

CULTURE AUDIT SCHOOL READINESS SURVEY (CASRS)

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Name:	
School:	Date survey is taken:
	Grade levels:
Enrollment:	Number of teachers at your school:
Are you a principal or are you working in another administrative capacity?	
Title:	
How many years have you been an administrator?	How many years have you been a principal?
How many years have you been an administrator at your current school?	
If this survey is for a high school, identify with a Yes or No response:	

INSTRUCTIONS

The results of this survey will provide the leadership of the school with data about the readiness level for change in your school. You will be able to identify who and how many constituents in your organization are ready for change, who will support change, and potential transformational learning focus areas to guide teachers in the change process.

This survey should be completed by the Principal and/or official *administrative* leaders. If there are several leaders at the school, each of the leaders should complete this survey individually and then discuss and analyze results as an administrative team. *This particular survey is not to be used with lead teachers or non-administrative department heads.*

As you complete the CASRS, don't overthink your answers. We understand that your personal bias will come into play when you complete the CASRS. But that's why you are the leader. You were hired to make judgments and decisions based on data and your leadership perceptions. Place an X next to the best answer for each of the letter statements in the box that has a point value. Include responses that are the closest match to the statement presented. Some responses as for example in the digital or technology question, you must find out about by investigating the school inventory and observing teachers if you are new to the school. Do not total the responses until you complete the entire survey. When the survey is complete, instructions for how to score it and what the scores mean are explained immediately following the survey questions.

You are now ready to take the survey beginning on Page 2.

Statement	Point Value
The Principal and /or each official administrative school leader should complete this survey to identify beliefs, data and perspectives that they hold of the school. Choose one response in each of the categories and place an X next to the point value.	
<b>1. Tenure of Teaching Staff</b>	
a. The majority of my staff are a veteran staff and teaching for 16+ years	5 Points
b. My teachers have mixed terms of service, with several staff teaching 1-3 years, several staff teaching 4-5 years, several teaching 6-10 years and some staff 11-15 years and more.	15
c. The majority of my teachers have been teaching for seven years or less.	10
Totals for Question 1	
<b>2. Preparation of Students for Their Futures</b>	
a. The majority of my staff have shared with me or others that they understand that there is a need to prepare students for global competency or 21st century learning skills.	15 Points
b. Approximately half of my staff understand there is a need to prepare students for global competency or 21st century learning skills.	10
c. A limited number of staff or none of my staff understand the need to prepare students for global competency or 21st century learning skills.	-5
Totals for Question 2	
<b>3. Principal Capability for School Transformation Leadership</b>	
a. As the school Principal and leader, I am highly knowledgeable about the changes necessary in classroom instruction to create learning transformation that effectively prepares students for their futures.	15
b. As the school Principal and leader, I am somewhat knowledgeable about the changes necessary in classroom instruction to create learning transformation that effectively prepares students for their futures. However, I need to learn much more.	10
c. As the school Principal and leader, I have limited knowledge about the changes necessary in classroom instruction to create learning transformation that effectively prepares students for their futures. I will need a great deal of assistance to learn what changes need to be made.	5

d. As the school Principal and leader, I have no knowledge about the changes necessary in classroom instruction to create learning transformation that effectively prepares students for their futures. I need to know where to begin.	-5
Totals for Question 3	
<b>4. Motivation Level for Professional Development</b>	
a. The majority of my staff are motivated to participate in professional development to sharpen their instructional skills and improve student learning.	15 Points
b. Approximately half of my staff are motivated to sharpen their instructional skills and improve student learning and the other half are not as motivated about professional to sharpen their instructional skills and improve student learning.	10
c. A small percentage of my staff are motivated to sharpen their instructional skills about professional development their instructional skills; but most of my staff are not motivated to sharpen their skills and engage in ongoing professional development to improve student learning.	5
d. None of my staff are motivated to sharpen their skills and engage in ongoing professional development to improve student learning.	-5
Totals for Question 4	
<b>5. Eagerness to Try New Instructional Approaches</b>	
a. The majority of my teaching staff are motivated to try new instructional approaches, or researched based innovative ways of teaching.	15 Points
b. Approximately half of my staff are motivated to try new instructional approaches, or researched based innovative ways of teaching and the other half are not.	10
c. A limited number of my staff are motivated to try new instructional approaches or researched based innovative ways of teaching.	5
d. My staff overall appears to be motivated by the tried and true traditional ways of teaching and are suspicious of innovative new instructional approaches or researched based ways of teaching.	-5
Totals for Question 5	

