Tool: School culture and induction assessment

**Purpose of this Tool:** Beginning teachers benefit from and stay teaching at schools that: 1) offer new teachers novice status; 2) provide new teachers curricular guidance and resources; 3) create school-wide conditions that support student learning, and 4) create a supportive professional culture. This tool will help you identify both your school’s current capacity to provide these supports, and the obstacles you will need to address to create and sustain a strong induction program.

**How to Use this Tool:** This tool is intended to be a resource for planning a strong induction program in your school.

**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.

**Does our school have a supportive professional culture?**

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

Does our school provide beginning teachers curricular guidance and resources?

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

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

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?

<table>
<thead>
<tr>
<th>The school has clear and consistent student discipline policies</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has clear and consistent grading policies.</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
</tr>
<tr>
<td>The principal and teachers consistently enforce these policies.</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
</tr>
<tr>
<td>The principal and teachers share and articulate high standards for teaching and learning.</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
</tr>
<tr>
<td>Teachers in this school take responsibility for their own and each other’s student learning</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
</tr>
</tbody>
</table>

**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: