

Figure 1.9: Continuum of Practice for School Culture

Knowledge and Practice	Level of Use or Implementation			
	Limited	Emerging	Established	Strategic
Schoolwide foundations	<p>The school has not collaboratively established its foundational elements.</p> <p>Teaching, rather than learning, is the focus.</p> <p>Decisions, allocations of resources, and actions are not tied to the school's mission and vision.</p>	<p>Members of the school community can articulate the school's mission and vision but haven't yet translated them into actions; collective commitments aren't yet in place.</p>	<p>The school's mission is clear and embraced by all members of the school community, and the school's vision reflects the mindset of all students learning at high levels.</p> <p>Members of the school embrace the notions of collaboration, an unwavering focus on learning, and seeking continuous improvement in results.</p>	<p>Educators are beginning to ask questions, dig deeper into issues surrounding school culture, and innovate in alignment with their school's mission and vision and to close any gaps or challenges with equity. The school continues to focus on improving the culture to ensure engagement of the larger school community.</p>
Team culture and mindset	<p>Teachers are primarily working in isolation or limit their collaboration to sharing of teaching tools and activities. Staff members do not express a sense of urgency to address the needs of students who are struggling or may only be concerned with their own students.</p>	<p>Teachers have been formed into collaborative teams and are beginning to focus on student learning. Teams are beginning to have a sense of urgency and mindset to address the needs of all learners but may not feel empowered to make a difference yet.</p>	<p>Collaborative teams keep student learning as the focus of their meetings. They recognize that by improving their practices, they also improve learning outcomes for their students. Teams hold the mindset that they will work to impact the learning of all students and that they will collectively take responsibility for providing support when needed.</p>	<p>Teams not only use their collaborative work to ensure student learning but they are continually challenging themselves to impact the entire school system, making vertical connections and committing to explore new practices in order to tackle challenges in student learning.</p>
Celebrations and recognition aligned with mission	<p>Celebrations are not fully in alignment with the school's mission.</p>	<p>The school is beginning to examine its practices and focus on celebrations.</p>	<p>There is an intentional and balanced feel to celebrations, with clear reflection of the school's mission.</p>	<p>The staff actively and creatively seek opportunities to celebrate actions and results aligned with the school's mission.</p>