



Culture of Learning - Site Assessment

Purpose: The Culture of Learning - Site Assessment is an assessment tool used to guide schools through the process of assessing and strengthening school culture, growing reflective mind-set, and establishing a culture of learning through the refinement of reflective practice.

Fundamentals: The Culture of Learning - Site Assessment assesses the seven Fundamentals that are critical to the health and development of a school organization that embraces reflective growth as the primary driving force behind continuous, lasting professional improvement.

1. **Relationships, Roles, & Responsibilities**
2. **Expectations & Communication**
3. **Celebration & Calibration**
4. **Goal-Setting & Follow-Through**
5. **Strategic PLC & Teacher Leadership Support**
6. **Transformational Feedback**
7. **Differentiated Coaching**

Vocabulary: Descriptors within the Fundamentals and the Rubric have been intentionally designed with broad terms in order to encourage and facilitate conversation around vocabulary and meaning and to develop common understanding around capacity-building practice.

Directions: Analyze the level of implementation, understanding, and/or accepted practice of each of the elements within each of the seven Fundamentals. Using the rubric as a guide, mark the column that most accurately describes your site's implementation level, adding narrative and evidence as appropriate. This tool can be used in a variety of ways, most commonly one of the following:

1. As a leadership team or as an entire staff, complete the Site Assessment individually, then discuss the composite results.
2. As a leadership team or as an entire staff, discuss each of the components and assign a consensus-designated score, then discuss the composite results.

Implementation Rubric:

Unaware	Conscious	Action	Refinement
<p>This Fundamental is addressed in a cursory manner, if at all. Members of the organization have limited (or no) awareness or understanding of this Fundamental's purpose, components, and/or effective implementation.</p>	<p>This Fundamental is addressed in a limited manner. Members of the organization have some awareness or understanding of this Fundamental's purpose, components, and/or effective implementation, yet the implementation is inconsistent and varies across situations and between individuals.</p>	<p>This Fundamental is implemented by most members of the organization. Members of the organization understand the Fundamental, attempt to put it into place with some regularity, and have established some practices for impacting the system in a positive manner.</p>	<p>This Fundamental is part of the fabric of the organization. Members share ownership of the implementation, connect the Fundamental to the organization's vision and mission, determine its effectiveness, and strive to continuously refine the work to impact the system more thoroughly.</p>
<p>Capacity-building Goal:</p> <p><i>Build Awareness</i></p> <p>To develop a clear vision and common understanding of this Fundamental.</p>	<p>Capacity-building Goal:</p> <p><i>Plan Intentionally</i></p> <p>To strategize and bring consistency to the implementation of this Fundamental.</p>	<p>Capacity-building Goal:</p> <p><i>Accurately Assess Impact</i></p> <p>To assess the impact of the implementation of this Fundamental in order to respond, refine, and/or deepen further work.</p>	<p>Capacity-building Goal:</p> <p><i>Become Responsive</i></p> <p>To reflect with increased frequency, accuracy, and depth on this Fundamental and replicate its success within other Fundamentals.</p>



CULTURE OF LEARNING SITE ASSESSMENT	Unaware	Conscious	Action	Refinement
FUNDAMENTAL I: Relationships, Roles, & Responsibilities				
a. Administrator Team and staff have rapport and trustworthy relationships.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Instructional Coach and staff have rapport and trustworthy relationships.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. Administrator and Instructional Leadership Team discuss their individual roles and responsibilities, the nature of their professional partnership, and their common goals as capacity-builders.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
d. Staff have a clear understanding of the distinct roles and responsibilities of each Instructional Leadership Role– and can articulate how they are distinct from those of administrator in order to support effective teaching and promote student learning.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*, 2nd edition. Alexandria, VA: ASCD.

CULTURE OF LEARNING SITE ASSESSMENT	Unaware	Conscious	Action	Refinement
FUNDAMENTAL II: Expectations & Communication				
a. Administrator Team has set the expectation that all teachers will work with the Instructional coach and other Instructional Leaders to support their professional learning goals.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Administrator Team has set the expectation that all teachers will engage in (a minimum of) one coaching cycle in the year.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. On a regular and consistent basis, the Instructional Coach communicates their role and the various supportive services that are available to staff (including coaching cycles).				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

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FUNDAMENTAL III: Celebration & Calibration				
a. Time is routinely set aside for small and big celebrations of professional growth, progress toward goals, and other teacher-learning-related successes.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Teacher use of mental models (such as the Reflective Cycle) is encouraged and celebrated. Shifts and growth in thinking (big and small) are celebrated.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. Time is set aside at regular intervals throughout the year for the Instructional Leadership Team to meet and calibrate their work as instructional leaders.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
d. Measures of Impact are collected on a regular basis to assess effectiveness of instructional leadership practices.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

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FUNDAMENTAL IV: Goal-Setting & Follow-Through				
a. Administrator meets with each teacher at the beginning of the year to set professional goals. Goals include use of a mental model and emphasize refinement of practice through refinement of thinking. Administrator encourages teachers to reach out to the instructional coach for support with professional goals.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Instructional coach makes effort to connect all coaching work to teacher's individual professional goals.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. Administrator intentionally follows-up with staff on a regular basis to discuss progress towards goals, utilization of Instructional coach as a professional learning resource, and teacher professional growth.				
Past year's achievements and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

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CULTURE OF LEARNING SITE ASSESSMENT	Unaware	Conscious	Action	Refinement
FUNDAMENTAL V: Strategic PLC & Teacher Leadership Support				
a. Administrator team and Instructional Coach supports PLC's on a consistent and regular basis using differentiated strategies from the Continuum of Self-Reflection to build capacity for reflective growth.				
Past year's achievements and/or evidence of implementation & growth: Use of evidence for action/Next steps:				
b. Staff support one another in the collective pursuit of reflective practice and effective instruction.				
Past year's achievements and/or evidence of implementation & growth: Use of evidence for action/Next steps:				
c. Staff has formal and/or informal opportunities to provide peer-based feedback to one another.				
Past year's achievements and/or evidence of implementation & growth: Use of evidence for action/Next steps:				
d. PLC Teams meet regularly and use mental models to share their thinking and connect it to student learning.				
Past year's achievements and/or evidence of implementation & growth: Use of evidence for action/Next steps:				

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CULTURE OF LEARNING SITE ASSESSMENT	Unaware	Conscious	Action	Refinement
FUNDAMENTAL VI: Transformational Feedback				
a. Administrator Team intentionally crafts feedback to develop and deepen teacher thinking about practice and student achievement.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Coach provides regular feedback to staff to build their reflective tendencies and strengthen practice.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. Clear look-fors, based on best practices, are established at the individual teacher, team/department, and school-wide level.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
d. Feedback matches individual staff members' needs as reflective practitioners, linked to current stage on Continuum of Self-Reflection.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

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CULTURE OF LEARNING SITE ASSESSMENT	Unaware	Conscious	Action	Refinement
FUNDAMENTAL VII: Differentiated Coaching				
a. Through coaching cycles, the Instructional Coach provides on-going coaching support to all staff to build their reflective tendencies and strengthen practice.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
b. Coaching cycle goals are documented and used to measure impact at the end of the year.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
c. Coaching strategies match individual staff members' needs as reflective practitioners utilizing the Continuum of Self-Reflection.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				
d. Staff seek out the Instructional Coach for professional learning support.				
Past year's achievement and/or evidence of implementation & growth:				
Use of evidence for action/Next steps:				

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