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## Powerful Learning Network | Session 2

*Rewiring School Culture*



**Collaborative. Impactful. Student-Centered.**





**Session 2 | Learning Packet  
September/October 2024**

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**Agenda:**

- 9:00 The Gathering Lab/Networking
- 9:30 Safe, Supportive, and Collaborative Schools HRS Level 1
- 10:00 Defining Culture
- 10:40 Generational Differences in The Workplace and Culture
- 11:00 School Culture Typology Activity
- 11:30 Lunch/Networking
- 12:15 Collecting and Analyzing School Culture Data
- 1:00 Reflection and Practice
- 1:30 Leadership Matters
- 2:30 - 3:00 Wrap-up and Team Planning

Meeting Resources

A circular QR code with a red silhouette of Alabama and the text "A+" in the center. The QR code is surrounded by a grey border. At the bottom of the QR code, the text "FLOWCODE" and "PRIVACY.FLOWCODE.COM" is visible.

<https://bit.ly/PLN24-25>

**Directions:** Please review the Essential Questions, Learning Goals, and Success Criteria below. Select one or two that are most important for you during today's session. At the end of the day, you will complete the post self-assessment of your learning.

Essential Questions	Learning Goals	Success Criteria	Post Self-Assessment
<p>What is school culture and why is it important?</p>	<p>1. Participate in collaborative, network-building activities and protocols <b>so that</b> we can learn from others and transfer our learning.</p>	<p>1.1 Can I network with others to extend and apply my learning around school culture?</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet</p>
<p>1. Why is it that some schools embrace new ideas whereas others consider them distractions?</p> <p>2. Why do some teachers roll up their sleeves, and others roll their eyes?</p> <p>3. More important, is there anything we can do to address these differences?</p>	<p>2. Discuss definitions and types of school cultures <b>so that</b> we can better understand the type of culture that we currently have and determine the culture that we need.</p>	<p>2.1 Can I define school culture? 2.2 Can I determine what type of school culture that we currently have? 2.3 Can I discuss elements of strong, collaborative school cultures?</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet</p>
	<p>3. Review the HRS indicators for Safe, Supportive, Collaborative Cultures <b>so that</b> we can make accurate projections about our current reality.</p>	<p>3.1 Can I rate my classroom, school, or district on the HRS indicators for Safe, Supportive, and Collaborative Schools?</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet</p>
	<p>4. Explore how generational differences have an impact on school culture <b>so that</b> we can better collaborate to create a better learning environment.</p>	<p>4.1 Can I discuss some of the character traits of different generations and how these might affect school culture?</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet</p>
	<p>5. Plan for collecting data, transferring learning, and creating an implementation plan <b>so that</b> we can improve school culture.</p>	<p>5.1 Can I plan for collecting culture data, learning transfer, and implementing the learning to increase outcomes for students and staff?</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet</p>

## Reflections from the High Reliability Schools Model

Directions: Use the table below to assess where your classroom, school, or district currently stands on the eight indicators for HRS Level 1: Safe, Supportive, and Collaborative Culture

- Independently rank each indicator (**3 minutes**).
- Discuss your rankings with an elbow partner (**3 minutes**).
- Share your highlights and rankings with your team using a timed round robin share (**6 total minutes**). Take notes on what you hear from your colleagues.
- As a team, decide on the two most important aspects/concepts based on what was heard (**3 minutes**).

Leading Indicators	Ranking 1 (low) 5 (high)
1. The faculty and staff perceive the school environment as safe, supportive, and orderly.	1 2 3 4 5
2. Students, parents, and the community perceive the school environment as safe, supportive, and orderly.	1 2 3 4 5
3. Teachers have formal roles in the decision-making process regarding school initiatives.	1 2 3 4 5
4. Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	1 2 3 4 5
5. Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	1 2 3 4 5
6. Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	1 2 3 4 5
7. The school acknowledges the success of the whole school as well as individuals within the school.	1 2 3 4 5
8. The school manages its fiscal, operational, and technological resources in a way that directly supports teachers.	1 2 3 4 5

Major take-aways from your discussion:

## PLN Session 2 (1<sup>st</sup> Live Session)

### Key Concept: Define Culture (40 minutes)

Protocol: RAN chart and shapes to “Shape a Culture”

RAN stands for Reading and Analyzing Nonfiction Text

When teaching with a RAN chart, you’ll start the same as with a KWL, but the difference is that RAN charts specify what students **THINK** they know. That’s it in the beginning. Then you begin teaching the unit. As students learn throughout the unit, they can move *what they thought they knew* to either *confirmed* or *misconceptions*.

