Derived from Kline and Saunders

Learning Organization Assessment

1= Not at all 4= To a Great Extent

2= To a Slight Extent 5= To a Very Great Extent

3=To a Moderate Extent

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| QuestionNumber | Score | Question |  |
| 1 |  1 2 3 4 5  | People feel free to speak their minds about what they have learned. There is no fear, threat or repercussion for disagreeing or dissenting. |  |
| 2 |  1 2 3 4 5  | Mistakes made by individuals, grade levels, teams or departments are turned into constructive learning experiences. |  |
| 3 |  1 2 3 4 5  | There is a general feeling that it’s always possible to find a better way to do something. |  |
| 4 |  1 2 3 4 5  | Multiple viewpoints and open productive debates are encouraged and cultivated. |  |
| 5 |  1 2 3 4 5  | Experimentation is endorsed and championed, and is a way of doing business. |  |
| 6 |  1 2 3 4 5  | Mistakes are clearly viewed as positive growth opportunities throughout the system. |  |
| 7 |  1 2 3 4 5  | There is willingness to break old patterns in order to experiment with different ways of organizing and managing daily work. |  |
| 8 |  1 2 3 4 5  | Administrator practices are innovative, creative, and periodically risk-taking. |  |
| 9 |  1 2 3 4 5  | The quality of work life in our organization is improving. |  |
| 10 |  1 2 3 4 5  | There are formal and informal structures designed to encourage people to share what they learn with their peers and the rest of the organization. |  |
| 11 |  1 2 3 4 5  | The organization is perceived as designed for problem-solving and learning. |  |
| 12 |  1 2 3 4 5  | Learning is expected and encouraged across all levels of the organization: district and school leaders, teachers, paraprofessionals, and support staff.  |  |
| 13 |  1 2 3 4 5  | People have an overview of the organization beyond their specialty and function and adapt their working patterns to it. |  |
| 14 |  1 2 3 4 5  | “Lessons learned” sessions are conducted so as to produce clear , specific and permanent structural and organizational changes. |  |
| 15 |  1 2 3 4 5  | School practices, operations, policies and procedures that become obsolete by hindering the continued growth of people and the organization are removed and replaced with more workable systems and structures. |  |
| 16 |  1 2 3 4 5  | Continuous improvement is expected and treated receptively. |  |
| 17 |  1 2 3 4 5  | There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually. |  |
| 18 |  1 2 3 4 5  | Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities—inside and outside the organization. |  |
| 19 |  1 2 3 4 5  | Cross-functional learning opportunities are expected and organized on a regular basis, so that people understand the functions of others whose jobs are different, but of related importance. |  |
| 20 |  1 2 3 4 5  | Middle managers (teachers and coaches) are seen as having the primary role in keeping the learning process running smoothly throughout the organization. |  |
| 21 |  1 2 3 4 5  | The unexpected is viewed as an opportunity for learning. |  |
| 22 |  1 2 3 4 5  | People look forward to improving their own competencies as well as those of the whole organization. |  |
| 23 |  1 2 3 4 5  | They systems, structures, policies and procedures of the organization are designed to be adaptive, flexible, and responsive to internal and external stimuli. |  |
| 24 |  1 2 3 4 5  | Presently, even if the environment of the organization is complicated, chaotic and active, nevertheless, it is not on overload. |  |
| 25 |  1 2 3 4 5  | There is a healthy, manageable level of stress that assists in promoting learning. |  |
| 26 |  1 2 3 4 5  | Continuous improvement is practiced as well as preached. |  |
| 27 |  1 2 3 4 5  | The difference between training/education and learning is clearly understood. (Training and education can be so conducted that no learning takes place.) |  |
| 28 |  1 2 3 4 5  | People are encouraged and provided the resources to become self-directed learners. |  |
| 29 |  1 2 3 4 5  | There is a formal, on-going education program to prepare teachers in their new roles as teacher leaders, coaches and administrators. |  |
| 30 |  1 2 3 4 5  | Recognition of your own learning style and those of co-workers is used to improve communication and over-all organizational learning. |  |
| 31 |  1 2 3 4 5  | Administrators are sensitive to learning and development differences among teachers, realizing people learn and improve themselves in different ways. |  |
| 32 |  1 2 3 4 5  | There is sufficient time scheduled into people’s professional calendars to step back from day-to-day operations and reflect on what is happening in the organization. |  |
| 33 |  1 2 3 4 5  | There is direction and resource allocation planned to bring meaningful and lasting learning. |  |
| 34 |  1 2 3 4 5  | Teams are recognized and rewarded for their innovative and paradigm breaking solutions to problems. |  |
| 35 |  1 2 3 4 5  | Administrators have considerable skills for gathering information and developing their abilities to cope with demanding and changing management situations. |  |
| 36 |  1 2 3 4 5  | Administrators enable their teachers to become self-developers, and learn to improve their performance. |  |