisions and practice		25x = ____
C. Roles and responsibilities that reflect broad involvement and collaboration		20x = ____
D. Reflective practice/innovation as the norm		20x = ____
E. High student achievement		25x = ____

Note: In Column 3, x = no. of staff completing survey.