

Drawn from Powerful Designs for Professional Learning; Easton; NSDC 2004

Self-Survey on Context

Directions: Use this survey individually or in a group to assess your own context for professional development. Mark the appropriate response that reflects your experience (with 1 being low or not evident and 6 being high and operating).

Scoring: Add the scores for each question, and divide by the number of participants. Post the averages and discuss each item. Items can be ranked to show items rated lowest by the group and therefore those that need the most attention. Choose items to improve according to both the rankings and the resulting discussion.

Assessment of context according to NSDC's Standards for Staff Development

LEARNING COMMUNITIES

CATEGORY/RATING	1	2	3	4	5	6
1. Do you share the philosophy that everyone is a learner?						
2. To what extent is this philosophy known and understood in your environment?						
3. To what extent is this philosophy put into practice in your environment?						
4. Is the size of your school (number of staff) conducive to collaboration?						
5. Does the school have a good meeting space where all staff can gather during school hours?						
6. Does the school have a variety of spaces where smaller groups of staff can meet during school hours?						
7. What is the level of collaboration during staff gatherings?						
8. What is the level of collaboration during gatherings of small groups of staff?						
9. Does the school's daily schedule provide for continuous professional development activities?						
10. Are these professional development activities part of the regular work day?						
11. If professional development activities occur outside the regular school day, are teachers compensated for participating?						

LEADERSHIP

CATEGORY/RATING	1	2	3	4	5	6
1. To what extent are administrators engaged in the needs of students and staff?						
2. To what extent do administrators think systemically?						
3. To what extent do administrators see themselves as learners and participate in school life accordingly?						
4. To what extent do administrators reflect on their own learning and their role in others' learning?						

RESOURCES

CATEGORY/RATING	1	2	3	4	5	6
1. Is enough time allocated for professional development that leads to substantive school improvement?						
2. Is professional development outside work time compensated?						
3. To what extent is professional development seen as part of the regular work educators do?						

Assessment of Context According to School Improvement Focus

CATEGORY/RATING	1	2	3	4	5	6
1. To what extent does professional development in your school have a focus (rather than being random)?						
2. To what extent do educators share a common language related to that focus?						
3. To what extent is the professional development ongoing, rather than being "one-shot"?						
4. To what extent is professional development collaborative rather than independent?						
5. To what extent is professional development based on data?						
6. To what extent is professional development supported by advocates from the community, the district, and schools?						
7. To what extent is there a school or district signature that excites the entire community?						