

Tool: School culture and induction assessment

Part I. □ Answer or respond to the following questions and statements. □

Faculty Characteristics

- What is the average number of years teaching in this school?
- What proportion of our teachers are veteran?
- What proportion of our teachers are at the beginning of their careers?
- How many veteran teachers have or currently do serve as official mentors for beginning teachers?
- What proportion of the veteran teachers does this comprise?

Circle the response that best reflects your sense of, belief about or knowledge of the statement.

Part II. Circle the best answer.

Teachers share ideas and materials with each other.	Never	Sometimes	Often	Very Often
Teachers observe each other teach.	Never	Sometimes	Often	Very Often
Teachers work together to develop and improve the curriculum.	Never	Sometimes	Often	Very Often
Teachers look at student work and analyze student learning together.	Never	Sometimes	Often	Very Often
Opportunities for teachers to work together are structured into the school day.	Never	Sometimes	Often	Very Often
Experienced teachers share their expertise through leading in-school workshops and/or in-services.	Never	Sometimes	Often	Very Often
The principal visits teachers' classrooms and provides feedback that facilitates teacher learning.	Never	Sometimes	Often	Very Often
The principal's interactions with teachers focus on improving teaching and learning.	Never	Sometimes	Often	Very Often
Beginning teachers seek and receive assistance from several experienced teachers.	Never	Sometimes	Often	Very Often
Beginning teachers work with experienced teachers in study groups and/or professional learning communities focused on improving teaching and learning.	Never	Sometimes	Often	Very Often
The principal and experienced teachers view their work with beginning teachers as opportunities to learn.	Never	Sometimes	Often	Very Often
The principal and experienced teachers value	Never	Sometimes	Often	Very

the knowledge beginning teachers bring to the school.				Often
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Does our school provide beginning teachers curricular guidance and resources?

Beginning teachers are given comprehensive curricular materials	Never	Sometimes	Often	Very Often
Beginning teachers are provided opportunities to work with their colleagues on the curriculum.	Never	Sometimes	Often	Very Often

Does our school offer new teachers novice status?

Beginning teachers are not assigned the most difficult classes and/or students to teach.	Never	Sometimes	Often	Very Often
Beginning teachers are assigned fewer classes than experienced teachers.	Never	Sometimes	Often	Very Often
Beginning teachers have only a few different preparations (They teach several sections of the same courses.)	Never	Sometimes	Often	Very Often
The principal helps beginning teachers identify and prioritize their professional learning goals.	Never	Sometimes	Often	Very Often

Are the schoolwide conditions for student learning present in our school?

The school has clear and consistent student discipline policies	Never	Sometimes	Often	Very Often
The school has clear and consistent grading policies.	Never	Sometimes	Often	Very Often
The principal and teachers consistently enforce these policies.	Never	Sometimes	Often	Very Often
The principal and teachers share and articulate high standards for teaching and learning.	Never	Sometimes	Often	Very Often
Teachers in this school take responsibility for their own and each other's student learning	Never	Sometimes	Often	Very Often

Part III. Analysis: The statements in Part II specify the school norms and practices that facilitate strong induction programs. Circling Very Often or Strongly Agree indicates that you and your colleagues believe that the norm or practice identified in the statement is present in your school. Circling Never or Strongly Disagree indicates that you believe it is missing from your school's culture.

Looking at the overall pattern of responses will provide you a sense of the professional culture present at your school. Looking at the individual items will allow you to identify

those elements of an integrated professional culture that are present in your school and upon which you can build a strong induction program.

Part IV. Planning for Induction

After you analyze your own and your colleagues' response to the School Culture and Induction Assessment, identify the norms and practices that you can build on to create a strong induction program.

Norms that will support induction:

Practices that will support induction:

Now, identify the norms and practices of your school that may serve as obstacles to a strong induction program.

Norms that may undermine induction:

Practices that may undermine induction: