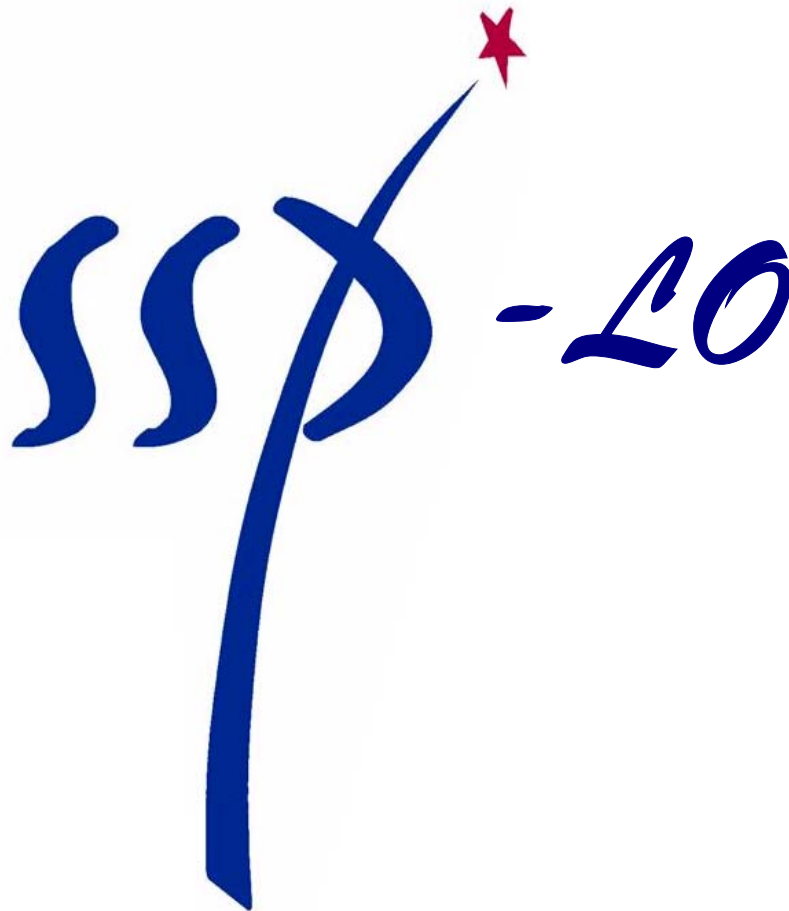







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School Success Profile

Learning Organization



Instructions

- Read each question carefully.
- Use a Number 2 lead pencil. 
- Fill in the oval that matches your answer like this:  NOT like this: 
- Erase completely any answer you wish to change.

Dr. Gary L. Bowen
The University of North Carolina at Chapel Hill
School of Social Work
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Introduction

What is the School Success Profile Learning Organization (SSP-LO)?

The SSP-LO includes 36 items that examine your beliefs about your school as a learning organization. The SSP-LO also includes items that assess your overall state of health, as well as your level of job satisfaction, perceived control over results at this school, plans to continue your career at this school, and the performance of this school in addressing the learning needs of students. The SSP-LO concludes with the School Leadership Profile, which includes 20 items about administrators at your school.

Who is conducting this survey?

Dr. Gary L. Bowen, Kenan Distinguished Professor and Director of the School Success Profile Project, School of Social Work, The University of North Carolina at Chapel Hill, is coordinating the administration of the SSP-LO at your school. Your school sponsored your participation in this survey.

What do you want me to do?

We would like you to complete the SSP-LO. It should take you no more than 20 minutes to complete. This is not a test. There are no right or wrong answers. Please try to answer every question.

Must I participate?

No. Your participation is voluntary. However, we encourage your participation. Your views and opinions are very important to providing an accurate profile of employees at your school.

Who will see my answers?

Only the project staff at The University of North Carolina at Chapel Hill will see your survey answers. Summary subgroup breakdowns (e.g., current position) will include at least ten or more respondents.

Will you know who I am?

No. Your answers on this survey are anonymous. No identifiers are included on the survey.

Are there any special instructions?

It is important that you follow the directions for each question. Please indicate your answer to each question by marking the response that best represents your answer. You may change your response by erasing your answer and selecting one of the other choices. Please answer the questions in the order they are presented.

Thank You!

Developed by Dr. Gary L. Bowen (2008) School of Social Work, The University of North Carolina at Chapel Hill. The 36-item SSP-Learning Organization Profile was originally developed by Drs. Gary L. Bowen and Joelle D. Powers (Copyright 2003).

