**School Culture Survey**



**D Directions:**

 Rate each norm/value on the following scale:

1 = Almost always characteristic of our school

2 = Generally characteristic of our school

3 = Seldom characteristic of our school

4 = Not characteristic

For each norm/value, please provide a recent illustrative example of how that norm is demonstrated through individual or organizational behavior.

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| **Norm/Value** | **Rating** | **Recent Illustrative Examples** |
| **Moral Purpose:** The school community is driven by a commitment to make a positive difference in the lives of students and their community. |  |  |
| **Professional Learning Community**: Commitment to examining practice with a focus on improving student achievement. |  |  |
| **Experimentation**: On-going professional development with an interest in trying new practices and evaluating the results. |  |  |
| **High Expectations:** A pervasive push for high standards-based performance for students and all staff, using multiple data sources to inform assessments and personnel processes. |  |  |
| **Public Service:** Staff understands that their role is to serve the community. Staff respects and honors community values, culture, and contributions. |  |  |

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| **Norm/Value** | **Rating** | **Recent Illustrative Examples** |
| **Trust and Confidence:** A pervasive feeling that people will do what’s right between and across groups. There is no “us v. them.” |  |  |
| **Support for Personal and Professional Growth:** Individual coaching and mentoring are pervasive. |  |  |
| **Tangible Support:** Financial and material assistance aligned to the goals determined within a cycle of continuous improvement. People have what they need to do their work. |  |  |
| **Reaching Out to the Knowledge Base:** Use of research, reading of professional journals, attending workshops. |  |  |
| **Appreciation and Recognition:** Acknowledgment of quality student and faculty work and effort. |  |  |
| **Caring, Celebration, Humor:** There is a sense of community with shared purpose and joy. Personal balance and health are values. |  |  |
| **Appreciation of Leadership:** Specifically, leadership provided by teachers, principals, and other professional staff. |  |  |

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| **Norm/Value** | **Rating** | **Recent Illustrative Examples** |
| **Clarity of Goals and Outcomes:** There is a coherentvision and action plan tied to measurable goals that members of the community can articulate and relate to their own work |  |  |
| **Protection of What’s Important:** School goals, priorities and core cultural values. |  |  |
| **Involvement of** **Stakeholders in Decision Making**: Those who will be affected by decisions are involved in making them; diverse points-of-view are included and honored. |  |  |
| **Traditions**: Rituals and events that celebrate and support core school and community values. |  |  |
| **Honest, Open** **Communication:** Teaching and learning is public practice with multiple opportunities for peer and administrative observation and feedback. Coaching and feedback are valued among all practitioners. |  |  |
| **Willingness to** **Confront the “Brutal Facts”:** A pervasive culture in which multiple data sources are used to expose student achievement gaps as well as gaps in instructional expertise, within the context of fostering “critical friendships.” |  |  |