



Supporting Your Vision Through Culture

June 26, 2014



Objectives

- Identify and describe the most important elements of my ideal school culture
- Develop a system for effectively evaluating culture in my school
- Communicate expectations about school culture to students, staff, and families

Rubric Connection

Add this in



Agenda



Setting a Vision for School Culture

Creating a School Culture Rubric

Managing School Culture

Setting Priorities for Year 1

Exit Ticket



KEY IDEAS

1. "A culture will evolve, whether you shape it or not." -- Nancy Euske, UC Berkeley
2. It's not enough to create an intentional culture; you also have to be able to check in on it formally and informally to evaluate progress and make adjustments

LEARNING CONNECTION

Bringing your five-year vision for instruction and culture to fruition requires communicating it effectively, designing systems and structures to support it, and ways to evaluate how it's going and how to fix what's going wrong.

Write-Pair-Share

Read the “future present” vision that you wrote at the start of the previous session. As you read, ask yourself, “**Does this present a thorough vision for school culture?**”

If so...

- **Underline or highlight the key words/phrases** that describe the culture you want to see in your school
- **Go further to describe the culture** you want to see in more detail, with more specificity, or in more areas of the school

If not... **Add it now!**



Connecting to Leverage Leadership

VISION

When I walk into classrooms, I see students who are happy to be learning and who are actively engaged in the work they're doing. There's no "sage on the stage" – teachers are supporting students' learning but not doing the thinking for them.

RELEVANT LEVELS

Culture

STUDENT CULTURE

Students are happy to learn because their work is challenging and engaging

STAFF CULTURE

Teachers clearly understand their role as classroom facilitator and believe this is how students learn best

LEADERSHIP TEAM

We conduct bi-weekly culture walkthroughs to assess classroom culture against our school culture rubric



Agenda

Setting a Vision for School Culture



Creating a School Culture Rubric

Managing School Culture

Setting Priorities for Year 1

Exit Ticket



Creating a School Culture Rubric

A school culture rubric **defines** what you want the culture of your school to look like and allows you to **evaluate** the state of your school culture.

- 1 Create a **tool to measure** your culture.
- 2 Create **systems to use** it.

 Discuss at your table: have you used a school culture rubric before? If so, how? If not, how might you imagine using one?



Creating a **School Culture Rubric**

Your School Culture Rubric should include:

- **Explicit expectations** for student and staff culture
- Important **systems and structures, routines, and practices**
- **Behaviors, feelings, and attitudes** you want to see
- What your culture looks like at **different stages of success**

Your rubric should be:

- **Concrete and specific**
- **Easy to use** to evaluate culture on a regular basis

NORTH STAR 2010-2011 SCHOOL CULTURE RUBRIC

Campus: _____ Date: _____

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
Leader Tone	<ul style="list-style-type: none"> Leaders are always upbeat, motivational, and inspiring. Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students Leaders are attentive to every detail in school and address those that are out of place immediately. Leaders carry themselves with confidence and authority so that students are keenly aware of their presence. 	<ul style="list-style-type: none"> Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery. Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students Leaders are attentive to most details in school and address those that are out of place quickly. Leaders carry themselves with confidence and authority so that students are aware of their presence. 	<ul style="list-style-type: none"> Leaders seem overwhelmed or aloof and only make occasional attempts at being motivated and inspiring Leaders narrate negative rather than positive behaviors. Leaders are inconsistent with recognizing details and/or addressing those quickly. Acts of student misbehavior occur within the presence of the principal. 	<ul style="list-style-type: none"> Leaders seem overwhelmed, aloof, and does not make occasional attempts at being motivated and inspiring. Leaders are mostly negative in their interactions with students and teachers Leaders do not recognize details and/or do not address those quickly. Acts of student misbehavior occur within the presence of the principal.
Breakfast	<ul style="list-style-type: none"> BB and breakfasts set out at 7:00 by custodian Teacher monitors are on time and are actively monitoring Room is silent 95% of students are doing Brain Breakfast or independent reading without reminder 100% of students are seated or moving with permission 90% of students have arrived 5 minutes prior to Circle Transition to Circle is quiet and quick HW collection system runs seamlessly and requires no management from school leaders Systems guarantee that students leave eating area clean 	<ul style="list-style-type: none"> BB and breakfasts set out at 7:00 by custodian Teacher monitors are on time and are mostly actively monitoring Room is silent 90% of students are doing Brain Breakfast or independent reading without reminder 90% of students are seated or moving with permission 85% of students have arrived 5minutes prior to Circle Transition to Circle is quiet and quick HW collection system runs seamlessly and requires no management from school leaders Systems guarantee that students leave eating area clean 	<ul style="list-style-type: none"> BB and breakfasts are not yet set out upon student arrival at 7:00 Teacher monitors are late and/or not actively monitoring Frequent reminders must be made to keep the room silent 80% of students are doing Brain Breakfast or independent reading without reminder A significant number of students are moving about the cafeteria without permission 80% of students have arrived 5minutes prior to Circle Transition to Circle is inefficient HW collection system requires management from school leaders Some students clean up in eating area, but cafeteria is left somewhat messy 	<ul style="list-style-type: none"> BB and breakfasts are not yet set out upon student arrival at 7:00 Teacher monitors are late and are not actively monitoring Frequent reminders must be made to keep the room silent Less than 80% of students are doing Brain Breakfast or independent reading without reminder A significant number of students are moving without permission Less than 80% of students have arrived 5 minutes prior to Circle Transition to Circle is inefficient requiring correction from teachers and school leaders HW collection system is not in place Cafeteria is left messy



