School Culture Survey

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# Aspects of School Culture

<table>
<thead>
<tr>
<th>Evidence</th>
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</table>

<table>
<thead>
<tr>
<th>Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do teachers and staff members meet and work together to solve professional issues (instructional or organizational)?</td>
</tr>
<tr>
<td>Do people enjoy working together, support one another and feel valued and included?</td>
</tr>
<tr>
<td>Are people in the school there because they want to be?</td>
</tr>
<tr>
<td>Do they improve their skills as professionals out of a sense of commitment OR out of a feeling of compliance?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Aspect of School Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Collaboration</td>
</tr>
<tr>
<td>Affiliative and Collegial Relationships</td>
</tr>
<tr>
<td>Efficacy / Self-Determination</td>
</tr>
</tbody>
</table>
## Self-Assessment Culture Survey

**Directions:** Use the following scoring to complete the survey to assess your school’s culture:

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always or Almost Always

### Professional Collaboration

<p>| | | | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers and staff discuss instructional strategies and curriculum issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Teachers and staff work together to develop the school schedule.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Teachers and staff are involved in the decision-making process with regard to materials and resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The student behavior code is a result of collaboration and consensus among staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

### Affiliative Collegiality

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers and staff tell stories of celebrations that support the school’s values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Teachers and staff visit/talk/meet outside of the school to enjoy each other’s company.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Our school reflects a true “sense” of community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Our school schedule reflects frequent communication opportunities for teachers and staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Our school supports and appreciates the sharing of new ideas by staff members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td><strong>Self-Determination/Efficacy</strong></td>
<td></td>
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<td>1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2. School members are interdependent and value each other.</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.</td>
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<tr>
<td>4. Members of our school community seek to define the problem/issue rather than blame others.</td>
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<tr>
<td>5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.</td>
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<td>6. People work here because they enjoy and choose to be here.</td>
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**Source:** *The School Leader’s Tool for Assessing and Improving School Culture* by Christopher R. Wagner, December 2006
Directions: Use the tally sheet below to collect the survey results from team members.

<table>
<thead>
<tr>
<th>TALLY SHEET</th>
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## TALLY SHEET

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<th>2</th>
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<tr>
<td>1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.</td>
<td>♦</td>
<td>4</td>
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Culture Survey Follow Up

**Directions:** After completing the Culture Survey, discuss the questions below.

- What survey components are strong?

- What areas need improvement?

- Which items elicited the greatest variation in responses?

- What have you learned about your school and district culture?

- How might you use this survey in your school or district?