

A measure of capacity

This school survey is designed to assess the professional development capacity that exists in your school. The items are clustered by the characteristics of schools with high capacity for effective, comprehensive professional development. After each respondent has completed the survey and totaled the results, this information can be presented in a chart that depicts schoolwide needs.

Circle the most appropriate number.

- 1: We are not doing this in our school.
- 2: We are beginning to move in this direction.
- 3: We are progressing well here.
- 4: We have this condition firmly established.
- 5: We are refining this practice.

A. LEADING PROFESSIONAL DEVELOPMENT	<i>In our school,</i>				
1. We help all adults feel a strong sense of accountability to one another in supporting and nurturing learning.	1	2	3	4	5
2. We engage each other and all staff members in opportunities to lead.	1	2	3	4	5
3. We work collaboratively in large and small groups.	1	2	3	4	5
4. We prepare staff to be skillful members of various decision-making groups (e.g. school improvement committees, grade-level teams).	1	2	3	4	5
5. We share resources of time, money, and people to support the highest professional development priorities.	1	2	3	4	5
6. Model leadership skills:					
• We keep student learning as our central focus — it is what we talk about, struggle with, decide about, and plan for.	1	2	3	4	5
• We are knowledgeable about change and apply that knowledge to learning.	1	2	3	4	5
• We are knowledgeable about diversity and apply that knowledge to learning.	1	2	3	4	5
• We facilitate group processes using tools and techniques that enhance effectiveness and efficiency.	1	2	3	4	5
• We demonstrate effective listening and questioning skills, including asking tough questions.	1	2	3	4	5
• We provide staff with the skills necessary to confront difficult problems and surface and productively manage conflict.	1	2	3	4	5
7. We build and nurture relationships with diverse people and groups.	1	2	3	4	5
8. We have developed mutual expectations and strategies for ensuring that all staff share responsibility for designing and implementing professional development initiatives.	1	2	3	4	5
9. We reflect norms of collaboration, inquiry, reflective practice, and innovation:					
• We have created a climate where it is safe to take calculated risks, explore new behaviors, and seek, receive, and respond to feedback.	1	2	3	4	5
• We support staff to promote high levels of individual and collective inquiry, self-reflection, examination, and questioning of assumptions and beliefs.	1	2	3	4	5
• Our professional development prepares staff to recognize and use quality educational research.	1	2	3	4	5
• Our staff views professional development as a means to prepare ourselves to hold high expectations for student performance.	1	2	3	4	5
• We develop our own criteria for monitoring, assessment, and accountability regarding our individual and shared work.	1	2	3	4	5
• We have joined with other schools and/or programs to examine practice and secure feedback on our work.	1	2	3	4	5
SECTION A TOTAL	—	—	—	—	—
(add circled numbers down the columns and then across)					=

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B. SUPPORTING PROFESSIONAL DEVELOPMENT IN OUR DISTRICT

In our school,

10. We recognize the importance our district places on professional development as a key strategy for supporting significant school improvements.	1	2	3	4	5	
11. We understand how district professional development goals and programs relate to learning priorities.	1	2	3	4	5	
12. We have collective bargaining agreements/contracts, calendars, daily schedules, and incentive systems that support staff development.	1	2	3	4	5	
13. We benefit from the allocation of district resources, including people, time, and money that support the highest professional development priorities.	1	2	3	4	5	

SECTION B TOTAL

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(add circled numbers down the columns and then across)