\*\* We will add the “SHAPE” strategy to the RAN chart. Each shape has a prompt to drive each area of learning.

#### I. Introduction (9 minutes): What is Culture?

- A. 3 minutes... Participants will **individually** complete the first column of the RAN chart... “What I Think I Know”
- B. 6 minutes... Participants will **talk with their table** about what they recorded in this section.

#### II. Explore (21 minutes): How the Experts Define Culture (pages 5-7)

- A. 3 minutes... Participants will **individually** read/review pages 5-7 in the book. Talk to the text.
- B. 6 minutes... Each participant will choose 1 of the culture descriptors on page 6 which they best relate to “culture.” Share thoughts/ideas with justifications with the **table group**. Can record ideas heard on RAN chart under “What I Learned”
- C. 3 minutes... Participants will have time to **individually** reflect on RAN chart and add thoughts and ideas to “What I Learned”
- D. 6 minutes... Participants will **independently** add “Not Quite” and “What I Am Still Curious About”... 3 minutes to think and write and 3 minutes to **table share** (30 seconds per person)
- E. 3 minutes for “Confirmations” to solidify thoughts about “What Is Culture.”

#### III. Implementation: Role Alike/Networking (10 minutes)

- A. Participants will move into **role-alike groups** (groups of no more than 4) to discuss how these ideas of culture affect their role within the school and how their role affects culture within a school.

Name: \_\_\_\_\_

# RAN Chart



What I THINK  
I know

Confirmed!

Not Quite!

What I  
Learned

What I am  
Still Curious  
About

Use the information below to select your “corner.” Once there, discuss the questions below:

## TRADITIONALISTS

Born: 1925 – 1945

Dependable | Straightforward | Tactful | Loyal

**Shaped by:**

The Great Depression, World War II, radio, and movies

**Motivated by:**

Respect, recognition, providing long-term value to the company

**Communication style:**

Personal touch, handwritten notes instead of email

**Worldview:**

Obedience over individualism; age equals seniority; advancing through the hierarchy



## BABY BOOMERS

Born: 1946 – 1964

Optimistic | Competitive | Workaholic | Team-Oriented

**Shaped by:**

Vietnam War, Civil Rights Movement, Watergate

**Motivated by:**

Company loyalty, teamwork, duty

**Communication style:**

Whatever is most efficient, including phone calls and face-to-face

**Worldview:**

Achievement comes after paying one's dues; sacrifice for success



Baby Boomers who expect to or already are working past age 70 or do not plan to retire<sup>1</sup>

10,000

Baby Boomers reach retirement age every day<sup>2</sup>



## GENERATION X

Born: 1965 – 1980

Flexible | Informal | Skeptical | Independent

**Shaped by:**

The AIDS epidemic, the fall of the Berlin Wall, the dot-com boom

**Motivated by:**

Diversity, work-life balance, their personal-professional interests rather than the company's interests

**Communication style:**

Whatever is most efficient, including phone calls and face-to-face

**Worldview:**

Favoring diversity; quick to move on if their employer fails to meet their needs; resistant to change at work if it affects their personal lives



Startup founders who are Gen Xers—the highest percentage<sup>3</sup>

**BY 2028**

Gen Xers will outnumber Baby Boomers<sup>4</sup>

## MILLENNIALS

Born: 1981 – 2000

Competitive | Civic- and Open-Minded | Achievement-Oriented

**Shaped by:**

Columbine, 9/11, the internet

**Motivated by:**

Responsibility, the quality of their manager, unique work experiences

**Communication style:**

IMs, texts, and email

**Worldview:**

Seeking challenge, growth, and development; a fun work life and work-life balance; likely to leave an organization if they don't like change



