

**SCHOOL CULTURE TYPOLOGY CONSENSUS WORKSHEET**
**Date:** \_\_\_\_\_ Steve Gruenert & Jerry Valentine, MLLC 2000, Revised 2006

Read the description for each row. Complete a row at a time by assigning 10 points for each row. Distribute 10 points as appropriate in proportion to how each statement best describes your school i.e. if one statement is exactly accurate, assign 10 to that box; assign 5 each to two equal descriptors or maybe a 5, 3, 2 as appropriate, etc.. Distribute exactly 10 points per row.

<b>ROW 1 STUDENT ACHIEVEMENT</b>	many teachers believe that if students fail it is the students' fault____	teachers usually do not discuss issues related to student achievement____	most teacher discussions related to student achievement are restricted to within departments, cliques, or close friends____	teachers are given time to discuss student achievement and are expected to do that during this time____	teachers are given time to discuss student achievement but most of this time is spent on giving advice and trick-trading____	teachers are given time to discuss student achievement and this time is spent critically analyzing each others' practice____
<b>ROW 2 COLLEGIAL AWAWARENESS</b>	many teachers do not care about the effectiveness of other teachers____	most of the teachers are unaware of what other teachers are teaching____	most teachers are aware of only what their friends in the school are teaching____	the school leadership expects teachers to know what the other teachers are teaching____	teachers occasionally observe and discuss what other teachers are teaching____	teachers seek out opportunities to observe and discuss what other teachers are teaching____
<b>ROW 3 SHARED VALUES</b>	values shared by many teachers are contradictory with student needs____	there is not much agreement among teachers concerning ed. values____	there are small groups of teachers that share educational values____	the school leadership provides teachers a list of school values____	there is general agreement among teachers concerning educational values____	there is strong agreement among teachers concerning educational values____
<b>ROW 4 DECISION MAKING</b>	decisions are easily made because many teachers do not care____	teachers are usually not interested in participating in decisions that concern students____	there are small groups of teachers that attempt to control the decisions made concerning students____	school leaders expect teachers to participate in all decisions concerning students____	teachers occasionally show an interest in the decisions made concerning students____	there is an expectation among teachers to participate in decisions concerning students____
<b>ROW 5 RISK-TAKING</b>	many teachers protect their teaching style from "innovation"____	most teachers typically do not experiment with new ideas____	innovations are usually initiated within a single grade or department____	school leaders mandate teachers to try new ideas____	teachers occasionally like to experiment with new ideas____	teachers are constantly looking for new ideas____
<b>ROW 6 TRUST</b>	teachers talk behind other teachers' backs____	trust among teachers is not considered necessary____	there are teachers who only trust certain teachers____	teachers are placed in situations where they are required to trust each other____	trust is assumed and therefore not a critical issue____	there is a strong interdependence among teachers at this school____
<b>ROW 7 OPENNESS</b>	teachers who are committed to students and to learning are subject to criticism____	teachers usually are not interested in suggestions concerning instruction made by other teachers____	teachers usually keep their opinions and advice concerning instruction among their friends____	teachers are expected to contribute to discussions about effective teaching at meetings____	teachers are occasionally open to giving or receiving advice concerning instruction____	teachers are very interested in the opinions of their colleagues concerning instruction____
<b>ROW 8 PARENT RELATIONS</b>	many teachers avoid parents whenever possible____	teachers would rather not have parents' input regarding instructional practice____	there are cliques of teachers that parents perceive as the better teachers____	school leaders require teachers to be in contact with parents regularly____	most teachers are comfortable when parents want to be involved with instructional practices____	teachers aggressively seek the involvement of parents in classroom instruction____
<b>ROW 9 LEADERSHIP</b>	school leaders are seen as obstacles to growth and development____	school leaders are not visible in the school very much____	school leaders frequently visit and/or praise the same teachers____	school leaders monitor the meetings that are designed for teacher collaboration____	school leaders encourage teachers to give each other advice without being too critical____	school leaders challenge ineffective teaching and encourage teachers to do the same____
<b>ROW 10 COMMUNICATION</b>	school policies seem to inhibit teachers' abilities to discuss student achievement____	communication among teachers is not considered important at this school____	it is difficult to have productive dialogue with certain groups of teachers____	communication is dominated by top-down mandates____	warm and fuzzy conversations permeate our school____	any teacher can talk to any teacher about their teaching practice____
<b>ROW 11 SOCIALIZATION</b>	new teachers are informally indoctrinated by negative staff members quickly____	teachers at this school quickly learn that it is "every man for himself"____	new teachers are (informally labeled, then) typecast into certain teacher cliques____	there are many mandatory meetings for new teachers to attend____	new teachers are encouraged to share their experiences with other faculty members____	all teachers assume some responsibility in helping new teachers adjust____
<b>ROW 12 ORGANIZATION HISTORY</b>	teachers are quick to share negative stories about this school____	"teachers asking for help" has traditionally been considered as a professional weakness____	some grades, departments, or teams consider their successes as separate from the whole school____	school leaders have established strong control over much of what goes on at school____	this school is known for celebrating everything____	at this school there is an understanding that school improvement is a continuous issue____
<b>TOTAL</b>	Column A:_____	Column B:_____	Column C:_____	Column D:_____	Column E:_____	Column F:_____