

Communities for Learning: Leading lasting change[®]

Survey of School Interactions

Overview

The Survey of School Interactions is designed to collect information about the frequency and impact of interactions among school staff, including administrators, teachers and other professional staff (e.g., guidance counselors, specialists, coaches). Unlike traditional surveys that do not ask for names, this survey requires that individuals provide their **Name** and **Role** in the school. Having access to names and roles allows for the creation of an accurate map of the interactions and networks within the school.

The completed map will reveal the nature and flow of interactions and learning among adults in the school, which is one of the main indicators of the overall culture and health of the school as an organization. Individuals are highly impacted by the culture in which they work. Your participation in this survey will not only increase the validity of its findings but also provide your school with credible data related to the strengths and needs of the school in terms of communication and interactions.

By completing this survey on an annual basis, your school will be able to assess how the quality and frequency of interactions have changed over time. Information gathered through this survey will be aggregated and summarized to inform ongoing improvement efforts. All information will be provided in a manner that ensures your anonymity and will not list individual names or positions.

The Survey is divided into Three Parts:

Part I asks you to provide information about your role and position in the school.

Part II asks for you to *list the three individuals* that you engage with professionally most frequently at your school, focused on supporting teaching and learning and to *record the frequency of your interactions* with each individual across a number of content areas. Additionally, we ask that you consider and rate the quality of these interactions and the extent to which these interactions impact student learning.

Part III asks that you list and briefly describe any group, team or school-wide activities and events that you feel have had a significantly positive impact on your school's overall improvement efforts and on your own thinking and work as a professional.

Sincerely,

Communities for Learning

Part III - Collaborative or team activities to support teaching and learning

Please use the space below to list and briefly describe the group, team or school-wide activities and events that you feel have had a significantly positive impact on your school’s overall improvement efforts and on your own thinking and work as a professional.

1. Consider the variety of collaborative or team activities that may be used in your school (e.g., team meeting, school improvement planning meetings, school-wide professional development). Please mark whether or not the listed activity is used in your school and then rate the extent to which you feel that each activity has had a significantly positive and powerful influence on your school’s overall improvement efforts and on your own thinking and work as a professional.

Collaborative and team activities to support teaching and learning	Used in your school? (Yes or No)	To what extent has this activity or team structure had a significantly positive influence on your school’s overall improvement efforts and your own thinking and work as a professional?				
		Very great extent	Great extent	Some extent	Little extent	Very little extent
Grade-level team meetings	Yes ----- No	5	4	3	2	1
Subject or academic team meetings	Yes ----- No	5	4	3	2	1
Full school faculty meetings	Yes ----- No	5	4	3	2	1
SLC/Academy meetings	Yes ----- No	5	4	3	2	1
Leadership team meetings	Yes ----- No	5	4	3	2	1
Data team meetings	Yes ----- No	5	4	3	2	1
School improvement meetings	Yes ----- No	5	4	3	2	1
Professional Development (Job-embedded)	Yes ----- No	5	4	3	2	1
Professional Development (external meetings or conferences)	Yes ----- No	5	4	3	2	1
School Retreat	Yes ----- No	5	4	3	2	1
Community Forum	Yes ----- No	5	4	3	2	1
School self assessment	Yes ----- No	5	4	3	2	1
External audit	Yes ----- No	5	4	3	2	1
Other meeting times, issue specific teams (or committees) or structures used to support school improvement (please list):		5	4	3	2	1