<b>6. Collaborative Learning Communities</b>	
a. My school has collaborative teacher learning communities and the majority of these teams engage in deeper level dialogue about 21 <sup>st</sup> century instructional improvement.	15 Points
b. My school has collaborative teacher learning communities; while some are engaged in deeper level dialogue, some are still learning how to engage in deeper levels of dialogue about 21 <sup>st</sup> century instructional improvement.	10
c. My school has collaborative teacher learning communities and their dialogue is only at a surface level when topics are about 21 <sup>st</sup> century instructional improvement.	5
d. My school does not have collaborative teacher learning communities and does not engage in deeper level dialogue about 21 <sup>st</sup> century instructional improvement.	-5
Totals for Question 6	
<b>7. Attitudinal Support for the Principal's Leadership</b>	
a. I have strong teacher leaders at my school site that work as colleagues with me and have a positive attitude about implementing the vision of our school.	15 Points
b. My school has teacher leaders but several need additional professional development to develop positive attitudes about working as colleagues with me to implement the vision of the school.	10
c. My school has few teacher leaders; and I am unsure about their willingness to work as colleagues with me to have a positive attitude about implementing the vision of the school.	5
d. My school has no teacher leaders and most teachers resist change or working with me as colleagues. Attitudes towards the administrator are negative about implementing the school's vision.	-5
Totals for Question 7	
<b>8. Resistors</b>	
a. The majority of my teaching staff, without much direction, demonstrate proactive behaviors when implementing new and innovative ways of instructing students.	15 Points
b. About half of my teaching staff demonstrate proactive behaviors about implementing new and innovative ways of instructing students, without much direction and the other half often resist innovation and change.	10

c. A limited number of teachers on my staff demonstrate proactive behaviors about implementing new and innovative ways of instructing students, many need direction; but a significant number of teachers resist change.	5
d. None of my teaching staff are proactive in implementing new and innovative ways of instructing students and the staff overall resists change.	-5
Totals for Question 8	
<b>9. Digital &amp; Technology Resources for Students (Laptops, Notebooks, Projectors, etc.)</b>	
a. There are adequate digital and technology resources and the majority of my school's teachers or students are demonstrating high levels of access to these tools and formidable use with integration into student learning.	15 Points
b. There are adequate digital and technology resources for about half of my school's teachers or students and they are demonstrating high levels of access to these tools and formidable use for integration into student learning; however, half of the teachers or students either have old, antiquated or limited digital and technology tools and for these teachers formidable access is not at a desirable integration level.	10
c. A limited amount of teachers are demonstrating high levels of access to digital and technology resources and formidable use for integration into student learning; and therefore for the majority of teachers and students demonstrations of formidable use of technology tools and student access are not adequate.	5
d. We do not have adequate digital and technology tools in my school and limited or no access is demonstrated for the majority of teachers or students in the integration of these tools with the learning.	-5
Totals for Question 9	
<b>10. Digital Skillfulness That Informs Instruction</b>	
a. The majority of my teachers are skilled at using multiple technology and digital tools in curriculum integration.	15 Points
b. Approximately half of my teachers are skilled at using multiple technology and digital tools in curriculum integration but another half of my staff are not as skilled on how to use the tools in curriculum integration.	10