Percentage of global workforce to be made up of Millennials by 2025<sup>5</sup>

18% men

12% women

Millennials ages 25–34 living at home with their parents<sup>6</sup>



## GENERATION Z

Born: 2001 – 2020

Global | Entrepreneurial | Progressive | Less Focused

**Shaped by:**

Life after 9/11, the Great Recession, access to technology from a young age

**Motivated by:**

Diversity, personalization, individuality, creativity

**Communication style:**

Social media, texts, IMs

**Worldview:**

Self-identify as digital device addicts; value independence and individuality; prefer to work with Millennial managers, innovative coworkers, and new technologies



Gen Zers who want to work at companies where they can learn skills to “advance their careers”<sup>7</sup>



Gen Zers who believe government and employers should subsidize, pay full tuition or provide direct training for students.<sup>8</sup>

1. What do we currently think is the generational make-up of our school/district?
2. How might these differences show up in the workplace?
3. How can we better understand these differences to build more positive school culture

# Generation Descriptors

## Traditionalists

Born: 1925–1945 - Dependable, straightforward, tactful, loyal

Shaped by: The Great Depression, World War II, radio, and movies

Motivated by: Respect, recognition, providing long-term value to the company

Communication style: Personal touch, handwritten notes instead of email

Worldview: Obedience over individualism; age equals seniority; advancing through the hierarchy

## Baby Boomers

Born: 1946–1964 - Optimistic, competitive, workaholic, team-oriented

Shaped by: The Vietnam War, civil rights movement, Watergate

Motivated by: Company loyalty, teamwork, duty

Communication style: Whatever is most efficient, including phone calls and face-to-face

Worldview: Achievement comes after paying one's dues; sacrifice for success

Additional Description: Baby Boomer generation have long been known for their strong work ethic and goal-centric tendencies. They tend to be hardworking and value face-to-face interaction. As part of their jobs, they might have to use skills and technology that were introduced well into their professional careers (e.g., computers).

Baby Boomers like the opportunity to work on exciting, high-impact projects that might alter the company's future or impact society. Face-to-face communication can help them build relationships with team members, regardless of their age. Baby Boomers take pride in their work and derive rewards from recognition for their contributions to the organization. Recognition might include:

- Public acknowledgment, professional development
- Opportunities to prove themselves
- "Special" perks: office, title, parking spot, etc.
- Retirement benefits: phased retirement, part-time schedules, consulting opportunities, retirement/financial counseling

Baby Boomers want to be recognized for their experience and skills. They are often a great source of knowledge about their profession and they appreciate the chance to share their expertise. Managers should look to leverage these traits and encourage Baby Boomers to mentor younger employees. As many members of this generation are nearing retirement, they appreciate flexible work policies. Many experienced staff members will consider staying on the job longer if they're offered reduced schedules, the option of working from home, or alternate hours.

Stats: 49% of Baby Boomers expect to or already are working past age 70 or do not plan to retire, AND 10,000 Baby Boomers reach retirement age every day

## Generation X

Born: 1965–1980 - Flexible, informal, skeptical, independent

Shaped by: The AIDs epidemic, the fall of the Berlin Wall, the dot-com boom

Motivated by: Diversity, work-life balance, their personal-professional interests rather than the company's interests

Communication style: Whatever is most efficient, including phone calls and face-to-face

Worldview: Favoring diversity; quick to move on if their employer fails to meet their needs; resistant to change at work if it affects their personal lives

Additional Description: Gen Xers are comfortable using technology and online recruitment and hiring tools, but they're also comfortable with face-to-face interactions. The very act of working together as a team is not always easy for people of different generations. Teams consisting primarily of Baby Boomers and Millennials will likely be team-oriented and collaborative when addressing project issues. Gen X might be reluctant to participate and sacrifice their independence, but you could ask Gen X team members to do some research independently and report back to the team. Gen Xers tend to look at a job as more of a contract; they apply more practicality to the rewards. They expect fair compensation and the opportunity to earn extra money for extra work. They seek opportunities to build skills and credentials that will help position them for the future.

They value time off, which provides the balance they desire. Recognition might include:

- Cash and non-cash awards, professional development
- Work/life balance: time off, flex time, telecommuting
- Convenience benefits: child and elder care, tuition reimbursement, freedom to do the job their way
- New challenges

While at work, members of this generation may prefer an environment with a more individual emphasis. They might prefer flexibility to manage their workload and greater physical and psychological space. After Gen Xers spent years commuting to an office daily, many adapted well to remote work during the pandemic. As this generation transitions from parenting to a role as a possible caregiver, they may place a greater value on job flexibility. Gen Xers are well into their careers and have the experience that managers should value; plus, they prefer less supervision and greater autonomy when completing job responsibilities. Members of this generation might also desire a schedule that allows them to achieve a healthy work/life balance. Gen Xers raising their families might be concerned with healthcare coverage, flexible work arrangements, on-site daycare, and other perks that support a healthy work/life balance.

