

School Culture Inventory

Rate each item on a scale of 1 through 5

1 = almost never

2 = less often than not

3 = about half of the time

4 = more often than not

5 = almost always

PLEASE CHECK

____ Elementary School

____ Middle School

____ High School

1. Collegiality

____ We talk to each other about what we are trying in our teaching.

____ We observe each other teaching.

____ We design lessons together.

____ We plan curriculum together.

____ We ask each other for advice on classroom management.

2. Experimentation/Receptiveness to Change

____ We support each other when we try new things.

____ Faculty members show initiative in proposing new ideas.

____ Administrators are eager to receive and receptive to new ideas.

3. High Expectations

____ We believe all students can learn.

____ We believe that we can teach all students.

____ We talk with each other about essential outcomes for all our learners.

4. Trust and Confidence

____ Faculty members do what they say and can be trusted.

____ Administrators do what they say and can be trusted.

____ While we don't always agree, we share our concerns with each other openly.

____ Our supervisor can be counted on to act as a spokesperson with the administration, for our interests and needs.

____ Students trust the faculty to be good listeners and to treat them with fairness.

____ Faculty trust students to make good choices and use good judgment.

5. Tangible Support

____ Professional staff development is important to me and is relevant to my needs.

____ Faculty members help each other when needed.

6. Using the Knowledge Base

____ We consult the research and data base before making decisions.

____ We visit other programs and bring in outside practitioners as part of our problem-solving process.

7. Appreciation and Recognition

____ I feel personally recognized and appreciated for the work I do.

____ I feel that my ideas are valued, listened to, and used.

8. Caring, Celebration and Humor

- We share social time together.
- We laugh together, but not at each other.
- There is someone in this organization on whom I can always count.
- The administration really cares about the students.
- I believe that the people in this school care about me as a person and are concerned about more than how well I perform my role.
- Most people in this organization are kind.
- I feel wanted and needed here.

9. Involvement in Decision Making

- I am consulted about decisions to be made in this school.
- I am listened to and feel I can influence policy.
- Students are involved in decision making.
- I have influence on decisions made within the school which directly affect me.
- Faculty help in the selection of new faculty and staff members.

10. Protection of What's Important

- We are protected from unreasonable demands on our time and energy, that interfere with instructional time or educational planning.
- We routinely eliminate unproductive or unnecessary policies and practices.
- Faculty meetings are used to solve problems.

11. Traditions

- We have special events or customs that distinguish us as a faculty.
- Administrators encourage, sponsor and support traditional activities for the "family" of the school.
- Events and activities serve as celebrations for achievement and good work.
- Stories about the school are told to new faculty members.

12. Communication

- We are not afraid to disagree and can do so without jeopardizing our relationships.
- Conversations between faculty members are honest and open.
- We can express our ideas to each other without fear of being judged.
- We get information we need in a timely manner.
- We have open lines of communication with the administration.
- Faculty members are available to students who need help.
- There is open communication in our school between different groups – old and young, different socioeconomic classes, various races and cultures.

13. Faculty Capacity

- We conduct efficient, focused meetings with carefully constructed agendas.
- We reach decisions by consensus.
- We generate multiple solutions to problems.
- We resolve conflicts with win-win outcomes.
- We write action plans that involve everyone in implementing new practices.

14. Community Involvement

- Faculty members have frequent communication with stakeholders.
- Our school's curriculum promotes and supports service learning in the community.
- The public is involved in, as well as aware and supportive of, our organization's activities.

15. Power and Control

- Rules, discipline codes, chain of command, and formal authority positions regulate the behavior of faculty and students.
- Any faculty member has various opportunities to assume a leadership role.
- Factions work together rather than compete with each other for resources and attention.
- Men and women are treated equally.
- Faculty and administrators network outside the school to help each other.

16. Morale

- Faculty enjoy their work and look forward to coming to work each day.
- Many of the organization's problems are solved by joint action.
- Most faculty members would rather teach in this school than in any other.
- Administration, faculty, and students would defend this school's programs if they were challenged.
- An enthusiasm for student learning is promoted.
- Faculty absenteeism is low.
- Faculty members feel pride in this school and its students.
- I like working here.

17. Reflection

- As a group, we regularly analyze our instructional practices, curriculum approaches, assessment techniques, and school organization policies.
- I regularly assess my work and contributions to the school's vision and mission.

18. Core Values

- We have written down our beliefs and values about learners, learning, and schools as places for learning.
- We have written down our beliefs about the way adults should work together in a school.

19. Vision/Mission

- We have a detailed and comprehensive vision statement describing the school we want to become and based on our beliefs and values.
- We have written a mission statement describing our commitment to our vision.

20. Goal Focus

- We have a clear sense of our improvement goals for the current year.
- Our goals are appropriate and based on our beliefs, vision and mission.
- Our goals are specific, measurable, attainable, results-oriented and time bound.

*THANK YOU SO MUCH FOR YOUR PARTICIPATION AND CONTRIBUTION.
WE APPRECIATE YOU.*

❖ *Courtesy of Dr. Johnnie Roebuck and Henderson State University, Arkadelphia, Arkansas*