

Underlying assumptions about student needs and the best ways to approach teaching and learning drive the school's prevailing culture and dramatically impact the students. Periodically surfacing and discussing these assumptions among faculty and with leadership teams is an important and powerful way to build culture and shared values that will help build and maintain a student-centered culture. The statements below are organized in pairs. "A" statements and "B" statements are not necessarily opposite of one another, but to varying degrees conflict with one another. Participants should rank the degree to which they agree with each statement. Marking a one (1) indicates strong disagreement and marking a ten (10) indicates strong agreement. Once scores are tallied and aggregated, the group can then discuss each pair in sequence with the goal of understanding what the scores indicate about the group's underlying assumptions about teaching, learning, and school.

		Strongly Disagree (1)			Not Sure (5)				Strongly Agree (10)		
<b>1A</b>	The best learning happens in the classroom with a teacher. School prepares students for real-world experience.	1	2	3	4	5	6	7	8	9	10
<b>1B</b>	The best learning happens out in the world through experience. Real-world experiences enhance and improve the educational experience at school.	1	2	3	4	5	6	7	8	9	10
<b>2A</b>	In-person learning with a live teacher is always best. Students need the daily guidance of an adult to navigate their academic work.	1	2	3	4	5	6	7	8	9	10
<b>2B</b>	Virtual learning provides high-quality learning experiences and serves as an excellent alternative to in-person teaching.	1	2	3	4	5	6	7	8	9	10
<b>3A</b>	Students who struggle academically need more tutoring and time on task to succeed. There is not enough time for classes to slow down.	1	2	3	4	5	6	7	8	9	10
<b>3B</b>	Students who struggle benefit from built-in support, alternate work, and custom timelines. With modifications, all students can succeed in a class.	1	2	3	4	5	6	7	8	9	10
<b>4A</b>	Core academics are essential and every student needs to take them even when the course does not match their interest or motivation.	1	2	3	4	5	6	7	8	9	10
<b>4B</b>	Custom pathways through the curriculum enable personal growth and high levels of learning. Bright students with drive should be allowed to specialize .	1	2	3	4	5	6	7	8	9	10
<b>5A</b>	The primary purpose of high school is to prepare students to do well in college, university, and ultimately the world of work.	1	2	3	4	5	6	7	8	9	10
<b>5B</b>	The primary purpose of high school is to prepare students to live a productive and fulfilling life.	1	2	3	4	5	6	7	8	9	10

		Strongly Disagree (1)			Not Sure (5)			Strongly Agree (10)			
6A	Students must learn the basics and facts of each discipline as a foundation. Creativity and innovation are nice to have but the basics have to come first.	1	2	3	4	5	6	7	8	9	10
6B	Teaching students how to learn and apply thinking and reasoning skills is a priority, even if this means focusing on smaller amounts of content in a course.	1	2	3	4	5	6	7	8	9	10
7A	Students are in competition with one another. High grades show that students have outperformed their classmates. Only the best make it to the top.	1	2	3	4	5	6	7	8	9	10
7B	Our job is to create as many winners as possible. All students can earn high marks. High grades show that students have mastered course content and skills.	1	2	3	4	5	6	7	8	9	10
8A	The capacity to learn is a fixed, innate quality that cannot be changed. Our job is to identify, promote, and support talented students.	1	2	3	4	5	6	7	8	9	10
8B	High-quality learning experiences make the brain “stronger”. The work we do as educators can build the capacity for high level learning in all of our students.	1	2	3	4	5	6	7	8	9	10
9A	We can predict a student's future capabilities based on past performance. Students with poor grades or poor attitudes will likely not do well in the future.	1	2	3	4	5	6	7	8	9	10
9B	The ultimate capabilities of a student depend on quality educational experiences. When challenged with advanced study, students will rise to meet expectations.	1	2	3	4	5	6	7	8	9	10
10A	Today's students have a lower desire to grow and learn than they did 10-15 years ago. They just don't seem as motivated and ambitious as in the past.	1	2	3	4	5	6	7	8	9	10
10B	Today's students are bright curious and motivated. In my experience, the desire to learn and grow has been consistent from generation to generation.	1	2	3	4	5	6	7	8	9	10

Total “A” Points \_\_\_\_\_

Strongest Agreement Statement :

Total “B” Points \_\_\_\_\_

Strongest Disagreement Statement :

Notes: