you for being here! Please select one of the following roles that describes you the best.

Classroom Teacher
School Counselor
School Administrator
Special Education
Classroom Intervention
Student Supports
Community Member

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School Culture Simplified
Welcome

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Norms

- Focus on what’s good for kids
- Equal voices
- Ask Questions
- Speak your truth
- Respectful use of technology
Overview

Purpose:
Introduce participants the continuum of school culture

Outcomes:
1. Understand that school culture can be measured on a continuum
2. Understand key factors to moving towards an ideal school culture
3. Identify your school on the continuum
4. Identify next steps to improve your school culture
Why School Culture?

• Research “Rich”
• Primary problem with school improvement
• Simultaneous vs. targeted
• Factors are prerequisite
• Best organized into a hierarchy
Level 1: Safe and Orderly Environment

Level 2: An Instructional Framework

Level 3: A Guaranteed and Viable Curriculum

Level 4: Standards-Referenced Reporting

Level 5: A Competency-Based System
“Level 1 {conditions} can be considered foundational to all other levels. In essence, level 1 addresses the day-to-day operation of a school: What are the rules? How do we follow them? What will happen when the rules are not followed? How do we work together to make the school run optimally?

If those within the school do not cooperate and collaborate, little progress can be made in enhancing a school’s effectiveness.”

(Marzano, 2014, p.4)
“Level 1 {conditions} can be considered foundational to all other levels. In essence, level 1 addresses the day-to-day operation of a school: What are the rules? How do we follow them? What will happen when the rules are not followed? Have we an adequate chance to run the school not optimally?

If those within the school do not cooperate and collaborate, little progress can be made in enhancing a school’s effectiveness.”

(Marzano, 2014, p.4)
Overview

- **80,000,000+** Students
- **140,000+** Effects
- **50,000+** Studies
- **800+** Meta-studies
<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Teacher-student relationships</td>
</tr>
<tr>
<td>16</td>
<td>Classroom behavior</td>
</tr>
<tr>
<td>25</td>
<td>Not labeling students</td>
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<tr>
<td>38</td>
<td>Classroom cohesion</td>
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<td>41</td>
<td>Peer influences</td>
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<td>42</td>
<td>Classroom management</td>
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<td>47</td>
<td>Professional development</td>
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<td>49</td>
<td>Play programs</td>
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<td>52</td>
<td>Small-group learning</td>
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<tr>
<td>54</td>
<td>Concentration/persistence/engagement</td>
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<td>56</td>
<td>Motivation</td>
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<td>Teacher expectations</td>
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<tr>
<td>65</td>
<td>Cooperative learning</td>
</tr>
<tr>
<td>69</td>
<td>Reducing anxiety</td>
</tr>
</tbody>
</table>
Hattie

• **Teacher/Student Relationship** – Teachers should facilitate student’s development by demonstrating they care for the learning of each student as a person as to “See their perspective, communicate it back to them so that they have valuable feedback to self-assess, feel safe, and learn to understand others and the content with the same interest and concern.” — Hattie, 2009
Hattie

- **Classroom Management** – Emotional objectivity, an appropriate mental set, and acknowledging appropriate or inappropriate behavior

- **Classroom Cohesion** – the sense that all (teachers and students) are working towards positive learning gains

  – Hattie, 2009
• **Peer Influences** – peers need to be involved in the teaching and learning process. Such as helping, tutoring, providing friendship, giving feedback, and making school a place students want to come each day. Peers can assist in providing social comparisons, emotional support, social facilitation, cognitive restructuring and rehearsal.

—Hattie, 2009
But... wait

• Student/Teacher = .72
  —Teacher credibility = .90
  —Student centered = .54
• Expectations = .76
  —Classroom behavior = .68
  —Classroom cohesion = .53
• Engaging Instruction
  —Self Reported Grades = 1.44
  —Feedback = .75
• Social Influence
  —Coop. vs. Indiv. = .59
  —Peer tutoring = .55

• Socio – Economic = .52 (#45)
• Parental Involvement = .49
• School Size = .43
• Class size = .21
• Co-teaching = .19
• Teacher subject matter = .09
What implications does this have on your current thinking?

Thinking about your improvement efforts, how have you been on or off track?
School Culture Continuum
Negative student controlled culture
Negative student controlled culture

Staff controlled culture
Negative student controlled culture

Staff controlled culture

Staff/Student distribution of control

Positive Student controlled culture
So what, now what?
Staff Control – Change – Student Control

1. Establish common philosophy: Staff must change “their” culture before students will change “their” culture
2. Establish a strong preventative and responsive plan
3. Create positive and meaningful student-teacher relationships
4. Understand normative value: Much of student behavior is determined by the requirements of the group
5. Work with students to create positive school culture.
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Philosophy

Student + School = Outcomes
Fundamental Hypothesis

“Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.”

-Wachtel, 2005
What is a norm?
1. Establish common philosophy: Staff must change “their” culture before students will change “their” culture

2. Establish a strong preventative and responsive plan

3. Create positive and meaningful student-teacher relationships

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Assumption of Relationship

Neglect → Nurture
Assumption of Control

Permissive

Punitive
Struggle for Control

- Negative student controlled culture
- Staff controlled culture
- Staff/Student distribution of control
- Positive student controlled Culture

Relationship
Conditions

Punishment

Consequences

Solutions

Restoration

Negative student controlled culture

Staff controlled culture

Staff/Student distribution of control

Positive Student controlled culture
Staff Control – Change – Student Control

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Social hierarchy (pecking order) exists in our school.

Absolutely

I don't think so
What is your plan to address social hierarchy (normative value)?
Student Social Structure

- Patterned social arrangements in school/society that are both emergent from and determinant of the actions of individuals (students)
• #1 Best practice in prevention and intervention to reduce bullying.
1. Focus on the social environment of the school.

“To reduce bullying, it is important to change the climate of the school and the **social norms** with regard to bullying. It must become ‘uncool’ to bully, ‘cool’ to help out students who are bullied, and **normative** for staff and students to notice when a child is bullied or left out. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resources officers, custodians, cafeteria workers, and school librarians), parents, and students”
Normative Value

1. Student social structure evaluated school-wide (Social Diamond, Socio-Gram)
2. Normative strengths and weaknesses defined
3. Student leadership opportunities (authentic leaders)
4. Empower underrepresented groups
5. Ensure all students have a voice
FEEDBACK PLEASE

www.surveymonkey.com/r/schoolculturesimplified