

School Culture Survey (SCS)

The School Culture Survey provides insight about the shared values/beliefs, the patterns of behavior, and the relationships in the school. Each factor measures a unique aspect of the school's collaborative culture. The factor definitions are underlined; the additional sentences provide more detail about the concepts associated with each factor. Each item can be answered "strongly agree," "agree," "neutral," "disagree," or "strongly disagree."

Collaborative Leadership measures the degree to which school leaders establish and maintain collaborative relationships with school staff. The leaders value teachers' ideas, seek input, engage staff in decision-making, and trust the professional judgment of the staff. Leaders support and reward risk-taking and innovative ideas designed to improve education for the students. Leaders reinforce the sharing of ideas and effective practices among all staff.

Example: Leaders value teachers' ideas.

Teacher Collaboration measures the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers.

Example: Teachers have opportunities for dialogue and planning across grades and subjects.

Professional Development measures the degree to which teachers value continuous personal development and school-wide improvement. Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices.

Example: Teachers utilize professional networks to obtain information and resources for classroom instruction.

Collegial Support measures the degree to which teachers work together effectively. Teachers trust each other, value each other's ideas, and assist each other as they work to accomplish the tasks of the school organization.

Example: Teachers are willing to help out whenever there is a problem.

Unity of Purpose measures the degree to which teachers work toward a common mission for the school. Teachers understand, support, and perform in accordance with that mission.

Example: Teachers understand the mission of the school.

Learning Partnership measures the degree to which teachers, parents, and students work together for the common good of the student. Parents and teachers share common expectations and communicate frequently about student performance. Parents trust teachers and students generally accept responsibility for their schooling.

Example: Teachers and parents have common expectations for student performance.

The School Culture Survey was developed by Gruenert and Valentine at the Middle Level Leadership Center. To obtain permission to use this instrument, print and complete the permission form found at www.mllc.org.