

## Shift from a Culture of Isolation to a Culture of Collaboration

Beginning (Individualistic)	Developing	Evolving	Accomplished (Collaborative)
Every school has its own vision, mission, and beliefs. District vision, mission, and beliefs are not visible in buildings and do not impact work.	District vision, mission, and beliefs are visible at the district and building levels but are not understood by stakeholders and do not impact work.	District vision, mission, and beliefs are visible and can be articulated by district-wide stakeholders who can also articulate how they impact district work.	District vision, mission, and beliefs are visible and intentional and can be articulated by district-wide stakeholders who can also articulate how they drive district work. District-wide data is collected regarding the impact of district vision, mission, and beliefs.
District Policies and structures do not support growth of a collaborative culture.	Policies and structures reference collaboration but are not clear regarding the role of individuals within the group.	Policies and structures outline the role of individuals but there is a lack of clarity regarding expectations/ accountability.	Policy and structures clearly outline the role of individuals, clear expectations for accountability to the group, and accountability from the group to the individuals.
District Collaborative routines are disjointed or non-existent.	Collaborative routines are vague.	Collaborative routines are spelled out but roles within those routines are unclear.	Collaborative routines are well-defined and part of the district culture.
District leaders have not taken the opportunity to engage in collaborative goal setting.	District leaders have promised to engage school leaders in collaborative goal-setting but a clear process has not been identified.	District leaders have identified a process for collaborative goal-setting with school leaders, and conversations have begun.	District leaders have led a strong collaborative effort to establish goals, and school leaders feel their input has been clearly heard.
Schools develop plans and the district simply combines all school plans to build the district portfolio.	Schools and the district develop plans independently of each other, and they are entered in the portfolio as isolated entities.	Continuous improvement plans are developed separately by the district and the schools but are combined in the development of the final plan.	Continuous improvement plans are collaboratively developed by a team that has both district and school perspectives.

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Stakeholders who make decisions consider only a single perspective.	Stakeholders who make decisions consider a variety of perspectives, but the culture still favors a single perspective.	Stakeholders who make decisions consider a variety of perspectives and all perspectives are considered in the final decision.	Decisions-makers with varied perspectives are specifically invited and welcomed to the team, and decisions represent a consensus of the various perspectives.

*Note.* From "District-led continuous improvement: A toolkit to support continuous improvement leaders, facilitators, and team members," by Michigan Department of Education, 2021, p.3 ([https://www.michigan.gov/documents/mde/MICIP\\_Dist-Led\\_Kit\\_733762\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_Dist-Led_Kit_733762_7.pdf)).