NSA STAFF CULTURE RUBRIC – DRAFT

Self-Reflection	
Principal's Knowledge of Staff	<ul style="list-style-type: none"> <input type="checkbox"/> I know each teacher's closest colleague/confidante on staff <input type="checkbox"/> I know the most frustrating part of each teacher's day <input type="checkbox"/> I know how each teacher is currently feeling about his/her work <input type="checkbox"/> I know what motivates each teacher to do his/her job well <input type="checkbox"/> I have a reasonable degree of confidence in my sense of the state of staff morale and culture at my school <input type="checkbox"/> I have indicators/pulse points at my school that would tell me if I knew something was awry in terms of staff morale and culture <input type="checkbox"/> I have the ear of staff/coaches in the locker room <input type="checkbox"/> I know where the highest and lowest morale currently exists <input type="checkbox"/> I know any existing interpersonal issues that need to be monitored or addressed

Peer Feedback	
Leader Tone	<ul style="list-style-type: none"> <input type="checkbox"/> Leader is upbeat, motivational, and inspiring <input type="checkbox"/> Leader narrates positive student behaviors <input type="checkbox"/> Leader is present throughout the school <input type="checkbox"/> Leader celebrates real and meaningful progress and results, large or small <input type="checkbox"/> Principal inspires, empowers, respects, and invests in teachers

Culture Rubric for Harvest Collegiate High School

Draft 1/14/14

We are a community committed to developing habits of mind and heart as well as the following Core Values in conjunction with our Habits of Heart and Mind (essential skills that all classes teach). We define strong proficiency (3) in our school culture as:

Commitment to Peace	Belonging	<ul style="list-style-type: none"> ▪ Advisory provides a sense of home and connection for every student ▪ Elder students are formal and informal models, mentors and “buddies” to newer students ▪ Average student-teacher academic ratios of 90:1 (18:1 in Advisory) allow for personalization ▪ Incoming family meetings with Principal and Advisor involve over 80% of families
	Norms of Mutual Respect and Decency	<ul style="list-style-type: none"> ▪ Core values and Habits of Mind and Heart can be named and explained/described by all students ▪ Discourse, dialogue and language (tone) among all community members is consistently respectful ▪ Fewer than 10% of students repeat level I or II incidences on JumpRope ▪ Orientation experience and literature warmly welcomes, inspires spirit and participation, and clarifies routines and expectations
	Communication & approaches to Conflict	<ul style="list-style-type: none"> ▪ Discussion, with follow-up action plans when appropriate, is our primary means of solving problems ▪ Growth in Habit of Perspective ▪ We narrate the positive to learn what works well; we name what needs to be improved ▪ Students are aware of pathways to resolve conflict peacefully, including relevant staff and peer mediators (can include ONFR)ⁱ



Discuss: What Resonates? What Doesn't?

When you look at the North Star and Harvest Collegiate rubrics:

- What resonates with you? What doesn't?
- What do these rubrics allow the school to do well?
- What are the limitations of this type of rubric?
- How do these rubrics influence what you want your school culture rubric(s) to look like?



