



Survey of Organizational Capacity

Overview

The *Survey of Organizational Capacity* is designed to assess a school's organizational capacity towards becoming a self-sustaining learning organization. The survey is organized around the *Communities for Learning* Framework and its four core elements - **Alignment, Representation, Sustainability and Culture**.

The *Survey of Organizational Capacity* is designed to be taken by all professional staff and administrators within the school, including coaches, instructional aides, and para-professionals.

By completing this survey on an annual basis, your school will be able to better understand your organizational capacity within each of the four Framework elements and be able to identify areas of strength as well as areas for improvement. Similar to a formative assessment used to target and adjust instruction based on student needs, the results from this survey will help you and your colleagues to measure how, and to what extent, current school improvement practices are actually influencing the actions, behaviors, and perspective of teachers and administrators.

Information gathered through this survey will be aggregated and summarized along each of the four Framework elements, providing your school with precise information on each framework element. All information will be provided in a manner that ensures your anonymity and will not list individual names or positions.

Sincerely,

Communities for Learning

Part II: Assessment of Individual and Organizational Capacity

For each of the following statements, please rate the extent to which you *value* and *support* the stated behavior and the extent to which you feel that *your school values* the stated behavior and *provides conditions* for individuals to engage the behavior. Please **circle** the appropriate rating.

1. I actively seek input from people in the school who have different roles and perspectives than me to address problems in the school or in my classroom.

	Very great extent	4	Some extent	2	Very little extent
Extent to which I value this behavior	5	4	3	2	1
Extent to which I practice this behavior	5	4	3	2	1
Extent to which my school values this behavior	5	4	3	2	1
Extent to which my school provides conditions for individuals to engage in this behavior	5	4	3	2	1

2. I revise my work to improve it as much as I need to so that it can be the best it can be.

	Very great extent	4	Some extent	2	Very little extent
Extent to which I value this behavior	5	4	3	2	1
Extent to which I practice this behavior	5	4	3	2	1
Extent to which my school values this behavior	5	4	3	2	1
Extent to which my school provides conditions for individuals to engage in this behavior	5	4	3	2	1

3. I regularly solicit feedback from others to improve my work.

	Very great extent	4	Some extent	2	Very little extent
Extent to which I value this behavior	5	4	3	2	1
Extent to which I practice this behavior	5	4	3	2	1
Extent to which my school values this behavior	5	4	3	2	1
Extent to which my school provides conditions for individuals to engage in this behavior	5	4	3	2	1

4. I actively use student and/or teacher work to improve teaching and learning.

	Very great extent	4	Some extent	2	Very little extent
Extent to which I value this behavior	5	4	3	2	1
Extent to which I practice this behavior	5	4	3	2	1
Extent to which my school values this behavior	5	4	3	2	1
Extent to which my school provides conditions for individuals to engage in this behavior	5	4	3	2	1

Part III: Alignment, Representation, and Sustainability

Please circle or mark the number corresponding to your response for each item.

To what extent do you disagree or agree with the following statements?	Strongly Disagree	Disagree	Agree	Strongly Agree	DK
1. Our school has a long-term vision that is shared by teachers, administrators, students and community members.	1	2	3	4	5
2. Our school has common goals that are linked to the school vision and mission.	1	2	3	4	5
3. My professional expertise is valued by my colleagues.	1	2	3	4	5
4. My professional expertise is valued by school leadership.	1	2	3	4	5
5. There is a clear connection between my areas of expertise and the school's vision and priorities.	1	2	3	4	5
6. There is a clear connection between my passions and interests and the school's vision and priorities.	1	2	3	4	5
7. My professional expertise is used to support the school's vision and priorities.	1	2	3	4	5
8. Our school has a plan for long-term improvement.	1	2	3	4	5
9. Our school implements new initiatives or strategies in piecemeal fashion, often with little attempt to understand the relationship among different strategies.	1	2	3	4	5
10. Our school tends to implement "quick fixes" that often fail to address the systemic issues influencing student learning.	1	2	3	4	5
11. Our school considers the short- and long-term implications of new initiatives or strategies prior to school-wide implementation.	1	2	3	4	5
12. Our school has a plan for addressing potential teacher and leadership turnover.	1	2	3	4	5
13. Many people in the school, regardless of their position, are able to apply their leadership skills, formally or informally.	1	2	3	4	5
14. Our school actively evaluates strategies and programs before implementing these programs across the school.	1	2	3	4	5
15. The school leadership team (or the administrative team) engages in strategic planning and shares the results of their planning with school staff.	1	2	3	4	5
16. Our school identifies and uses the interests and talents of adults in the school to identify and address its needs.	1	2	3	4	5
17. Our school identifies and uses the interests and talents of students in the school to identify address its needs.	1	2	3	4	5
18. I know how I can and do support the school's vision and goals.	1	2	3	4	5
19. The school uses its past experiences to learn from its mistakes.	1	2	3	4	5
20. The school thinks about how to sustain good ideas and work over time.	1	2	3	4	5