cognia

MyVoice School Culture Drivers

Driver 1 — Clear & Unified Direction

The school's vision, mission, and beliefs (school's direction) is important in developing universally understood norms, practices, and policies. Programs are monitored for effectiveness in supporting the school's direction.

(1.1)   The Vision, Mission, and Beliefs (school's direction) of your school are important.

(1.2)   Program decisions support the school's direction.

(1.3)   Policies support the school's direction.

(1.4)   Stakeholders share responsibilities for developing the school's vision, mission, and beliefs.

(1.5)   The school's direction is effectively communicated.

Driver 2 — Professional Engagement

Teachers are lifelong learners necessitating multiple opportunities for them to engage in professional activities both collectively and individually. Conversations are created throughout the system to improve practice while modeling the attributes of a learner.

(2.1)   Professional growth is an expectation to meet student, teacher, and system needs.

(2.2)   Professional learning is offered through a variety of modalities (individual, group, online, etc.).

(2.3)   Professional learning initiatives improve instructional practices.

(2.4)   Leaders learn with teachers.

(2.5)   Conversations on instructional practices occur regularly.

(2.6)   Follow-up support is offered after professional learning has occurred.

Driver 3 — Instructional Autonomy

Teachers have the flexibility to make decisions about the success of each student using multiple metrics. Standards determine the core framework for teachers; however, flexibility, innovation, and personalization in instructional design is encouraged, supported, and shared.

(3.1)   The curriculum allows for flexibility at the school level.

(3.2)   Teachers have the autonomy to make classroom instructional decisions.

(3.3)   Teachers are encouraged, supported, and feel safe in trying new instructional designs.

(3.4)   High-stakes testing is viewed as only one part of a comprehensive assessment system.

(3.5)   Effective instructional models are shared.

Driver 4 — Collaboration

Collaborative planning is required to develop and share instructional resources, and to embed the professional learning needed for expanding and improving teacher practices. New instructional designs emanate from shared expertise and support in using new instructional designs, and then evaluating their effectiveness.

(4.1)   Time is regularly allocated for collaborative planning across grades and/or disciplines.

(4.2)   Teachers collaboratively plan instructional lessons and select resources.

(4.3)   Teachers collectively assess the effectiveness of instructional practices.

(4.4)   Professional learning is part of the collaborative planning process.

Driver 5 — Empowerment
Teachers have the responsibility to make individual and collective decisions that impact the school and classroom. Teacher voice and expertise are valued as an integral part of solving problems, developing school improvement processes, and planning their own professional growth.

(5.1) Teachers have the freedom to make classroom-level decisions to meet the needs of students.
(5.2) Teachers are involved in developing school rules and policies.
(5.3) Teachers are involved in school improvement processes.
(5.4) Teacher engagement in school-wide decisions is valued.
(5.5) Teacher voice is important in the development of professional learning opportunities.

Driver 6 — Feedback and Reflection
Pervasive instructional observations provide immediate feedback and create conversations about effectiveness. The use of examples from practice and reflection activities provide clarity for professional growth.

(6.1) Classroom observations and walkthroughs frame specific feedback.
(6.2) Feedback on instructional practice is immediate.
(6.3) Artifacts and evidence from practice are used to engage teachers in conversations about their practices.
(6.4) Reflection is modeled and encouraged to help teachers learn from their own practice and the practices of others.

Driver 7 — Resource Priorities
Teacher strengths and students needs are aligned in developing schedules that maximize teachers' skills. Shared selection of resources is leveraged to activate innovation and support teachers in meeting the varied needs of students.

(7.1) Teacher schedules are based on their strengths.
(7.2) Teacher schedules are based on students' needs.
(7.3) Teachers are involved in the selection of instructional resources.
(7.4) Resources are allocated for teachers to innovate.

Driver 8 — Support & Care
Experienced teachers are valuable in providing support and mentoring to their colleagues. Meeting teacher's personal and professional needs through focused professional learning with follow-up are essential for professional growth.

(8.1) Teacher mentoring is embedded through interactions with experienced colleagues.
(8.2) Processes are in place to provide new teachers with timely support.
(8.3) Teachers observe and give feedback to each other through peer observations.
(8.4) Teachers have created support structures to seek advice and discuss concerns around classroom practices.
(8.5) Teachers care about each other.

Driver 9 — Sense of Belonging

The feeling of being valued and part of the school brings meaning and importance to teachers' work. Teachers avoid working in isolation when they feel a sense of belonging. Diversity is valued, and programs are in place to make teachers feel like they belong.

(9.1)   Teachers feel their safety and well-being are valued.

(9.2)   Teachers feel valued for the diversity they bring to the school.

(9.3)   Teachers feel like they are part of the school.

(9.4)   Teachers feel like they belong in the school.

(9.5)   School programs create a sense of belonging.

Driver 10 — Teacher Advancement

Opportunities are created for teachers to be leaders and experts in their fields. Career advancement is fostered through professional learning and innovations that lead to new professional opportunities.

(10.1)   Teacher interests are used to expand opportunities for career growth.

(10.2)   Opportunities are created for teachers to be leaders.

(10.3)   Professional learning supports career advancement opportunities.

(10.4)   Teachers are supported to become experts in their field(s).

(10.5)   Teachers feel valued because of their expertise.