c. A limited number of my teachers are skilled at using multiple technology and digital tools in curriculum integration; therefore most also do not have the skills to understand how these tools can be integrated into the curriculum.	5
d. None of my staff have the capability and skills to utilize multiple technology and digital tools in curriculum integration.	-5
Totals for Question 10	
<b>11. Instructional Approaches that Engage Students</b>	
a. The majority of my staff implement instructional approaches designed to engage students through deeper level questioning and critical thought discussions, opportunities for student collaboration, more student communication than teacher talk, and academic tasks that inspire student innovation.	15
b. Some of my staff implement instructional approaches designed to engage students through deeper level questioning and critical thought discussions, opportunities for student collaboration, more student communication than teacher talk, and academic tasks that inspire student innovation.	10
c. A few of my staff implement instructional approaches designed to engage students through deeper level questioning and critical thought discussions, opportunities for student collaboration, more student communication than teacher talk, and academic tasks that inspire student innovation.	5
d. Little or none of my staff implement instructional approaches designed to engage students through deeper level questioning and critical thought discussions, opportunities for student collaboration, more student communication than teacher talk, and academic tasks that inspire student innovation.	-5
Totals for Question 11	
<b>12. District Support for Change and Innovation</b>	
a. District personnel, without reservation, are supportive of change and innovation and offer me unconditional support as a leader to develop systemic changes at my school for students to help them achieve 21 <sup>st</sup> century or global competency goals.	15 Points

b. District personnel are open to discussing change and innovation but support is dependent on the level of resistance they perceive is a potential in my school or in the community in developing systemic changes for students to help them achieve 21 <sup>st</sup> century or global competency goals.	10
c. District personnel demonstrate variability in their support for me as a leader to make changes or to implement innovation and I am uncertain about if they will support me in developing systemic changes at my school to help students achieve 21 <sup>st</sup> century or global competency goals.	5
d. District personnel are not supportive of change or innovation and demonstrate significant concerns when there is resistance from staff or community. Support for a school leader's innovation could be limited or non-existent in this District when systemic transformation is initiated to support student learning to achieve 21 <sup>st</sup> century or global competency goals.	-5
Totals for Question 12	
<b>13. School Cultural Barriers to Learning in an Innovative Way</b>	
a. The majority of teachers have rituals and routines in instructional classroom practices but are also eager to learn innovative ways of implementing new approaches and will not raise instructional barriers to change.	15 Points
b. Teachers have rituals and routines in their instructional classroom practices but approximately half of teaching staff are willing to try innovative instructional approaches while another half are not and I predict these teachers will create some barriers to change.	10
c. Teachers have rituals and routines in their instructional classroom practices and only a few of them are willing to try innovative instructional approaches. The majority are not willing to change and I predict these teachers will raise significant barriers to change.	5
d. My school's teachers are firmly invested in classroom instructional rituals and routines and overall I predict they will attempt to formidably block change.	-5
Totals for Question 13	

<b>14. Leader’s Readiness for: Transformational, Transitional, or Traditional Change*</b>	
a. I am eager as a leader to initiate or expand transformational changes in my school.	15
b. I am hesitant about significant changes at my school; however, I anticipate that as a leader my school is ready for transitional change before we can embark on transformational change and I am ready to learn how to lead this process.	10
c. I am cautious about the changes proposed in transformational schools. I will need to learn more before I identify what changes my school is ready for.	5
d. I am resistant to transformational change as a leader because I believe that my school is not ready for transformational or transitional change; and my staff will want to maintain traditional instructional approaches. I am not willing to upset the current instructional environment too much.	-5
<p><i>* Transformational change occurs when classroom instruction is overhauled and the behaviors in the classroom and by the teacher are observably altered. Teacher beliefs about teaching and learning become paradigm shifts in best practices in the classroom. (Example: The students are empowered to make decisions about their learning. The teacher no longer lectures and is not the “sage on the stage”.) Transitional changes occur when several new ways of teaching and learning are integrated. Some teaching behaviors change but instructional beliefs are not altered. The classroom instruction looks virtually the same; however, some adaptations to instruction may be observed. (Example technology tools are used.) Traditional change is when classroom instructional delivery by a teacher remains the same but maybe a new textbook is purchased.</i></p>	
Totals for Question 14	
<b>15. Fundamental Global Competency Awareness</b>	
a. Most teachers on my staff understand the definition of global competence and/or can communicate what the 21 <sup>st</sup> century skills and learning for students must be.	15 Points
b. Approximately half of my staff understand the definition of global competence and/or can communicate what the 21 <sup>st</sup> century skills and learning for students must be; and, approximately half cannot.	10
c. A limited number of teachers at my school understand the definition of global competence and/or and can communicate what the 21 <sup>st</sup> century skills and learning for students must be while the majority of teachers cannot.	5
d. Most teachers overall at my school do not understand the definition of global competence and/or and cannot communicate what the 21 <sup>st</sup> century skills and learning for students must be.	-5
Totals for Question 15	