Remember: your rubric needs to be something that you can **easily use to evaluate** school culture on a regular basis



Work Time: Creating a **School Culture Rubric**

Your School Culture Rubric should include:

- **Explicit expectations** for student and staff culture
- Important **systems and structures, routines, and practices**
- **Behaviors, feelings, and attitudes** you want to see
- What your culture looks like at **different stages of success**

Your rubric should be:

- **Concrete and specific**
- **Easy to use** to evaluate culture on a regular basis



Agenda

Setting a Vision for School Culture

Creating a School Culture Rubric



Managing School Culture

Setting Priorities for Year 1

Exit Ticket



For every aspect of your school culture, you'll need people and systems to manage it... when it's going well and when it's not.

Ask yourself:

- Who's in charge of implementation and quality control?
- Where will you look for evidence of effectiveness?
- How will you know when it's not working?
- What's your response when there's a breach...
 - ...to kids?
 - ...to your staff?
 - ...to families?



Culture System

What is it?

What is the purpose of this system in your school? What does it hope to accomplish?

How does it work?

When and how does this system get implemented? What does it look like in action?

Who manages and supports it?

Who is in charge of planning and leading this system? Who helps make sure it's going well? Who can teachers/staff call on if they need help?

What happens when things go wrong?

How will you respond to breaches? How do you expect your staff to respond? What policies and procedures are in place to support responses to breaches in this system?



Nuts and Bolts: A Handbook for Culture (Example)

Advisory

What is it?

At Sunshine Middle School, small group Advisories (9:1 student-teacher ratios) ensure that all students are known well by an adult and that students' individual social-emotional needs are met.

How does it work?

Advisory meets three afternoons a week. Every Monday is a class meeting; Tuesdays are individual student check-ins; and Fridays are devoted to team-building and school spirit activities.

Who manages and supports it?

All teachers at Sunshine Middle are advisors, and curriculum is collaboratively planned in grade teams under the leadership of our AP of Guidance and with the support of our guidance team.

What happens when things go wrong?

Once a week, the guidance team conducts Advisory walkthroughs and provides advisors with feedback and action steps to improve according to the "Advisory" category in our culture rubric.

Exemplar: UP Academy Culture Playbook

	<p>turning one's whole body to make eye contact - is a way that students show respect to others and how they demonstrate that they are paying attention and are engaged.</p>		<p>and other silent cues to remind students to track the speaker.</p> <p>A best practice is to remind students by saying "Track person X" whenever person X is called on.</p>
Snapping	<p>Snapping is a positive way that students can demonstrate their engagement in class, their support of a peer or teacher, or their agreement with a correct answer that is given in class.</p> <p>Why: Instead of clapping, which can limit students' ability to hear what others are saying, students are encouraged to snap to show their agreement or</p>	<p>Students should generally be allowed to snap in this manner of their own accord, as long as it does not cause a disruption to class. Students should never snap to reinforce negative behaviors from other students. If a student is found snapping at an inappropriate time, behavior should be immediately address and issued a demerit</p>	<p>In general, snapping is not an effective tool to check-for-understanding, as it is difficult to localize the sound and measure the volume.</p>



Agenda

Setting a Vision for School Culture

Creating a School Culture Rubric

Managing School Culture



Setting Priorities for Year 1

Exit Ticket



Setting Priorities for Year 1

KEYS TO FINDING THE TIME FOR QUALITY SCHOOL LEADERSHIP

1. Lock in your weekly schedule.
2. Defend your time from distractions.
3. Manage your daily and monthly tasks.

At the end of Year 1, what have you accomplished for each lever? What does it look like? Assume:

- *Every teacher in the building is observed every week.*
- *Every teacher is getting feedback every week.*
- *Every teacher is getting explicit support on his or her lesson plans via the weekly check-in.*
- *Staff are regularly receiving high-quality professional development.*
- *Interim assessments are substantively and deeply analyzed.*
- *You or another leader is present to drive student culture at key moments of the day.*



Setting Priorities for Year 1: Example

- 1 All teachers will use data from CFUs to make instructional decisions.
- 2 All teachers will receive weekly feedback on their use of CFUs.
- 3 All teachers will use a common lesson template that scripts CFUs.
- 4 All teachers will have had at least 9 hrs of PD on using CFU data
- 5 Our student attendance rate will be 90% for the year.
- 6 100% of effective/highly effective teachers will come back next year.
- 7 An ILT will exist and will have developed a plan for SY15-16 priorities.



Agenda

Setting a Vision for School Culture

Creating a School Culture Rubric

Managing School Culture

Setting Priorities for Year 1



Exit Ticket



Exit Ticket

What are your next steps to turn your five-year vision into reality? Add additional items to the list you created in the previous session; remember, these are things you need to accomplish this summer to advance your vision.