

PROGRAM CLIMATE & CULTURE ASSESSMENT

Directions: Rate each item below by selecting the rating that best describes the current state at your early childhood program. In each item, the first statement scores as 2(high), the second statement as 1(middle) and the last statement as 0(low). Total the number of points for each domain and calculate the percentage. For any domain(s) scored as 0-60%, please create action steps to address the need(s). For any domain(s) scored as 60-80% consider for monitoring. For any domain(s) scored greater than 80% identify program-wide strengths.

1	Welcoming to outsiders, the program projects its identity to visitors.	2	1	0
	Some signage for visitors as they enter the building, but images compete for attention.			
	Little concern for the image of the program.			
2	Staff take ownership of physical appearance of common areas and classrooms.	2	1	0
	Staff regularly comments on program appearance, but does not feel a sense of personal ownership.			
	"That is the custodian's job."			
3	No litter.	2	1	0
	Litter cleaned at the end of day.			
	People have given up the battle over litter.			
4	Current child work, weekly lesson plans, menus, calendars and parent information are displayed.	2	1	0
	Few of the items are on display.			
	Old/ outdated child work, teacher lesson plans, menus, calendars and/or parent information are displayed.			
5	Things work and/or get fixed immediately.	2	1	0
	Things get fixed when someone complains enough.			

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	Many essential fixtures, appliances and structural items remain broken.			
6	Staff appreciate and have respect for custodians.	2	1	0
	Most staff are cordial with custodians.			
	Custodians are demeaned.			
Total		/ 12		

1. PHYSICAL APPEARANCE

* Complete this domain with Program-wide perspective.

2. STAFF RELATIONS

1	Staff members commonly collaborate on matters of PBIS.	2	1	0
	Staff members are generally pleasant to one another, and occasionally collaborate on matters of PBIS.			
	Staff members view one another competitively or negatively and rarely collaborate on matters of PBIS			
2	Staff members approach problems as a team/collective.	2	1	0
	Staff members attend to problems as related to their own interests.			
	Staff members expect someone else to solve problems.			
3	Staff members use their planning time constructively and refrain from negative conversation about children in teacher areas.	2	1	0
	Staff members use time efficiently but feel the need to consistently vent displaced aggression toward children.			
	Staff members look forward to time away from children so they can share their "real feelings" about them.			
4	Staff members are typically constructive when speaking of each other and/or administrators.	2	1	0
	Staff members wait for safe opportunities to share complaints about other teachers and/or administrators.			
	Staff members commonly use unflattering names for other staff and/or administration in private.			
5	Staff members feel a collective sense of dissatisfaction with status quo, and find ways to take action to improve.	2	1	0
	Staff members give sincere "lip service" to the idea of making things better.			
	Staff members are content with the status quo and often resentful toward change-minded staff.			
6	Staff members exhibit high level of respect for one another.	2	1	0
	Staff members exhibit respect for a few of their prominent members.			
	Staff members exhibit little respect for self or others.			

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7	Staff meetings are attended by most all, and address relevant content.	2	1	0
	Staff meetings are an obligation that most attend, but are usually seen as a formality.			
	Staff meetings are seen as a waste of time and avoided when possible or staff meetings do not occur with regularity.			
8	All-program events are well attended by staff.	2	1	0
	There are few regular attendees at program events.			
	Staff do a minimum of investing in program-related matters.			
9	PBIS Core Leadership Team roles are most likely performed by staff members with other staff expressing appreciation.	2	1	0
	PBIS Core Leadership Team roles are accepted grudgingly by staff, and other staff members are often suspicious of motives.			
	PBIS Core Leadership Team is avoided, and those who do take leadership roles are seen as traitors.			
10	Staff members have the time and interest to collaborate with one another, and feel very little isolation.	2	1	0
	Staff members congregate in small cordial groups, yet commonly feel a sense that teaching is an isolating profession.			
	Staff members typically see no need to relate one another outside the walls of their class.			
Total			/20	

* Complete this domain with Program-wide perspective.

3. LEADERSHIP & DECISIONS

1	Program has a PBIS vision and outcomes that are shared by all staff.	2	1	0
	Program has a set of PBIS ideas, but no cohesive vision.			
	Program has no PBIS vision, ideas or outcomes.			
2	Vision comes from the collective will of all program staff.	2	1	0

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	Vision comes from leadership.			
	Vision is absent.			
3	Vast majority of staff members feel valued and listened to.	2	1	0
	Selected staff members feel occasionally recognized.			
	Administration is seen as playing favorites.			
4	Program has a PBIS Core Leadership Team for "shared decision-making" and is transparent with sharing information with all staff.	2	1	0
	There is a PBIS Core Leadership Team but most real power is in a "loop" of insiders/decision makers.			
	Decisions are made autocratically or accidentally.			
5	Most of the staff has a high level of trust and respect in leadership.	2	1	0
	Some staff have respect for leadership.			
	Most staff feel at odds with the leadership.			
6	Core Leadership Team demonstrates a high level of accountability, and finds ways to "make it happen."	2	1	0
	Core Leadership Team is highly political about how resources are allocated and often deflects responsibility.			
	Core Leadership Team seems disconnected to outcomes and find countless reasons why "it can't happen."			
7	Core Leadership Team is in tune with staff and families (collecting data and making decisions).	2	1	0
	Core Leadership Team has collected information about staff and families (surveys).			
	Core Leadership Team is isolated from the staff and families.			
8	Core Leadership Team is in tune with others' view of the program climate.	2	1	0
	Core Leadership Team provides "lip service" about wanting good program climate.			

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	Core Leadership Team does not see program climate as a necessary interest.			
Total		/16		

* Complete this domain with Program-wide perspective.