<b>16. Leader Projections About School Culture</b>	
a. Based on what I know about the culture of this school, changes in teaching and learning will be perceived by staff as exciting and rewarding by the majority of my staff and they will do this work without complaining about change.	15 Points
b. Based on what I know about the culture of this school, changes in teaching and learning will be perceived by staff as hard and difficult work and they will need and ask for support to be successful with some complaining about change.	10
c. Based on what I know about the culture of this school, changes in teaching and learning will be perceived by staff with anxiety and caution and staff will complain allot requesting a tremendous amount of support about change.	5
d. Based on what I know about the culture of this school, changes in teaching and learning will be perceived by staff as yet one more fad and they will plot resistance and complain substantially about change.	-5
Totals for Question 16	
<b>17. Top Leader Concerns About 21<sup>st</sup> Century Instructional Approaches</b> * Place an X next to all points that apply.	
• Lack of resources	-1 Points
• Achievement Test scores	-1
• District Support	-2
• What change will look like when it is completed!	-1
• Time to implement change	-1
• Limited technology resources for some or all grades or subject areas	-1
• My staff's response to change	-1
• My abilities to lead change	-2
Totals for Question 17	
Grand Totals of 17 Question Areas:	

## SCORING YOUR CULTURE AUDIT SCHOOL READINESS SURVEY (CASRS)

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### THE CASRS IS EASY TO SCORE AND ANALYZE:

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There are 5 indicator areas of this culture audit that you are tallying data about. Based on the scores you tally, you will be able to assess your strengths and areas to improve.

These areas include:

1. **Leader Readiness**---Your scores here will allow you some self-reflection on whether you are ready as a leader to engage in school transformation and the areas you need to strengthen to improve your ability to successfully lead transformational change.
2. **Teacher Expertise in 21<sup>st</sup> Century Teaching and Learning**---What skills do your teachers come with that can jump start and strengthen classroom and school transformational success? These scores will help you assess the strengths of your instructional staff for transformational change.
3. **Teacher, School, and District Capacity**---Capacity involves the ability, capability and willingness to embark on change. These scores will allow you to identify some potential resistance as well as support of various internal stakeholders.
4. **Professional Development**---While educators must always be involved in professional learning to be the most effective instructors, they can be for their students, this area of professional development is critical to transformational school change objectives. The paradigm shifts in teaching and learning are so significant in this 21<sup>st</sup> century era that teachers will need to engage in continuous learning. Your scores here will give you an indication of how much training your staff has and will need.
5. **Resources**---Budgets, people, time, digital and technology tools as well as other personnel and your knowledge base as a leader are a part of variable resources you will require as platforms to support the change. Your scores here will demonstrate for you the resource areas you need to shore up.

Tally the scores on the culture audit. Enter those scores for each numbered item on the chart below. Total scores for each column. After you total each column, look at the bottom of each column for whether your scores totaled in a high, average or low range. If the score is high, your school cultural readiness for change in this area is very strong, if moderate, you will need to do some work in this area and if low, then this may be the first priority column you begin your transformational leadership work with.

