



# **School Culture Data**

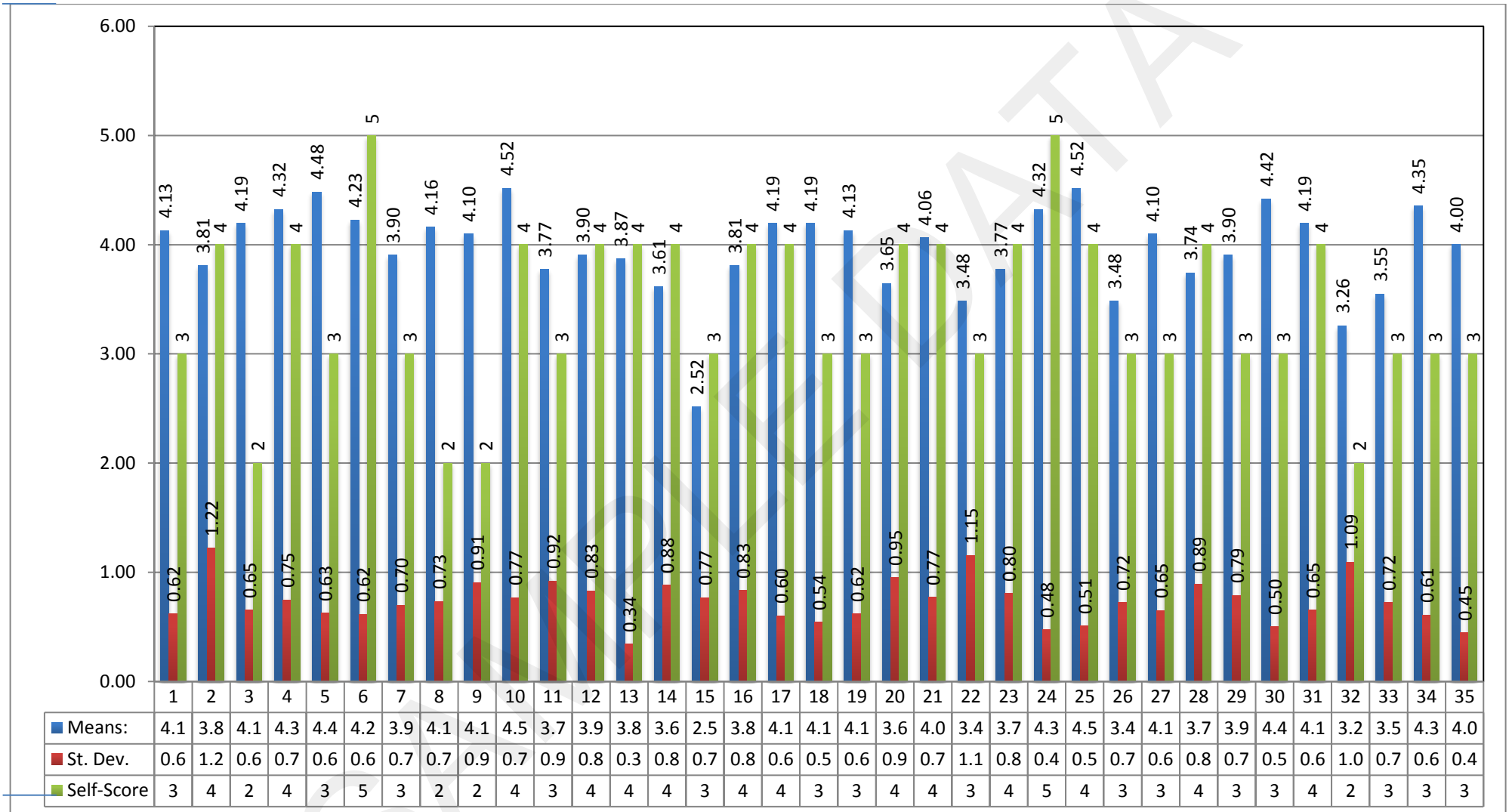
for

## **Sheldon Cooper**

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## School Culture Results

**N = 31**



### Key

**N = # of Teachers Responding**

**Means = Average**

**St. Dev. = Standard Deviation: A measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation.**

<b><u>FACTORS</u></b>	<b><u>Mean</u></b>	<b><u>Standard Deviation</u></b>
<b>Collaborative Leadership</b>	<b>3.75</b>	<b>0.88</b>
<b>Teacher Collaboration</b>	<b>3.68</b>	<b>0.75</b>
<b>Professional Development</b>	<b>4.15</b>	<b>0.67</b>
<b>Unity of Purpose</b>	<b>4.16</b>	<b>0.68</b>
<b>Collegial Support</b>	<b>4.39</b>	<b>0.66</b>
<b>Learning Partnership</b>	<b>4.04</b>	<b>0.54</b>

### School Culture Survey Factor Definitions with Items Grouped by Factors

**Collaborative Leadership:** the degree to which school leaders establish and maintain collaborative relationships with school staff.

- 2. Leaders value teachers' ideas.
- 7. Leaders in this school trust the professional judgments of teachers.
- 11. Leaders take time to praise teachers that perform well.
- 14. Teachers are involved in the decision-making process.
- 18. Leaders in our school facilitate teachers working together.
- 20. Teachers are kept informed on current issues in the school.
- 22. My involvement in policy or decision making is taken seriously.
- 26. Teachers are rewarded for experimenting with new ideas and techniques.
- 28. Leaders support risk-taking and innovation in teaching.
- 32. Administrators protect instruction and planning time.
- 34. Teachers are encouraged to share ideas.

**Teacher Collaboration:** the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school.

- 3. Teachers have opportunities for dialogue and planning across grades and subjects.
- 8. Teachers spend considerable time planning together.
- 15. Teachers take time to observe each other teaching.
- 23. Teachers are generally aware of what other teachers are teaching.
- 29. Teachers work together to develop and evaluate programs and projects.