Stats: 55% of startup founders are Gen Xers — the highest percentage  
**By 2028, Gen Xers will outnumber Baby Boomers**

## Millennials

Born: 1981–2000 - Competitive, civic- and open-minded, achievement-oriented

Shaped by: Columbine, 9/11, the internet

Motivated by: Responsibility, the quality of their manager, unique work experiences

Communication style: IMs, texts, and email

Worldview: Seeking challenge, growth, and development; a fun work life and work-life balance; likely to leave an organization if they don't like change

Additional Description: They grew up in an internet-revolutionized society and are more comfortable communicating digitally than previous generations. In the workplace, members of this generation might prefer to send instant messages, emails, or texts rather than walk across the room to chat with someone, if only for efficiency purposes. However, they value feedback from managers and often seek advice from those they consider mentors. For Millennials, it's all about creating a fun work environment. Assign Millennials to collaborative work teams. This, along with a good working relationship with the manager and being asked to provide input when making decisions, motivates them. It's important for them to feel that their work is meaningful and is making an impact. Part of keeping things fun includes making sure there is enough time for fun after the workday is over. 85% of surveyed Millennial workers feel it's extremely important for their workplace to encourage work-life balance. Millennials welcome feedback and prefer to be evaluated on a regular basis. This encourages their self-assuredness and "can-do" attitude. Millennials tend to favor training and gaining skills that look great on a resume – they're often thinking about the future. It's also important to listen to their ideas and opinions. They are used to being heard by their parents and, therefore, expect it from their manager, as well. For Millennials, fun and stimulation are the operative words regarding rewards. Employers who embrace these have been able to maintain lower turnover rates and higher productivity. Millennials know they have to work and will do so more effectively if they are having fun and feel some control over their environment. Recognition might include:

- Cash and non-cash awards: specifically, gift cards, meals, event tickets, professional development
- Work/life balance: time off, flex time, telecommuting
- Freedom to do the job their way, opportunities for internal growth, social networking, community involvement
- Fun at work

Millennials care about performance quality and judge their managers by the content of their work. Likewise, this group often seeks recognition for their results and not necessarily for the hours in the office. A recent survey found that 66% of Millennial employees place importance on receiving recognition and respect. When communicating about work with Millennials, managers should take a transparent and honest approach, inviting questions from employees.

Stats: 75% percent of the global workforce will be made up of Millennials by 2025  
18% of Millennial men ages 25–34 live at home with their parents  
12% of Millennial women ages 25–34 live at home with their parents

## **Generation Z**

Born: 2001–2020 - Global, entrepreneurial, progressive, less focused

Shaped by: Life after 9/11, the Great Recession, access to technology from a young age

Motivated by: Diversity, personalization, individuality, creativity

Communication style: Social media, texts, IMs

Worldview: Self-identifying as digital device addicts; valuing independence and individuality; prefer to work with Millennial managers, innovative coworkers, and new technologies

Raised as digital natives, they might view smartphones and other devices as essential. Compared to previous generations, they can be more focused on the essence of a person — funny, witty, smart — versus issues such as race or ethnicity, largely due to how technology has shaped their relationships.

Additional Description: They look for somewhat stable opportunities and tend to stay with the same company for two to four years before making a move. While at work, they might prefer flexibility in how they work and the opportunity to add input on process improvements. They might also prefer flexible work hours and access to innovative tools and technologies that will help increase productivity and remote work. They may also seek out environments that prioritize social responsibility and diversity. Participation in highly collaborative management relationships is an earmark for this generation. These employees look for management to establish a strong overall mission, clear expectations, regular constructive feedback, and set an example to help them learn and grow. When developing management policies for this generation, companies should focus on attracting the right talent, investing in their development, and creating mentoring, coaching, and learning opportunities with senior staff.