4. PBIS ENVIRONMENT

1	Program-wide behavior policies are consistently applied.	2	1	0
	Program-wide behavior policies are used by some staff.			
	Program-wide behavior policies exist only in writing or not at all.			
2	In all classes, there are clear PW-expectations and consistency in adherence to the behavior policy.	2	1	0
	In some classes, there are clear PW-expectations and most staff are fair and unbiased.			
	Children have to determine various staff expectations and behavioral interventions are defined by a high level of subjectivity.			
3	Most teachers use effective behavior strategies that are defined by logical consequences and refrain from punishments or shaming.	2	1	0
	Most teachers use effective behavior strategies but believe that punishment and shaming are necessary with some children.			
	Most teachers accept the notion that the only thing the children in the program understand is punishment and discipline.			
4	Classrooms are positive places, teachers have positive moods, and logical consequences are calmly given and non-personal manner.	2	1	0
	Most teachers maintain a positive climate, but some days they feel the need to complain about the class and/or get fed-up with kids.			
	Classrooms are places where teachers get angered by children and there is a sense of resentment between children and the teacher.			
5	Most staff consider learning and classroom expectations within the lens of basic child needs that must be met for a functional class.	2	1	0
	Some staff have sensitivity to child needs, but the primary goal of classroom management is control.			
	All staff view challenging behaviors as disobedience and/or the child's fault.			
6	Teacher-child interactions could be typically described as supportive and respectful.	2	1	0
	Teacher-child interactions could be typically described as fair but teacher-dominated.			

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	Teacher-child interactions are mostly teacher-dominated and reactive.			
7	Behavior management strategies consistently promote teaching and reinforcing of replacement behaviors.	2	1	0
	Behavior management strategies are inconsistent in teaching and reinforcing replacement behaviors.			
	Behavior management strategies do not teach or reinforce replacement behaviors.			
8	Teachers successfully create a sense of inclusion in their classes.	2	1	0
	Teachers create a sense of tolerance.			
	Teachers create a sense of seclusion in their classes.			
Total		/16		

* Complete this domain with Program-wide perspective.

5. LEARNING & ASSESSMENT

1	Target behaviors are defined and clear for teachers and attainable for children.	2	1	0
	Some target behaviors are clear for teachers and children.			
	Target behaviors are unclear to teachers and children.			
2	Most children meeting program-wide behavior expectations are consistently acknowledged and reinforced.	2	1	0
	Some children meeting program-wide behavior expectations are acknowledged and reinforced.			
	Few to no children meeting program-wide behavior expectations are acknowledged or reinforced.			
3	Teachers have a way of making sense of, and being responsive to, varying learning styles.	2	1	0
	Teachers are aware of learning styles as a concept, and make some attempt in that area.			
	Teachers expect all children to conform to their teaching style.			
4	Children are explicitly taught the importance of working together (friendship skills).	2	1	0
	Some teachers support the notion that working together (friendship skills) is important.			
	Working together is seen as unimportant or develops unintentionally.			
Total			/8	

* Complete this domain with Program-wide perspective.

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6. ATTITUDE & CULTURE

1	Staff speak about the program in proud, positive terms.	2	1	0
	Staff speak of the program in neutral or mixed terms.			
	Staff denigrate the program when they refer to it.			
2	Most staff feel listened to, represented, and that they have a voice.	2	1	0
	Most staff see some evidence that some staff have a voice.			
	Most staff feel they have very little voice when at work.			
3	Most staff feel a sense of belonging to something larger.	2	1	0
	Most staff see some evidence that efforts are made to promote program spirit.			
	Most staff feel alone, alienated and/or part of a hostile environment.			
4	Staff feel welcome and comfortable in resolving conflict with co-workers.	2	1	0
	Staff feel hesitant to make resolution regarding conflict with co-workers.			
	Staff avoid conflict resolution with co-workers.			
Total				/8

* Complete this domain with Program-wide perspective.

7. COMMUNITY & FAMILY RELATIONS

1	Program is perceived as welcoming to all parents.	2	1	0
	Program is perceived as welcoming to certain parents.			
	Program is suspicious of why parents would want to visit.			
2	Program sends out regular communication to families including invitations to attend key events or PBIS related activities.	2	1	0
	Program sends out some communication but is either inconsistent or not based on families' needs/interests.			
	Program rarely sends communication about events or PBIS related activities.			
3	Family members are regularly invited to participate, visit and share feedback.	2	1	0
	Inconsistent invitation leads to few family members participating or visiting.			
	Family members have not been invited nor participated, visited or shared feedback.			
4	Volunteer efforts are well coordinated, volunteers are plentiful, and appreciated.	2	1	0
	Volunteers are willing, but are often unaware of the events and/or feel a lack of guidance.			
	Volunteers are hard to find or unreliable.			
5	Key events are well attended due to deliberate efforts toward promotion and crowd appreciation.	2	1	0
	Key events are attended by a die-hard following and/or only when things are going well.			
	Key events are poorly attended and as a result progressively less effort is made by participants.			
Total			/10	

* Complete this domain with Program-wide perspective.

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SUMMARY

DOMAIN	Raw Score	Percent
1.) PHYSICAL APPEARANCE	/12	
2.) STAFF RELATIONS	/20	
3.) LEADERSHIP & DECISIONS	/16	
4.) PBIS ENVIRONMENT	/16	
5.) LEARNING & ASSESSMENT	/8	
6.) ATTITUDE & CULTURE	/8	
7.) COMMUNITY & FAMILY RELATIONS	/10	
Totals	/94	%

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CLIMATE& CULTURE ASSESSMENT ACTION PLAN

Domain	Item	Action	Who	Complete by	Y/N
1	5	Ex: Set-up meeting with maintenance manager to discuss outstanding items in need of repair.	Director	12/01/2015	