- 33. Teaching practice disagreements are voiced openly and discussed.

**Professional Development:** the degree to which teachers value continuous personal development and school-wide improvement.

- 1. Teachers utilize professional networks to obtain information and resources for classroom instruction.
- 9. Teachers regularly seek ideas from seminars, colleagues, and conferences.
- 16. Professional development is valued by the faculty.
- 24. Teachers maintain a current knowledge base about the learning process.
- 30. The faculty values school improvement.

**Unity of Purpose: the degree to which teachers work toward a common mission for the school.**

- 5. Teachers support the mission of the school.
- 12. The school mission provides a clear sense of direction for teachers.
- 19. Teachers understand the mission of the school.
- 27. The school mission statement reflects the values of the community.
- 31. Teaching performance reflects the mission of the school.

**Collegial Support: the degree to which teachers work together effectively.**

- 4. Teachers trust each other.
- 10. Teachers are willing to help out whenever there is a problem.
- 17. Teachers' ideas are valued by other teachers.
- 25. Teachers work cooperatively in groups.

**Learning Partnership: the degree to which teachers, parents, and the students work together for the common good of the student.**

- 6. Teachers and parents have common expectations for student performance.
- 13. Parents trust teachers' professional judgments.
- 21. Teachers and parents communicate frequently about student performance.
- 35. Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.

**Cronbach's Alpha—Factor Reliability Coefficients**

Collaborative Leadership	.910
Teacher Collaboration	.834
Unity of Purpose	.821
Professional Development	.867
Collegial Support	.796
Learning Partnership	.658

The School Culture Survey was developed by Steve Gruenert and Jerry Valentine in the Middle Level Leadership Center at the University of Missouri. For more information or permission to use the instrument email Dr. Valentine at [ValentineJ@missouri.edu](mailto:ValentineJ@missouri.edu).