Stats: 67% of Gen Zers want to work at companies where they can learn skills to advance their careers AND 80% of Gen Zers believe government and employers should subsidize, pay full tuition, or provide direct training for students

## **GENERATION ALPHA : Today's students**

- Generation Alpha engages and evolve with diverse AI technologies.
- Generation Alpha navigates digital literacy as a logical outcome of the substantial information and communication technology development.
- Generation Alpha is influenced by Generation X and Generation Y parents; they are shaped by their parents' perspectives.
- Generation Alpha potentially has a globally-minded.
- Generation Alpha is diverse and inclusive.
- Generation Alpha tends to be environmentally conscious.
- Generation Alpha tends to be more independent.
- Generation Alpha applies a whole new learning ability.
- Mental health champions
- Entrepreneurs and creative wizards

**School Culture Typology Activity: Please circle one culture type for each of the 12 aspects of school culture.**

Figure 5.1; p. 67

12 Aspects of School Culture	Toxic	Balkanized	Fragmented	Contrived-Collegial	Comfortable-Collaborative	Collaborative
<b>Student Achievement</b>	Many teachers believe that if students fail, it is the students' fault.	Most teacher discussions related to student achievement are restricted to within departments, cliques, or close friends.	Teachers usually do not discuss issues related to student achievement.	Teachers are given time to discuss student achievement and are expected to use it for that purpose.	Teachers are given time to discuss student achievement but spend most of this time giving one another advice.	Teachers are given time to discuss student achievement and spend this time critically analyzing one another's practice.
<b>Collegial Awareness</b>	Many teachers do not care about the effectiveness of other teachers.	Most teachers are aware of only what their friends in the school are teaching.	Most of the teachers are unaware of what other teachers are teaching.	School leaders expect teachers to know what their colleagues are teaching.	Teachers occasionally observe and discuss what their colleagues are teaching.	Teachers seek out opportunities to observe and discuss what other teachers are teaching.
<b>Shared Values</b>	Values that many teachers share don't fit students' needs.	There are small groups of teachers who share educational values.	There is not much agreement among teachers concerning educational values.	School leaders provide teachers with a list of school values.	Teachers generally agree on educational values.	Teachers strongly agree on educational values.
<b>Decision Making</b>	Decisions are easily made because many teachers don't care what happens.	There are small groups of teachers who attempt to control all decisions concerning students.	Teachers are usually not interested in participating in decisions that concern students.	School leaders expect teachers to participate in all decisions concerning students.	Teachers occasionally show an interest in decisions concerning students.	Teachers are expected to participate in decisions concerning students.

	<b>Toxic</b>	<b>Balkanized</b>	<b>Fragmented</b>	<b>Contrived-Collegial</b>	<b>Comfortable-Collaborative</b>	<b>Collaborative</b>
<b>Risk Taking</b>	Many teachers protect their teaching styles from “innovation.”	Innovations are usually initiated within a single grade or department.	Most teachers typically do not experiment with new ideas.	School leaders mandate that teachers try new ideas.	Teachers occasionally like to experiment with new ideas.	Teachers are constantly looking for new ideas.
<b>Trust</b>	Teachers talk behind their colleagues’ backs.	There are teachers who only trust certain colleagues.	Trust among teachers is not considered necessary.	Teachers are placed in situations where they are required to trust each other.	Trust among teachers is assumed and not considered a critical issue.	There is a strong interdependence among teachers.
<b>Openness</b>	Teachers who are committed to students and to learning are subject to criticism.	Teachers usually keep their opinions about instruction among friends.	Teachers usually are not interested in suggestions concerning instruction made by other teachers.	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 their colleagues’ opinions concerning instruction.
<b>Parent Relations</b>	Many teachers avoid parents whenever possible.	There are cliques of teachers that parents perceive as superior to others.	Teachers would rather not have parents’ input regarding instructional practice.	School leaders require teachers to be in contact with parents regularly.	Most teachers are comfortable when parents want to be involved in instructional practices.	Teachers aggressively seek the involvement of parents in classroom instruction.
<b>Leadership</b>	School leaders are seen as obstacles to growth and development.	School leaders frequently visit or praise the same teachers.	School leaders are not very visible in the school.	School leaders monitor teacher collaboration.	School leaders encourage teachers to give each other advice without being critical.	School leaders challenge ineffective teaching and encourage teachers to do the same.

