ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT FOR CLASSROOMS

The purpose of the Organizational Culture Assessment Instrument for Classrooms[1] (OCAI-C) is to assess six key dimensions of classroom culture. In completing the instrument, you will be providing a picture of the fundamental assumptions on which your classroom operates and the attributes that characterize your classroom culture. There are no right or wrong answers. Every classroom will most likely be described by a different set of responses. Therefore be as accurate as you can in responding to the items so that your resulting cultural diagnosis will be as precise as possible.

The OCAI-C consists of six items. Each item has four alternatives. Divide 100 points among these four alternatives, depending on the extent to which each alternative is similar to your classroom. Give a higher number of points to the alternative that is most similar to your classroom. For example, on item 1, if you think alternative A is very similar to your classroom, alternatives B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points each to B and C, and 5 points to D. You may use any combination of points, just be sure that your total equals 100 for each item.

Note that the response column on the left is labeled "Now." These responses mean that you are rating your classroom culture as it is *currently.* Complete that rating first.

When you have finished, imagine your classroom culture as you think it *should be for students to flourish and exceed expectations.* Complete the instrument again, this time responding to the items as if your classroom culture has produced extraordinary success. Write these responses in the "Preferred" column. Your responses will produce two independent ratings of your culture—one as it currently exists and one as you wish it to be for students to flourish and exceed expectations.

When you have completed each of the six items, for both the current culture and the preferred culture, use the scoring sheet to tally your responses. Then use the scoring graphic to map your responses.

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The Organizational Culture Assessment Instrument for Classrooms

1. **Dominant Characteristics**	*Now*	*Preferred*
A. My classroom is a student-centered place. Students feel like they belong to an extended family; they seem to share a lot of themselves.		
B. My classroom is an innovative, lively, and enthusiastic place. Students are excited and willing to take risks in order to learn.		
C. My classroom is a results-oriented place. The concern is with the accomplishment of objectives and maximizing learning. Students are industrious and achievement oriented.		
D. My classroom is an orderly and structured place. Students feel secure and are willing to follow the rules.		
Total	100	100

2. **Teacher Attention**	*Now*	*Preferred*
A. As a teacher, my attention is generally focused on mentoring, facilitating, and supporting students.		
B. As a teacher, my attention is generally focused on engaging students in creative learning.		
C. As a teacher, my attention is generally focused on setting high expectations and establishing a sense of urgency for learning.		
D. As a teacher, my attention is generally focused on managing, organizing, and working efficiently.		
Total	100	100

3. **Classroom Management**	*Now*	*Preferred*
A. My classroom management style gives rise to student involvement, participation, and collaboration.		
B. My classroom management style gives rise to student autonomy, experimentation, and creativity.		
C. My classroom management style gives rise to student determination, industriousness, and extra effort.		
D. My classroom management style gives rise to a sense of student security, predictability, and stability.		
Total	100	100

4. Classroom Glue

	Now	Preferred
A. The glue that holds my classroom together is mutual respect, trust, and loyalty. The students believe in and support one another.		
B. The glue that holds my classroom together is vision, optimism, and hope. The students believe in their ability to improvise and adapt.		
C. The glue that holds my classroom together is individual goal accomplishment. The students see that they are achieving goals and believe that they can succeed.		
D. The glue that holds my classroom together is expectations and routines. The students believe that what is supposed to happen will happen.		
Total	100	100

5. Strategic Emphasis

	Now	Preferred
A. My strategy is to promote collaboration. Learning accelerates because of caring, openness, and mutual trust.		
B. My strategy is to engage students' imagination. Learning is accelerated through relevant experiences, creative engagement, and inspiring discoveries.		
C. My strategy is to promote individual success. Learning is accelerated through stretch targets and personal accountability.		
D. My strategy is to promote a sense of personal security, safety, and stability. Learning is accelerated because the work is predictable and unfolds as expected.		
Total	100	100

