

SCHOOL CULTURE TYPOLOGY CONSENSUS WORKSHEET School: _____ 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.

ROW 1 STUDENT ACHIEVEMENT	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___
ROW 2 COLLEGIAL AWARENESS	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___
ROW 3 SHARED VALUES	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___
ROW 4 DECISION MAKING	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___
ROW 5 RISK-TAKING	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___
ROW 6 TRUST	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___
ROW 7 OPENNESS	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___
ROW 8 PARENT RELATIONS	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___
ROW 9 LEADERSHIP	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___
ROW 10 COMMUNICATION	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___
ROW 11 SOCIALIZATION	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___
ROW 12 ORGANIZATION HISTORY	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___
TOTAL	Column A: _____	Column B: _____	Column C: _____	Column D: _____	Column E: _____	Column F: _____