	<b>Toxic</b>	<b>Balkanized</b>	<b>Fragmented</b>	<b>Contrived-Collegial</b>	<b>Comfortable-Collaborative</b>	<b>Collaborative</b>
<b>Communication</b>	School policies seem to inhibit teachers' abilities to discuss student achievement.	It is difficult to have productive dialogue with certain groups of teachers.	Communication among teachers is not considered important.	Communication is dominated by top-down mandates.	Warm and fuzzy conversations permeate the school.	Any teacher can talk to any other teacher about teaching practice.
<b>Socialization</b>	New teachers are quickly indoctrinated by negative staff members.	New teachers are informally labeled, then typecast as belonging to certain teacher cliques.	Teachers quickly learn that the school has an "every man for himself" culture.	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 for helping new teachers adjust.
<b>Organization History</b>	Teachers are quick to share negative stories about the school.	Some grades, departments, or teams consider their successes separate from the whole school.	"Teachers asking for help" has traditionally been considered a professional weakness.	School leaders have established strong control over much of what goes on at school.	The school is known for its constant celebrations.	There is an understanding that school improvement is a continuous issue.
<b>Total</b>	___/12	___/12	___/12	___/12	___/12	___/12

**Reflection:**

Which school culture type emerged with the most aspects selected?

What information from this activity is most useful to you?

What is one action step that you can take and transfer from this activity?

## School Culture Survey

Fig. 7.1 p. 89

<b>Directions: Please indicate the degree to which each statement describes conditions in your school using the following scale:</b>					
<b>1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Teachers utilize professional networks to obtain information and resources for classroom instruction.					
2. Leaders value teachers' ideas.					
3. Teachers have opportunities for dialogue and planning across grades and subjects.					
4. Teachers trust each other.					
5. Teachers support the mission of the school.					
6. Teachers and parents have common expectations for student performance.					
7. Leaders in the school trust the professional judgments of teachers.					
8. Teachers spend considerable time planning together.					
9. Teachers regularly seek ideas from seminars, colleagues, and conferences.					
10. Teachers are willing to help out whenever there is a problem.					
11. Leaders take time to praise teachers who perform well.					
12. The school mission provides a clear sense of direction for teachers.					
13. Parents trust teachers' professional judgments.					
14. Teachers are involved in the decision-making process.					
15. Teachers take time to observe each other teaching.					
16. Professional development is valued by the faculty.					
17. Teachers' ideas are valued by other teachers.					
18. Leaders in the school facilitate teachers working together.					
19. Teachers understand the mission of the school.					
20. Teachers are kept informed on current issues in the school.					

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree	1	2	3	4	5
21. Teachers and parents communicate frequently about student performance.					
22. Teacher involvement in policy or decision-making is taken seriously.					
23. Teachers are generally aware of what other teachers are teaching.					
24. Teachers maintain a current knowledge base about the learning process.					
25. Teachers work cooperatively in groups.					
26. Teachers are rewarded for experimenting with new ideas and techniques.					
27. The school's mission statement reflects the values of the community.					
28. Leaders support risk-taking and innovation in teaching.					
29. Teachers work together to develop and evaluate programs and projects.					
30. The faculty values school improvement.					
31. Teaching performance reflects the mission of the school.					
32. Administrators protect instruction and planning time.					
33. Disagreements over instructional practice are voiced openly and discussed.					
34. Teachers are encouraged to share ideas.					
35. Students generally accept responsibility for their schooling, for example, by being mentally engaged in class and completing homework assignments.					

**Reflection:**

1. What do you think about these questions for measuring school culture?
2. How might you ensure the most valid measures from this survey?
3. How can you use survey results to outline action steps for your implementation plan?

## Action Plan Template

Use the template below to plan throughout the day. How will you transfer your learning? How will you collect data? How will you determine your culture goals?

**Goal / Expected Outcomes:**

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
<i>What Will Be Done?</i>	<i>Who Will Do It?</i>	<i>By When?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>





# OUR MISSION

Driven by our relentless belief in every child, we partner with educators, communities, and policymakers to expand access to a high-quality education so that every student can thrive.

# OUR VISION

A world-class education for every Alabama student, regardless of circumstance.

# OUR THEME

The 2024-2025 theme for both the A+ Best Practices Center and A+ College Ready is "SOAR, Destination Excellence"  
We are excited to learn together this year!