6. Criteria of Success

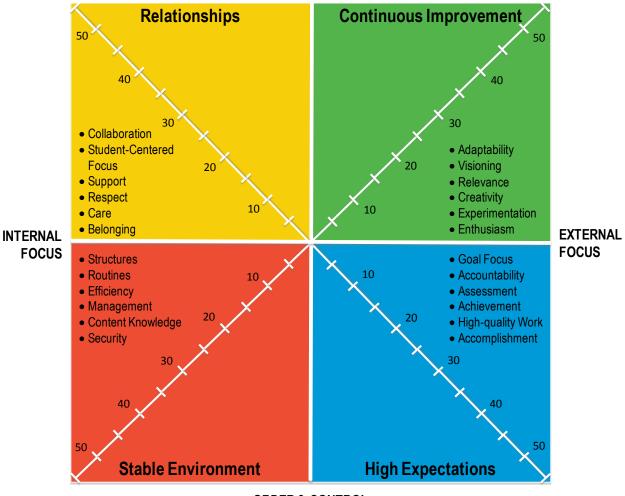|	Now	Preferred
A. My classroom is successful when we enrich our person-to-person connections. My students leave with the capacity to respect, listen, and learn from peers.		
B. My classroom is successful when we are able to envision and pursue possibilities. My students leave with the capacity to adapt, invent, and originate.		
C. My classroom is successful when we focus on goals and set high expectations for the quality of work. My students leave with the capacity to set goals, persevere, and achieve.		
D. My classroom is successful when we have established clear structures and routines. My students leave with the capacity to self-monitor, follow directions, and be good citizens.		
Total	100	100

Worksheet for Scoring the OCAI-C

"Now" Scores

☐	1A
☐	2A
☐	3A
☐	4A
☐	5A
☐	6A
☐	Sum (total of A responses)
☐	Average (sum divided by 6)

☐	1B
☐	2B
☐	3B
☐	4B
☐	5B
☐	6B
☐	Sum (total of B responses)
☐	Average (sum divided by 6)

☐	1C
☐	2C
☐	3C
☐	4C
☐	5C
☐	6C
☐	Sum (total of C responses)
☐	Average (sum divided by 6)

☐	1D
☐	2D
☐	3D
☐	4D
☐	5D
☐	6D
☐	Sum (total of D responses)
☐	Average (sum divided by 6)

Using *black* ink:
1. Plot the average of your A scores in the **yellow** quadrant.
2. Plot the average of your B scores in the **green** quadrant.
3. Plot the average of your C scores in the **blue** quadrant.
4. Plot the average of your D scores in the **red** quadrant.
5. Connect the dots.

"Preferred" Scores

☐	1A
☐	2A
☐	3A
☐	4A
☐	5A
☐	6A
☐	Sum (total of A responses)
☐	Average (sum divided by 6)

☐	1B
☐	2B
☐	3B
☐	4B
☐	5B
☐	6B
☐	Sum (total of B responses)
☐	Average (sum divided by 6)

☐	1C
☐	2C
☐	3C
☐	4C
☐	5C
☐	6C
☐	Sum (total of C responses)
☐	Average (sum divided by 6)

☐	1D
☐	2D
☐	3D
☐	4D
☐	5D
☐	6D
☐	Sum (total of D responses)
☐	Average (Sum divided by 6)

Using *blue* ink:
1. Plot the average of your A scores in the **yellow** quadrant.
2. Plot the average of your B scores in the **green** quadrant.
3. Plot the average of your C scores in the **blue** quadrant.
4. Plot the average of your D scores in the **red** quadrant.
5. Connect the dots.

Scoring Graphic for the OCAI-C

Relationships		**Continuous Improvement**	

Relationships (yellow quadrant)
- Collaboration
- Student-Centered Focus
- Support
- Respect
- Care
- Belonging

Continuous Improvement (green quadrant)
- Adaptability
- Visioning
- Relevance
- Creativity
- Experimentation
- Enthusiasm

Stable Environment (red quadrant)
- Structures
- Routines
- Efficiency
- Management
- Content Knowledge
- Security

High Expectations (blue quadrant)
- Goal Focus
- Accountability
- Assessment
- Achievement
- High-quality Work
- Accomplishment

INTERNAL FOCUS

EXTERNAL FOCUS

ORDER & CONTROL

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[1] The OCAI-C is adapted with permission from the Organizational Culture Assessment Instrument. For details see: Cameron, K and Quinn, R. (2006). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework.* San Francisco: Jossey-Bass.