

**Fig 5.1 School Culture Typology Activity**

	TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
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 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
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	___ 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
SHARED VALUES	___ Values that many teachers share don't fit students' needs	___ There is not much agreement among teachers concerning educational values	___ There are small groups of teachers who share educational values	___ School leaders provide teachers with a list of school values	___ Teachers generally agree on educational values	___ Teachers strongly agree on educational values
DECISION MAKING	___ Decisions are easily made because many teachers don't care what happens	___ Teachers are usually not interested in participating in decisions that concern students	___ There are small groups of teachers who attempt to control all decisions concerning students	___ School leaders expect teachers to participate in all decisions concerning students	___ Teachers occasionally show an interest in decisions made concerning students	___ Teachers are expected to participate in decisions concerning students
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RISK TAKING	___ Many teachers protect their teaching styles from "innovation"	___ Most teachers typically do not experiment with new ideas	___ Innovations are usually initiated within a single grade or department	___ School leaders mandate that teachers try new ideas	___ Teachers occasionally like to experiment with new ideas	___ Teachers are constantly looking for new ideas
TRUST	___ Teachers talk behind their colleagues' backs	___ Trust among teachers is not considered necessary	___ There are teachers who only trust certain colleagues	___ Teachers are placed in situations where they are required to trust each other	___ Trust among teachers is assumed and not a critical issue	___ There is strong interdependence among teachers
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 about 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 their colleagues' opinions concerning instruction
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 superior to others	___ 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

LEADERSHIP	___ School leaders are seen as obstacles to growth and development	___ School leaders are not very visible in the school	___ School leaders frequently visit or praise the same teachers	___ School leaders monitor 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
COMMUNICATION	___ School policies seem to inhibit teachers' abilities to discuss student achievement	___ Communication among teachers is not considered important	___ It is difficult to have productive dialogue with certain groups of teachers	___ 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
SOCIALIZATION	___ New teachers are quickly indoctrinated by negative staff members	___ Teachers quickly learn that the school has an "every man for himself" culture	___ New teachers are informally labeled, then typecast as belonging to 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 for helping new teachers adjust
ORGANIZATION HISTORY	___ Teachers are quick to share negative stories about the school	___ "Teachers asking for help" has traditionally been considered 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	___ The school is known for its constant celebrations	___ There is an understanding that school improvement is a continuous issue
TOTAL:	Column A: _____	Column B: _____	Column C: _____	Column D: _____	Column E: _____	Column F: _____