

Chapter 2 The Learning Community

1. The _____ dimension of a group is concerned with intellectual and social development of the individual within the group setting.
 - a. sociological
 - b. physiological
 - c. psychological

2. The foundations of group development are interaction, purpose, and _____.
 - a. independence
 - b. interdependence
 - c. dependence

3. The process of increasing one's own influence over life's circumstances and decisions is known as _____.
 - a. reliance
 - b. self-ego
 - c. empowerment

4. Which of the following is NOT a characteristic of individual growth with a cohesive cohort
 - a. support
 - b. security
 - c. dependence
 - d. knowledge acquisition

5. Learning that changes the individual's perspective is
 - a. transactional learning
 - b. skill-based learning
 - c. transformational learning
 - d. affective learning

6. The leadership skill considered most closely aligned with leadership excellence is
 - a. human
 - b. symbolic
 - c. Cultural

7. The three theories considered most supportive of personal empowerment are the theories of values, needs, and _____.
 - a. thinking
 - b. ego-development
 - c. individuality

8. The mutual influence afforded to individuals and groups in a community is known as _____.
 - a. reciprocity
 - b. retroactivity
 - c. rationality

9. A connection between all aspects of the organization is _____ theory.
- singular
 - systems
 - connectivity
10. A climate of inquiry within learning communities results in _____.
- unanimity
 - equilibrium
 - challenge of mental models
11. The ultimate goal in team learning is to maximize _____.
- discussion
 - agreement
 - dialogue
12. Personal mastery is most closely aligned to Sergiovanni's concept of _____.
- technical competence
 - interpersonal skill
 - symbolic leadership
13. Which of these is NOT an assumption that guides the principal?
- Leaders tend to know the problems best as they see everything that occurs in the organization..
 - The face-to-face work group is the best unit for diagnosis and change.
 - People will work hard to achieve objectives and goals they have helped develop.
 - Initiative and creativity are widely distributed in the population.
14. At a school assembly, the principal tells a story of past glories to reinforce a tradition. This is an example of
- Educational forces
 - Symbolic forces
 - Human forces
 - Cultural forces
15. Which of the following is not a condition or characteristic of a high performance organization as defined by Marshall?
- Must be concerned with outcome based learning.
 - High standards of education, social development, and health are achieved by all learners.
 - Instructional decisions are based on individual learner needs.
 - Learning resources are planned by teachers only without input of other stakeholders.
16. Which of the following is NOT one of Dufour's essential elements of a learning community
- ensuring that students learn
 - providing a culture for teacher/administrator negotiation

- c. focusing on results
 - d. cultivating a culture of collaboration
17. Transformation is more likely to occur when teachers
 - a. adhere closely to district policies and procedures
 - b. work to stabilize existing practices
 - c. engage in deep dialogue
 - d. are most concerned with collegiality
 18. Servage contends that transformational learning is often hampered when professional learning communities place too much emphasis on
 - a. collegiality
 - b. data driven decision making
 - c. performance appraisal
 - d. security
 19. Which of the following is NOT an institutional constraint faced by the principal
 - a. the quality of the faculty and staff of a school
 - b. a principal's beliefs about the ability of all children to learn
 - c. federal, state and local mandates
 - d. district wide curriculum
 20. Wenger refers to groups formed by shared interest and mutual engagement as
 - a. communities of practice
 - b. committees in sync
 - c. learning committees
 - d. communities of learning

Chapter 2

1. c. psychological p. 24
2. b. interdependence p. 24-26
3. d. empowerment p. 28
4. c. dependence p. 24
5. c. transformational learning p. 27
6. c. Cultural p. 30
7. b. thinking p. 29
8. b. reciprocity p. 24
9. b. systems p. 27
10. c. challenge of mental models p. 27
11. c. dialogue p. 27
12. c. symbolic leadership p. 30
13. a. Leaders tend to know the problems best as they see everything that occurs in the organization p. 35
14. d. cultural forces p. 30
15. d. Learning resources are planned by teachers only without input of other stakeholders p. 32
16. b. providing a culture for teacher/administrator negotiation p. 31
17. c. engage in deep dialogue p. 31
18. b. data driven decision making p. 31

19. b. a principal's beliefs about the ability of all children to learn p. 34
20. a. communities of practice p. 33