After you tally each column, total the scores across horizontally at the bottom of each column. Your overall scores for all 5 columns will demonstrate the overall readiness for change for your school as a whole:

School is Highly Culturally Ready for Transformational Change: 175-240

School is Moderately Culturally Ready for Change: 100-174

School has a Low Culturally Ready Context for Change: 99 and below

After you complete your culture audit assessment and tally your scores, read Chapter 4 and compare your results with CBAM assessments in order to develop a strategic plan about which indicators you will begin to lead in the right direction for your school culture to achieve school transformation.

Culture Audit School Readiness Survey (CASRS)—Place score under the score boxes in each column and across the category rows. Questions from the survey are numbered with a hash mark (#) in front of the question number. Several questions are in more than one box and these items are noted with \* or 'equivalent symbols.

LEADER READINESS	TEACHER EXPERTISE IN 21 <sup>st</sup> CENTURY TEACHING AND LEARNING	TEACHER, SCHOOL AND DISTRICT CAPACITY	PROFESSIONAL DEVELOPMENT	RESOURCES	SCORES - ADD TOTALS ACROSS
Principal Capability for School Transformation Leadership #3 Score_____	*Preparation of Students for their Futures #2 Score_____	Teacher Tenure #1 Score_____	Motivation Level for Professional Development #4 Score_____	Digital Tools #9 Score_____	
Support for Principal Leadership #7 Score_____	*****Eagerness to Try new Instructional Approaches #5 Score_____	*Preparation of Students for their Futures #2 Score_____	*****Eagerness to try new Instructional Approaches #5 Score_____	***District Support Level for Change #12 Score_____	
****Leader's Needs for Transformational Change Support #14 Score_____	Digital Skillfulness #10 Score_____	Collaborative Learning Communities #6 Score_____	Collaborative Learning Communities #6 Score_____	**Top Leader Concerns #17 Score_____	
****Leader Projections about School Culture #16 Score_____	School Cultural Barriers To Learning in an Innovative Way #13 Score_____	Resistors #8 Score_____	****Leader's Needs for Transformational Change Support #14 Score_____		
**Top Leader Concerns #17 Score_____	Fundamental Global Awareness #15 Score_____	Instructional Approaches that Engage Students #11 Score_____	N/A		

	*****Leader Projections about School Culture #16 Score_____	***District Support Level for Change . #12 Score_____	N/A		
	*****Eagerness to try new instructional approaches #14 Score_____				
<b>Total Scores</b> from this column:  Score_____	<b>Total Scores</b> from this column:  Score_____	<b>Total Scores</b> from this column:  Score_____	<b>Total Scores</b> from this column:  Score_____	<b>Total Scores</b> from this column:  Score_____	
<b>High Readiness</b> Totals per category: 50-75	<b>High Readiness</b> Totals per category: 70-105	<b>High Readiness</b> Totals per category: 60-90	<b>High Readiness</b> Totals per category: 30-45	<b>High Readiness</b> Totals per category: 30-45	Total Row Scores Maximums and Minimums 250-375 ( <b>High</b> ) Score_____
<b>Moderate Readiness</b> Totals Per Category: 20-49	<b>Moderate Readiness</b> Totals Per Category: 45-69	<b>Moderate Readiness</b> Totals Per Category: 25-59	<b>Moderate Readiness</b> Totals Per Category: 15-29	<b>Moderate Readiness</b> Totals Per Category: 15-29	Total Row Score Maximums and Minimums 130-249 ( <b>Moderate</b> ) Score_____
<b>Low Readiness</b> Totals per Category: 19 and Below	<b>Low Readiness</b> Totals per Category: 44 and Below	<b>Low Readiness</b> Totals per Category: 19 and Below	<b>Low Readiness</b> Totals per Category: 15 and Below	<b>Low Readiness</b> Totals per Category: 14 and Below	Total Row Score Maximums and Minimums 129 and below ( <b>Low</b> ) Score_____
					<b>Total overall score for five columns</b> Score_____  *Review the key on pg. 8 for what these scores mean.