C. PLANNING PROFESSIONAL DEVELOPMENT

In our school,

14. We have established and use professional development principles to guide the planning, implementation, and evaluation of our professional development initiatives.	1	2	3	4	5	
15. We use multiple sources of data, especially data on student learning, to establish educational goals and determine professional development priorities.	1	2	3	4	5	
16. We focus on continuously improving curriculum, instruction, assessment, and social climate — areas that directly affect student performance.	1	2	3	4	5	
17. We align our learning goals with instructional strategies needed to achieve them and the professional development experiences staff need to implement the strategies.	1	2	3	4	5	
18. We design professional development activities to reflect research-based characteristics of effective staff development.	1	2	3	4	5	
19. We design professional development that reflects, as closely as possible, the learning methods teachers are expected to use with their students.	1	2	3	4	5	
20. We have an established process to identify knowledge, skills, and attitudes staff need to close gaps between student learning goals and actual performance.	1	2	3	4	5	
21. We consider how context elements — such as changing demographics, school or parent support — affect the design of professional development plans.	1	2	3	4	5	
22. We align the professional development objectives of individuals with those of the school and district.	1	2	3	4	5	
23. We allocate resources of people, time, and money to support the highest professional development priorities.	1	2	3	4	5	

SECTION C TOTAL

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(add circled numbers down the columns and then across)

D. IMPLEMENTING PROFESSIONAL DEVELOPMENT

In our school,

24. We are all part of ongoing, school-based learning teams/communities that meet regularly to plan instruction, examine student work, and/or solve problems.	1	2	3	4	5	
25. We use a learning cycle that involves reflection, dialogue, inquiry, and action to improve teacher quality.	1	2	3	4	5	
26. We regularly have opportunities for coaching — to focus on and improve practice by discussing it with peers or other individuals.	1	2	3	4	5	
27. We have sufficient opportunities to develop deep knowledge of content and the instructional skills and assessment strategies associated with our subject matter.	1	2	3	4	5	
28. We involve all staff in a variety of professional growth activities to improve student learning.	1	2	3	4	5	
29. We use technology to support professional development where appropriate.	1	2	3	4	5	

SECTION D TOTAL

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E. MONITORING PROFESSIONAL DEVELOPMENT

In our school,

30. We have clearly defined the outcomes/indicators of success of the professional development activities.	1	2	3	4	5	
31. We collect evidence of professional development's impact on student learning, teacher knowledge and practice, and the organization.	1	2	3	4	5	
32. We use evaluation data to inform and improve professional development throughout its implementation.	1	2	3	4	5	
33. We share evaluation information with different stakeholders in formats that are meaningful to them	1 1	2 2	3 3	4 4	5 5	

SECTION F TOTAL

(add circled numbers down the columns and then across)

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F. SUSTAINING PROFESSIONAL DEVELOPMENT

In our school,

34. We keep an archive of major decisions, plans, and materials about school professional development to guide future decisions.	1	2	3	4	5	
35. We have designed and are implementing a communication and engagement strategy that keeps all stakeholders informed and involved.	1	2	3	4	5	
36. We plan for and implement ways of sharing and spreading our professional learning.	1 1	2 2	3 3	4 4	5 5	

SECTION F TOTAL

(add circled numbers down the columns and then across)

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SCORING THE SURVEY

1. Copy your scores from sections A through F: **MY TOTALS**
2. Calculate your school total by adding all individual scores together for sections A through F: **SCHOOL TOTALS**
3. Possible scores can be determined by multiplying the number possible for each category by the number of staff completing the survey (number of staff is represented by 'S' in the **POSSIBLE SCORES** column in the table below).
4. List your **SCHOOL TOTALS** from the following table on chart paper.
The characteristics that received the lowest scores are the areas of greatest need. Discuss each, distinguishing among items in order to identify areas of growth.
 - Columns 1 and 2 represent the areas of greatest need.
 - Columns 3 and 4 represent strengths.
 - Column 5 represents exemplary work as a school with high capacity for effective, comprehensive professional development.
5. Select areas to address in your school planning.

CHARACTERISTICS	MY TOTALS	SCHOOL TOTALS	POSSIBLE SCORES
A. Leading professional development			95 x S =
B. Supporting professional development in our district			20 x S =
C. Planning professional development			50 x S =
D. Implementing professional development			30 x S =
E. Monitoring professional development			20 x S =
F. Sustaining professional development			15 x S =