

Prosperity-Based System Culture Self-Assessment

This assessment was designed to help school and district leaders identify areas of strength and reflect on areas of growth in their system cultures. This self-assessment aligns with the key components of prosperous cultures:



How to approach this self-assessment:

1. Complete the assessment by placing an X on the continuum, or by checking Never, Once in a While, or Always.
2. Be honest! No one will see this but you!
3. As you reflect on **the whole** of your responses, consider these questions:
 - In what areas are you strong?*
 - In what areas could you grow?*
 - Are there any areas you would have answered differently this time last year?*
 - Which areas would you like to answer differently this time **next** year?*
4. Identify a few areas where you'd like to focus immediately.

IMPORTANT! The goal is not to be able to check "All" or "Always" for each question, but instead to think about small, ten-degree shifts you can make along the way.



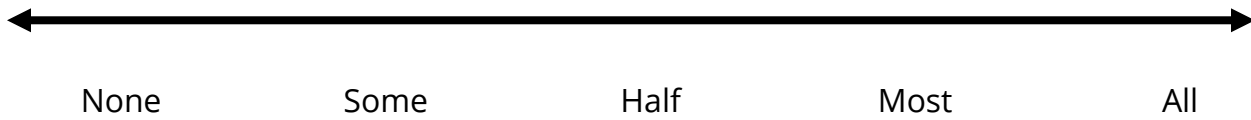
Scholar System also offers customized professional learning experiences for administrators, classroom teachers, classified staff, families, and students to support schools and districts in creating prosperous school cultures.

Please visit www.scholarsystem.org to learn more and access additional resources.

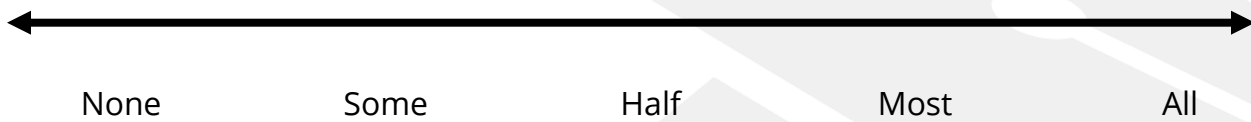
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Place an X on the spot where your system falls. Note that in these prompts, *students* means ALL students.

Students have trusting, respectful relationships with adults.



Students know the adults in the system believe in them.



Students feel (and are) supported through challenges.



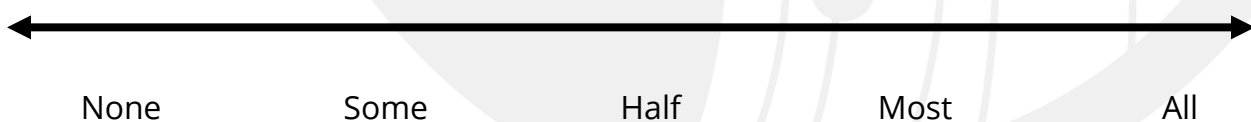
Students feel cared for and seen.



Students feel valued and a sense of belonging to the school community.



Students feel safe.



Students feel empowered.



For the following questions, consider the system as a whole. Note that in these prompts, *educators* applies to all adults in the system.

A Typical Day in A Typical Classroom	Never	Once in a While	Always
Students are greeted individually when they arrive and leave each day.			
In a given day, educators listen as much as they speak.			
Educators do not overly rely on rewards or punishment to keep things running smoothly.			
Educators demonstrate trust in their students.			
Educators treat students with respect.			
Educators have fun and laugh each day while learning.			

Classroom Expectations	Never	Once in a While	Always
Class expectations are posted and use at-promise language.			
Students have contributed to creating a set of class expectations.			
When there is a conflict or problem, educators first facilitate conflict resolution.			

Positive Peer-to-Peer Relationships	Never	Once in a While	Always
The system practices “zero-indifference” for disrespectful language or treatment.			
Staff engages in regular teambuilding/ true collaboration activities.			
Students are consistently switched up for partner/small group activities. Everyone can work with everyone.			

Student Choice and Empowerment	Never	Once in a While	Always
Students have the opportunity to share opinions and their own stories regularly.			
Feedback is regularly solicited from students about their learning, the teaching style of educators, and ways the system can be a better support.			
Educators reflect on the feedback above and act upon it.			
Students are given choice and voice in learning whenever possible.			

Checking in on Wellness	Never	Once in a While	Always
Educators have a system for checking in on student wellness.			
Students take occasional brain breaks to reset.			
Educators reframe at-risk language to at-promise language when it is used.			
Social-emotional skills are a part of the curriculum.			

Connecting with Students and Families	Never	Once in a While	Always
Classroom teachers know something special about each student that isn't about academics.			
Educators know each student's family circumstances.			
Educators communicate with families when something positive happens.			
Educators provide opportunities for students to bring their own lives into class.			
The walls, books, and learning materials reflect the students in the system, as well as the diversity of the wider world.			