

**“The Right Work”**



**Culture**

**ALIGNMENT**

**MI-School Improvement Framework**

IA 1-7 IB 1-5

IIA 1-6 IIB 3-4

IIIA 4

**Education Competencies 1-5**

**ABSTRACT:**

Culture explores the health or toxicity of the environment in a district/school. Learners develop powerful strategies to create the right culture for a purposeful and robust professional learning community that ultimately impacts student learning.

**GOAL:** Prompt educational leaders to develop healthy cultures and promote shared leadership

**OBJECTIVES:** The learner will

1. Understand the concept and advantages of shared leadership and its connection to the Michigan School Improvement Framework
2. Understand the balanced leadership responsibilities which correlate with creating a culture of shared leadership
3. Assess school culture
4. Differentiate between healthy and toxic cultures
5. Communicate the language of shared leadership
6. Create a shared vision with a staff
7. Implement systems, processes and strategies which promote shared leadership and collaboration
8. Define roles and responsibilities of leadership in creating a culture of shared leadership
9. Network with other school leaders to share ideas, concerns and solutions in the process of school improvement

**PRE-REQUISITE KNOWLEDGE {from preceding course(s)}**

1. Understanding of
  - a. MI School Improvement Framework Leadership Standards
  - b. Microsoft Education Competencies (Wheel)
2. Ability to use the following technology applications and tools:
  - a. Graphic Organizer
  - b. Audience Response System
  - c. Wiki
  - d. Multi-media resources

## COURSE FORMAT

The Culture course requires two days of face-to-face sessions with one inter-session between the in-class days during which learners will complete specific assignments.

## COURSE OVERVIEW

### Session 1

1. Present concepts of shared leadership and collaboration
2. Assess prior knowledge to identify the responsibilities a school leader must exercise to be successful in creating a culture of shared leadership using a collaboration technology tool, WIKI
3. Assign and orient cohort groups for remainder of course
4. Participate in a team building activity to build the collective strength of the group
5. Review research on the characteristics of healthy/toxic cultures through readings and examples
6. Examine examples of artifacts, rituals, stories, and symbols used to determine information about a school culture
7. Create a representation to depict learner's school culture using a graphic organizer
8. Examine examples of surveys, cultural audits and "best practice" school profiles to understand methods of assessing school culture
9. Review various activities which promote shared leadership and collaboration strategies from selected/assigned MI-MAP materials in small groups
  - 2.1 Holding a Shared Vision Steady
  - 2.3 Principals Leading to a Vibrant Culture
  - 3.1 Developing a Climate/Culture Committee
  - 3.5 Mentoring New Teachers
  - 7.2 Learning Through Teacher Study Groups
  - 8.1 Developing School Decision-Making Teams
  - 8.2 Strengthening Your Team's Capacity

### Intersession

1. Assigned readings and web-search
2. Conduct Audit of school culture using the MI-MAP *Auditing Your School Culture* Unit 3.2

### Session 2

1. Review, report out, and discuss results of completed Audit
2. Define the roles and responsibilities of Leadership in creating a culture of shared leadership and collaboration through role play, problem solving strategies, panel discussions
3. Develop a personal plan based on the data from School Audit with specific strategies to improve collaboration, collegial efficacy and shared leadership.