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Learning Organization Profile

1. The Learning Organization Profile lists 36 descriptive characteristics of schools. Please indicate the extent to which you agree (strongly disagree to strongly agree) that each characteristic is descriptive of the school at which you are employed. For purposes of responding, "we" refers to all adult employees at this school.

At my school, we:	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
a. Work together as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Welcome and appreciate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Seek ideas and opinions from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Share ideas and information with one another about how to make this school more effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Agree that it is better to try new things and risk failure than not to try at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Plan with intended results in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Turn to one another for consultation and advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Keep an open mind about new ways of doing things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Work with parents as partners in the educational process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Feel comfortable sharing our learning experiences with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. View mistakes as opportunities for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Focus our efforts on achieving measurable results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Meet together to address challenges and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Are willing to experiment with new practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Engage and collaborate with community agencies and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Maintain open lines of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Learn from those experiences where our results fall short of defined goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Evaluate results against previously defined goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Learning Organization Profile

At my school, we:	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
s. Share a high level of investment in what we are here to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Value and acknowledge one another as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Feel a sense of connection and loyalty to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Can count on one another for help and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Show kindness and thoughtfulness to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Feel confident that we can make a positive difference in students' lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Feel a strong sense of meaning and purpose in our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Treat one another as competent professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Celebrate special occasions, accomplishments, and milestones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Trust one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Offer care and support for one another in times of personal and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Approach our work with hopefulness and optimism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ee. Share a common belief in the importance of our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff. Respect and appreciate individual differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gg. Enjoy working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hh. Demonstrate honesty and personal integrity in our work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. Treat one another as both colleagues and friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jj. Believe we can make a positive difference in this school's ability to meet its performance goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Personal and School Outcome Profile

2. How would you describe your overall state of health these days?

- Excellent
- Very Good
- Good
- Fair
- Poor
- Extremely Poor

3. Overall, how satisfied are you with your job at this school?

- Very Satisfied
- Satisfied
- Slightly Satisfied
- Slightly Dissatisfied
- Dissatisfied
- Very Dissatisfied

4. Please indicate your level of agreement with the following statement: *I can make a positive difference in the ability of this school to meet its performance objectives for students.*

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Strongly Disagree

5. How likely are you to continue your employment at the school for another academic year?

- Does not apply; I will retire at the end of this academic year or I am a temporary employee.
- (0 in 10) No Chance
- (1 in 10) Very Slight Chance
- (2 in 10) Slight Possibility
- (3 in 10) Some Possibility
- (4 in 10) Fair Possibility
- (5 in 10) Fairly Good Possibility
- (6 in 10) Good Possibility
- (7 in 10) Probable
- (8 in 10) Very Probable
- (9 in 10) Almost Sure
- (10 in 10) Certain

6. What grade would you assign to the performance of your school in addressing the educational needs of all students?

- A Well Above Average
- B Above Average
- C Average
- D Below Average
- F Well Below Average

7. What grade would you assign to the potential of your school for addressing the educational needs of all students?

- A Well Above Average
- B Above Average
- C Average
- D Below Average
- F Well Below Average

About You

8. My current position is best described as:

- Administrator
- Specialist (e.g., counselor, psychologist)
- Teacher
- Teacher Assistant
- Other Employee

9. How many years have you been assigned to this school?

- Less than one year
- One year but less than five years
- Five years or more



School Leadership Profile

10. The school leadership profile lists 20 descriptive statements about administrators at your school. Please indicate the extent to which you agree (strongly disagree to strongly agree) that each statement is descriptive of administrators at the school at which you are employed. All employees, including administrators, are encouraged to complete this profile.

At my school, administrators:	STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
a. Are clear about their direction and priorities for school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Keep employees focused on desired results and the group's collective goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Meet challenges and concerns head on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Closely monitor the implementation of plans and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hold employees accountable for agreed upon decisions and standards of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Promote a supportive and caring work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Convey appreciation for employee contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Treat employees with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Are sensitive to the needs and concerns of employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Show kindness and thoughtfulness to employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Are open to new ideas for addressing school-related problems and issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Encourage dialogue and debate in setting priorities for school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Pose questions that stimulate thinking and reflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Welcome differences in opinion about ways to improve school performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Encourage employees to share their learning experiences with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Attribute school-related success to either the efforts of others or good luck rather than to self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Acknowledge that they do not have all the answers to address school-related problems and issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Assume responsibility for their own mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Are quick to acknowledge the good ideas and contributions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Are reluctant to accept credit for their own contributions in overcoming problems and producing results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You!