PLEASANT HILL ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. á â indicate increases and decreases from the previous year.

Collegial Leadership. This subscale consists of 7 items that address the degree to which the principal meets the social needs of the faculty as well as works toward achieving the goals of the school. Collegial leadership involves treating teachers and staff as professional colleagues, with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance.

Table 4. Results for Collegial Leadership

	Pleasant Hill EL Avg 2005-06	Pleasant Hill EL Avg 2006-07	Pleasant Hill EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	2.87	2.66	2.78	**3.00**
9. The principal puts suggestions made by faculty into operation.	*	2.41	2.59á	2.70
10. The principal treats all faculty members as his or her equal.	2.78	2.82	2.64â	2.93
15. The principal lets faculty know what is expected of them.	**3.21**	2.98	2.88	**3.25**
17. The principal is willing to make changes.	*	2.72	2.60	2.93
21. The principal maintains definite standards for performance.	*	**3.00**	2.95	**3.22**
34. The principal is friendly and approachable.	**3.19**	**3.18**	2.98â	**3.21**
Collegial Leadership Subscale	*	2.85	2.77	**3.05**

Professional Teacher Behavior. This subscale consists of 8 items that address the degree to which there is respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty.

Table 5. Results for Professional Teacher Behavior

	Pleasant Hill EL Avg 2005-06	Pleasant Hill EL Avg 2006-07	Pleasant Hill EL Avg 2007-08	All EL Average 2007-08
3. Teachers help and support each other.	*	**3.19**	**3.14**	**3.28**
11. Teachers respect the professional competence of their colleagues.	*	**3.18**	2.98â	**3.15**
13. The interactions between faculty members are cooperative.	*	2.94	**3.13**á	**3.15**
16. Teachers in this school exercise professional judgment.	*	**3.06**	2.88â	**3.25**
20. Teachers "go the extra mile" with their students.	*	**3.15**	**3.12**	**3.39**
22. Teachers provide strong social support for colleagues.	*	2.91	2.88	**3.09**
32. Teachers accomplish their jobs with enthusiasm.	2.98	2.69	2.88á	**3.06**
35. Teachers show commitment to their students.	**3.54**	**3.26**	**3.19**	**3.47**
Professional Teacher Behavior Subscale	*	2.99	**3.07**	**3.25**

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. á â indicate increases and decreases from the previous year.

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Achievement Press. This subscale consists of 8 items that describe the extent to which the school has set high but achievable academic standards and goals. Achievement press is marked by students who persist, strive to achieve, and are respected by esi   esipartment D0.0008 Tc0.0006 Tw(T4ich 1, ando.0001 T40)6(ha4t press is)-

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. á â indicate increases and decreases from the previous year.   4

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Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. á â

Safety. The frequency and prevalence of undesirable student behaviors have been combined to form a score that indicates the overall staff perception of student behaviors. Scores have been converted to range from 1 (least desirable) to 4 (most desirable).

Table 10. Results for Safety Subscale Score

	Pleasant Hill EL Avg 2005-06	Pleasant Hill EL Avg 2006-07	Pleasant Hill EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	**3.11**	2.96â	**3.17**

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.
This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Pleasant Hill EL Avg 2005-06	Pleasant Hill EL Avg 2006-07	Pleasant Hill EL Avg 2007-08	All EL Average 2007-08
45.[a] Commendable student behavior	**3.10**	**3.12**	**3.24**	**3.25**
46.[a] Staff reinforcement of commendable student behavior	**3.23**	**3.16**	**3.34**á	**3.27**
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54.[b] Commendable student behavior	2.98	2.98	2.76â	**3.16**
55.[b] Staff reinforcement of commendable student behaviors	**3.75**	**3.65**	**3.86**á	**3.79**
Positive Behavior Support Subscale Score*	*	**3.11**	**3.14**	**3.19**

Note: It is desirable to have an average response of *greater than 3.0*, indicated in **bold** type. á â Indicate increases and decrease in the frequency of each behavior from the previous year.[a] Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). [b] Items were rated on a scale of 0 (*None*) to 5 (*All*). *Subscale scores represent a combination of items and have been converted to range from 1 (least desirable) to 4 (most desirable).

UNDERSTANDING AND USING THE RESULTS OF YOUR STAFF CLIMATE SURVEY

Campuses with higher Overall Climate scores, as represented by the table shown at the top of page 2, are characterized by more positive relationships among the administrators, staff, teachers, and students. Campuses with a strong climate are also better able to direct their energy toward the mission of setting high, achievable standards for students than campuses with lower climate scores. If your school's Overall Climate score is over 3.0, it means that according to self-report by campus staff, your campus has a relatively positive school environment. Although this is a commendable position, campus administrators and leaders should be challenged to continue to improve the climate at their schools to create an even better environment for teaching and learning. If your school's Overall Climate percentile is below 2.5, it means that your campus does not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate.

The first step in improving campus climate is to look at your school's score for each of the climate subscales (shown in Table 2 on page 2). These will help you to identify areas where