

**Graphic Organizer for 3/21/12 - EDL 607**

<b>"Quality Middle Schools" - Review of School Climate and Culture</b>	
<b>Six Dimensions of Openness in School Climate</b>	<b>Leadership Behaviors</b>
	<ol style="list-style-type: none"> <li>1. <b>Supportive</b> - Principal is helpful, genuinely concerned about teachers, tries to motivate, sets an example through hard work, and has clear expectations.</li> <li>2. <b>Directive</b> - Principal micromanages, controls, constantly monitors, and has rigid expectations for teacher.</li> <li>3. <b>Restrictive</b> - Principal hinders rather than support teacher work. He/she burdens teachers with busy or unnecessary work , and tasks to complete that interfere with their work.</li> </ol>
<b>Six Dimensions of Openness in School Climate</b>	<b>Teacher Behaviors</b>
	<ol style="list-style-type: none"> <li>4. <b>Collegial</b> - He/she promotes a professional, supportive, and respectful environment among teachers. Teachers like, help and respect each other.</li> <li>5. <b>Committed</b> - He/she works hard to insure students do well, going the extra mile and using his/her personal time to support students' growth. He/she is passionate about teaching and the profession.</li> <li>6. <b>Disengaged</b> - He/she is critical, negative and disconnected from colleagues. This type of teacher is putting in his/her time before retirement, lacking motivation, drive or passion for teaching.</li> </ol>
<b>Overall School Effectiveness</b>	<ul style="list-style-type: none"> <li>✧ <b>Academic Emphasis</b> - Parents, leaders, and teachers work together and believe in student abilities with high expectations.</li> <li>✧ <b>Teacher Affiliation</b> - Teachers proud to be associated with school and colleagues.</li> <li>✧ <b>Collegial Leadership</b> - Teachers have opportunities for leadership within school. Teacher leadership is encouraged and they are involved in decisions.</li> <li>✧ <b>Resource Support</b> - Teachers have the resources they need for class.</li> <li>✧ <b>Principal Influence</b> - Principal has connections and ability to get what teachers need through his/her charm, personality and influence.</li> <li>✧ <b>Institutional Integrity</b> - School stands for goals, vision and mission and works in an ethical manner towards such.</li> </ul>

<p style="text-align: center;"><b>Elements of Strong School Culture</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Shared Identity</b> – Teachers have a clear vision, mission and work towards common goals or a shared purpose. They believe that they are achieving something important.</li> <li>▪ <b>Trust</b> – When teachers are willing to be vulnerable with colleagues or others and believe in the good of others, then they have trust in their colleagues.</li> <li>▪ <b>Authenticity</b> – A person (or organization) is authentic when he/she is real, sincere, genuine, honest, and ethical in his/efforts. (willing to admit mistakes)</li> <li>▪ <b>Cooperation</b> – A cooperative teacher works well with other, helps, assists, supports, and shares ideas and resources with colleagues.</li> <li>▪ <b>Participation</b> – A participative teachers is someone who is involved in making instructional decisions and has an active role in the organization.</li> </ul>
<p style="text-align: center;"><b>Types of Teacher Trust</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Trust in Principal</b> – The faculty believes in or has confidence in abilities and efforts of the principal, who will act in the best interest of teachers and students.</li> <li>➤ <b>Trust in Colleagues</b> – The faculty believes that everyone will work together towards a common goal. They can depend upon each other when facing difficulty or challenges and maintain ethical standards.</li> <li>➤ <b>Trust in Clients</b> <ul style="list-style-type: none"> <li>○ <b>Trust in Students</b> – Teachers believe that all students can learn and achieve.</li> <li>○ <b>Trust in Parents</b> – Teachers believe that all parents should be involved and valued in the educational process and decisions being made for their children. Their opinions and experiences add to the quality of the school.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Types of Authentic Behavior</b></p>	<ul style="list-style-type: none"> <li>⊙ <b>Accountability</b>- Willingness of participants to accept responsibility, personally and professionally (for mistakes/negative outcomes)</li> <li>⊙ <b>Non-manipulation</b> – Colleagues or subordinates do not use each other for own purposes or gain</li> <li>⊙ <b>Salience of self over role</b> – Basic personality motivates behavior not the role (teacher, principal, student, etc.).</li> </ul>
<p style="text-align: center;"><b>Authenticity</b></p>	<ul style="list-style-type: none"> <li>⊙ <b>Principal Authenticity</b></li> <li>⊙ <b>Teacher Authenticity</b></li> </ul>

✧ **Cooperation -**

**Question that I still have:**

**2 things that I learned from today's discussion:**