



Structure vs. Culture

“**Structural** change that is not supported by **cultural** change will eventually be overwhelmed by the culture, for it is in the culture that the organization finds **meaning** and **stability**”

Schlechy(1997, p. 136)

**Culture Eats
Structure for
Lunch**

School Culture

The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

School Structure

The policies, procedures, rules and hierarchical relationships within the school.

**Culture
Or
Structure?**

Culture or Structure?

The Board of Education raises the graduation requirements for a high school diploma.

Culture or Structure?

Structure

Culture or Structure?

Advanced Placement teachers object to the principals proposal to open non-sequential AP courses to any interested students because unless students have been in the Honors Program they don't have the ability to succeed in college-level work.

Culture or Structure?

Culture

Culture or Structure?

New teachers are always assigned to remedial courses because they need to pay their dues.

Culture or Structure?

Culture

Culture or Structure?

The Elementary School adopts a homework policy of no more than 10 minutes per night for each year of schooling (for example, first grade gets 10 minutes, fifth grade gets 50 minutes).

Culture or Structure?

Structure

SHIFT 1

**Get clear on
your WHY**

One Sentence

*What do you want school to provide
your own child?*

SHIFT 2

**Establish
Common
Language**

Tight About The Right Work

1. Educators work in collaborative teams and take **collective responsibility** for student learning rather than working in isolation.
2. Collaborative teams implement a **guaranteed and viable curriculum**, unit by unit.
3. Collaborative teams monitor student learning through an ongoing process that includes frequent, **team-developed common formative assessments**.
4. Educators use the results of common assessments to:
 - a) Improve individual **practice**.
 - b) Build the team's capacity to achieve its goals.
 - c) Intervene/enrich on behalf of students.
5. The school provides a **systematic process** for interventions and enrichment.

Collective Responsibility

Collective responsibility in a PLC exists when two conditions are **examined**, **clarified**, and **adopted** as the foundation for the shared mission of your school:

1. **We** believe that all kids can learn at high levels.
2. **We** make the commitment to ensure learning for every student.

High Levels of Learning



High Levels of Learning

**Standard
or
Better**

SHIFT 3

Targets aren't **essential** until we **teach** them like they are **ESSENTIAL**

High Levels of Learning

Standard
or
Better

SHIFT 4

Create
INTERDEPENDENT
Teams

Collaborative Culture

Do we have **weekly** collaborative time **embedded** in our professional day?

Does our teamwork support each member's daily responsibilities?

Have we identified team norms?

Do we **hold each other accountable** to follow our norms?

Collaboration



Accountability

Interdependence

SHIFT 5

**Establish
The BAR
(To and Through)**

Clearly Defining What Every Student Needs to Learn

Have we clearly defined the **essential learning** outcomes that our students **must master** for success at the next course/grade level?

Do **ALL** students have access to grade level essential standards?

Clearly Defining What Every Student Needs to Learn

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Guaranteed & Viable

SHIFT 6

ALL Means ALL

Clearly Defining What Every Student Needs to Learn

ALL students **MUST** have access to grade level essential standards

SHIFT 7

Individual

Highest

Potential

Master Teacher Lookfors

1. Create an environment that advances student learning.
2. Collaborates to improve instruction and student learning results.
3. Have high expectations of themselves for becoming exemplary teachers.
4. Believe all students can learn.
5. Foster and maintain the respect of their students.
6. Believe their teaching is affected by both their attitudes and skills.
7. Motivate students to set and strive for the highest expectations of themselves.

The BAR
(To and Through)

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SHIFT 5

**Establish
The BAR
(To and Through)**

SHIFT 6

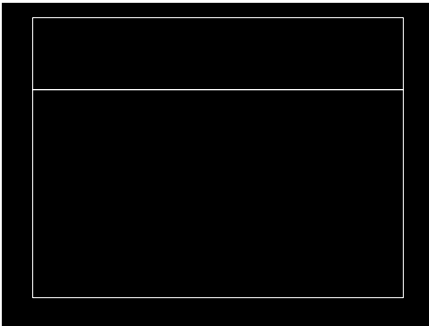
**ALL
Means
ALL**

SHIFT 7

Individual

Highest

Potential





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