

ABMP WEBINAR ACTIVITY

Webinar Title: Building Your Campus Community and Culture

Activity Title: Exploration of Community and Culture Form

Directions: Fill in this table by placing a check under the yes or no section and writing brief comments about the area under assessment. This will help you gather your general impressions about your school and it's culture and community. At the end provide three suggestions for practical ways the school could better support student learning, campus culture, and the sense of community.

Area	Description	Yes	No	Comment/Notes
Direction	<ul style="list-style-type: none"> — Does the school know where it is going? — Is the curriculum defined? — Have core values been established? — Is the mission clear? — Do staff and students know what the school stands for? 			
View	<ul style="list-style-type: none"> — Does the school view itself as succeeding or failing? — Does the school view itself as stuck or evolving — Does the school view itself as responsive or chaotic? — Is the school proud or ashamed? 			
Values	<ul style="list-style-type: none"> — Are values neutral or affirmed? — Are values made explicit or left implicit? — Can you list the values of the school? — Can you describe the factors that make these values legitimate? — Are the values and school goals compatible? — Are the values shared? 			
Power	<ul style="list-style-type: none"> — Could you describe how hierarchy and expertise relate at the school? — Could you describe how function and resources relate at the school? — Can you identify who controls rewards? — Are rewards at the school fair? — Can you identify who 			

	<p>controls sanctions?</p> <ul style="list-style-type: none"> — Are sanctions at the school fair? — Staff behavior – is it consistent with school values? 			
Bureaucracy	<ul style="list-style-type: none"> — Is control of the school internal (campus-level) or external (corporate office off site)? — Do goals take precedence over rules? — Does learning take precedence over record keeping? — Can chance happen? 			
Behaviors and Relationships	<ul style="list-style-type: none"> — Do administrators treat each other fairly and respectfully? — Do administrators treat faculty fairly and respectfully? — Do administrators treat students fairly and respectfully? — Do instructors treat each other fairly and respectfully? — Do instructors treat administrators fairly and respectfully? — Do instructors treat students fairly and respectfully? — Do students treat each other fairly and respectfully? — Do students treat instructors fairly and respectfully? — Do students treat administrators fairly and respectfully? 			
Instruction Methods	<ul style="list-style-type: none"> — Place one word in the common box that sums up the instruction character of the school (i.e. strict – no quarter given or flexible – we will work with you, etc)? — Do instructors counsel students? — Are there distinctive instructional methods that set the school apart from other schools? — Do students feel empowered to make choices about what they learn (i.e. choice of electives, setting personal targets, differentiated work, self-paced work, etc) — Is instruction consistent from 			

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	<p>teacher to teacher?</p> <ul style="list-style-type: none"> — Do all teachers uphold the policies of the school? 			
Stories	<ul style="list-style-type: none"> — Does the school have a story? — Does the school tell this story to students, faculty, staff and the outside community? — Does the outside community tell stories of the school? — Are stories used to reinforce school values? — Do students tell stories about their classrooms? — Are these stories mostly positive? 			
Shared Sayings	<ul style="list-style-type: none"> — Does the school have any shared sayings (i.e., “We focus on treatment”, “Our school has the biggest spa program on the west coast”, etc.)? 			
Rituals	<ul style="list-style-type: none"> — Does the school celebrate a rite of entry? — Does the school celebrate rites of exit? — Does the school include families in some school rituals? — Is there “ritual” memorabilia (i.e. an award given to a student each term for community service, etc) on display at the school? — Is there a display that celebrates the best of the school? 			
Rewards	<ul style="list-style-type: none"> — Are students recognized for academic achievement? — Are students recognized for good attendance? — Are instructors recognized for outstanding instruction? — Do students recognized instructors or administrators in a formalized way (i.e., instructor of the month award, etc.)? 			
Events / Celebrations	<ul style="list-style-type: none"> — Does the school celebrate traditional events that mark the passage of the year? — Does the school have shared benchmarks that all can celebrate? 			
Communication	<ul style="list-style-type: none"> — In the comments section 			

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	<p>briefly describe how messages, both positive and negative, are delivered to the students and staff?</p> <ul style="list-style-type: none"> — Does the school regularly communicate its vision and goals? — Is communication between administrators and faculty safe? — Is communication between instructors and students safe? — Is communication between students safe? — Are there processes in place to ensure useful constructive feedback? 			
Planning	<ul style="list-style-type: none"> — Does the school conduct regular planning sessions? — Are staff and instructors included in the planning process? — Is there a process in place that allows students to take part in planning (i.e. student roundtable)? 			
Communities	<ul style="list-style-type: none"> — In the comment section rate the functioning level of administrators as low, medium or high. — in the comments section rate the functioning level of faculty as low, medium or high. — In the comments section rate the functioning level of students as low, medium or high. — In the comments section rate the overall community function of the school as low, medium or high. 			

Provide three practical suggestions for ways the school could improve the campus culture and campus community:

- 1.
- 2.
- 3.

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