

Moon, T. R., Brighton, C. M., Hertberg, H. L., Callahan, C. M., Tomlinson, C. A., Esperat, A. M. & Miller, E. M. (2003). *School characteristics inventory: Investigation of a qualitative instrument for measuring the modifiability of school contexts for implementation of educational innovations* (RM03182). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm03182.pdf>

School Characteristics Inventory Survey*

The National Research Center on the Gifted and Talented
University of Virginia

The following statements ask you to make specific evaluations about different aspects of your school. For each statement, please indicate the degree to which the statement accurately describes your school by circling the number that corresponds to your answer. Possible answer categories are:

<i>NOT DESCRIPTIVE</i>	=	1
<i>MINIMALLY DESCRIPTIVE</i>	=	2
<i>GENERALLY DESCRIPTIVE</i>	=	3
<i>VERY DESCRIPTIVE</i>	=	4

How descriptive of your school is each of the following statements?

	NOT DESCRIP	MIN DESCRIP	GEN DESCRIP	VERY DESCRIP
The school has many resources, but they are underutilized.	1	2	3	4
There is a sense of pride in the school.	1	2	3	4
The school seems to lack mission.	1	2	3	4
There is a lack of flexibility in the school.	1	2	3	4
There is great emphasis on the “quick fix” to make things better.	1	2	3	4
Publicity for the school emphasizes show rather than substance.	1	2	3	4
The instructional program of the school has obvious flaws.	1	2	3	4
There is an emphasis in the school on doing rather than on reflecting about what is done.	1	2	3	4
Despite dissension, little ever changes in the school.	1	2	3	4
The mood of the school is positive.	1	2	3	4
The mood of the school is one of self-righteousness.	1	2	3	4
Fundamentally this school is sound.	1	2	3	4

Moon, T. R., Brighton, C. M., Hertberg, H. L., Callahan, C. M., Tomlinson, C. A., Esperat, A. M. & Miller, E. M. (2003). *School characteristics inventory: Investigation of a qualitative instrument for measuring the modifiability of school contexts for implementation of educational innovations* (RM03182). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm03182.pdf>

	NOT DESCRIP	MIN DESCRIP	GEN DESCRIP	VERY DESCRIP
Parents and the community:				
. . . are frustrated with the school	1	2	3	4
. . . believe that the school is one of the best in the state.	1	2	3	4
. . . believe that the school has a creative educational program.	1	2	3	4
. . . believe that the school once was OK, but now is not nearly as good.	1	2	3	4
. . . believe that the prognosis for the school is bleak.	1	2	3	4
. . . believe that the school provides a very solid education.	1	2	3	4
. . . accurately recognize the strengths of the school.	1	2	3	4
. . . think well of the school, and still are hopeful for improvement of the school.	1	2	3	4
. . . believe that the school is “on the way up.”	1	2	3	4
. . . generally praise the school, except for one major imperfection.	1	2	3	4
The administration in this school:				
. . . believes that this school is “on the way up.”	1	2	3	4
. . . accurately recognizes weaknesses of this school.	1	2	3	4
. . . believes that this school has a creative educational program.	1	2	3	4
. . . believes that this school is one of the best in the state.	1	2	3	4
. . . believes that change would only make this school worse.	1	2	3	4
. . . believes that this school provides a very solid education.	1	2	3	4
. . . is despondent about the situation in this school.	1	2	3	4
. . . is available to talk with.	1	2	3	4
. . . listens to teachers and benefits from their suggestions.	1	2	3	4

Moon, T. R., Brighton, C. M., Hertberg, H. L., Callahan, C. M., Tomlinson, C. A., Esperat, A. M. & Miller, E. M. (2003). *School characteristics inventory: Investigation of a qualitative instrument for measuring the modifiability of school contexts for implementation of educational innovations* (RM03182). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm03182.pdf>

	NOT DESCRIP	MIN DESCRIP	GEN DESCRIP	VERY DESCRIP
The administration in this school: (cont'd)				
. . . thinks well of this school, and still is hopeful for improvement of this school.	1	2	3	4
. . . praises this school, except for one major imperfection.	1	2	3	4
. . . is apathetic about this school.	1	2	3	4
. . . accurately recognizes the strengths of this school.	1	2	3	4
. . . acts on the teachers' suggestions.	1	2	3	4
Administrators in your school think highly of this school.	1	2	3	4
Administrator salaries are high in this school.	1	2	3	4
Administrators believe this school provides genuinely high-quality education to students.	1	2	3	4
Teachers in this school:				
. . . believe that this school is one of the best in the state.	1	2	3	4
. . . feel free to be innovative.	1	2	3	4
. . . listen to other teachers and benefit from their suggestions.	1	2	3	4
. . . believe that this school provides a very solid education.	1	2	3	4
. . believe your school provides genuinely high-quality education to students.	1	2	3	4
. . . accurately recognize the strengths of this school.	1	2	3	4
. . . think well of this school, and still are hopeful for improvement of this school.	1	2	3	4
. . . generally praise this school, except for one major imperfection.	1	2	3	4
. . . believe that this school is "on the way up."	1	2	3	4
. . . believe that this school has a creative educational program.	1	2	3	4

Moon, T. R., Brighton, C. M., Hertberg, H. L., Callahan, C. M., Tomlinson, C. A., Esperat, A. M. & Miller, E. M. (2003). *School characteristics inventory: Investigation of a qualitative instrument for measuring the modifiability of school contexts for implementation of educational innovations* (RM03182). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm03182.pdf>

	NOT DESCRIP	MIN DESCRIP	GEN DESCRIP	VERY DESCRIP
Teachers in this school: (cont'd)				
. . . listen to administrators and benefit from their suggestions.	1	2	3	4
. . . think highly of this school.	1	2	3	4
The staff in this school:				
. . . are pretty much indifferent to the well-being of the students.	1	2	3	4
. . . believe that there are obstacles in the system that they just can't get around.	1	2	3	4
. . . are frustrated with the school.	1	2	3	4
. . . believe that the school has the potential to be really good if only a major problem with it could be solved.	1	2	3	4
. . . believe that the school works well as a system.	1	2	3	4
. . . are burned out.	1	2	3	4
. . . at the school are reluctant to talk to outsiders.	1	2	3	4
. . . are very devoted to the education of the students.	1	2	3	4
The attitude of the staff is grim.	1	2	3	4

* Adapted from Sternberg, R. (n.d.). *Reforming school reform*. (Unpublished manuscript).