

Critical Incidents Aligned with Culture Questions
Central Park East High School

Cultural Question	Incident (Artifact)	How Incident Revealed Underlying Values
1. What are the instructional and organizational values that connect people to this organization?	<p>a. Student proves his position on front of two teachers. His position is that the true inequity is economic, not racial.</p> <p>b. Groups of tables showing cooperative learning. Two girls work together to solve a physics problem.</p> <p>c. Science project of growing own fruit flies and predicting genetic disorders.</p> <p>d. Students must convince and back up assumptions and answers</p> <p>e. Review of science terms about electricity</p>	<p>a. Student must defend his position with well thought out evidence. Alternative ways of assessing student knowledge is accepted.</p> <p>b. Students can learn from each other and that teachers can facilitate learning, not dictate it.</p> <p>c. Students are capable of independent learning and predicting sophisticated outcomes.</p> <p>d. Students must defend answers with coherent detailed explanations.</p> <p>e. Represents sub-culture. Rote learning and review of vocabulary and definitions.</p>
2. What are the common beliefs, values and basic assumptions about human nature of this organization?	<p>a. Prominent display of student artwork</p> <p>b. Advisory teacher counseling a student about failing one of his classes.</p> <p>c. Student internships at leading companies, including Lehman Brothers. Self-evaluation of her time there.</p> <p>d. Five Habits of Mind, what thoughtful people do. Perspective, Evidence, Connection, Differences, Why</p> <p>e. A student didn't go home, so the school is calling her friends to see if anyone has seen her.</p> <p>f. Parent-Student-Teacher</p>	<p>a. Students' whole person is valued. Students' are important to the whole school community.</p> <p>b. Teachers work together to help students succeed in all areas. The fact that there is an "advisory" teacher indicates that there is great concern for the overall student.</p> <p>c. Students are able to understand and explain their own thoughts and experiences and reflect upon them.</p> <p>d. People who are thoughtful and reflective are important and valuable. To be able to apply this knowledge to all areas of life.</p> <p>e. All people are important and valuable. Security is important.</p> <p>f. Education is important and</p>

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	conference. Ms. Meier states that the school is open from 3-5 weeknights and all day on Saturdays for students to get their work finished.	faculty and support staff available after hours. Equity
3. How do the external, environmental cultures affect this organization?	<p>a. Debbie Meier interviewing a teen parent who wants to reenter school. Ms. Meier asked her, "What would you do if you see trouble coming?"</p> <p>b. Group of students talking about issues: having a gun pointed at him, student has a son and is married.</p> <p>c. Principal talking on the phone about the third shooting this week.</p> <p>d. Problem with demonstrations and rallies. Students and teachers talking about other viewpoints and solutions to the problem.</p> <p>e. Students in the library discussing the Rodney King situation and the need to organize and deal with prejudice in a positive manner.</p>	<p>a. Students live in the inner city. Teen pregnancy is an issue, however teachers, administrators, students, and parents work together on the issues.</p> <p>b. Students are mature and yet child-like in their discussion. 18 year-old talks about how he loves his son, "I can't believe I'm a parent", "a baby is a life". A girl states, "you're too young to be a parent". Outside issues prevalent inside the school and students' lives.</p> <p>c. Inner-city problems infiltrating the school and a lack of security.</p> <p>d. Rodney King and racial rioting is an issue the students are very concerned about. Lack of equity.</p> <p>e. Lack of equity, yet students are determined to deal with it in a peaceful manner.</p>
4. What assumptions underlie the management of power, control, and influence?	<p>a. Students call teachers and administrators by their first names.</p> <p>b. Teacher talking to an upset student with his head down.</p> <p>c. Parent-Teacher-Student conference concerned with the student only having one week left in the term and only inquiring about his grades then. Talked to the student about being honest</p>	<p>a. Equity, everyone is on a level playing field. Assumption is that no one automatically is deemed more powerful.</p> <p>b. Teacher does not yell or say that she orders the student to do work. There is no power struggle.</p> <p>c. All participants sit in a circle, no one at the head of a table. Student is brought to understand he needs to take responsibility for himself.</p>

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		able to educate the students and make them knowledgeable and comfortable.
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Critical Incidents Aligned with Culture Questions
Northeast High School

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1. What are the instructional and organizational values that connect people to this organization?	<p>a. "Casie at Bat" lesson in which the teacher just read the poem aloud, students did not participate in any manner. One girl was smiling at the camera and other students were talking to her about it.</p> <p>b. Simon and Garfunkel as poetry lesson. Students were given a copy of the poem and listened to teacher read the poem and then listened to the song</p> <p>c. Film class where active debate takes place about attitudes toward education, issues of the world, and hence the school.</p>	<p>a. As long as the students are quiet and out of trouble they must be doing something.</p> <p>b. The lesson tried to deviate from the dry, rote lessons that seem to be the norm. However, the lesson did not have true student involvement; the students were still very passive</p> <p>c. This is the counter-culture or sub-culture. A student states that he was told that he doesn't look like a "Northeasterner" and he comments that he is unsure as to what that label entails. This class shows the value of liberty a great deal more than any of the other classes.</p>
2. What are the common beliefs, values and basic assumptions about human nature of this organization?	<p>a. Disagreement between student and gym teacher about getting into gym clothes</p>	<p>a. Gym teacher states, "Don't talk, just listen" and "We'll determine that". Students are unable to know what is good for them and to make their own decisions. There is a lack of liberty and social capital.</p>
3. How do the external, environmental cultures affect this organization?	<p>a. Student and administrator discussing student's unwillingness to take a detention. Administrator tells students to show character by taking the detention and then asking the teacher why he received the detention. Administrator told him to "Be a man and take orders". Student says he will take the detention, "under protest".</p> <p>b. Space Re-enactment where three students spend a prolonged period of time in a space simulator at the school. The principal reads a letter from NASA.</p>	<p>a. At this time, there is social discord between the old regime of taking orders and following what authority dictates and a new regime of standing up and protesting when an individual feels injustice is being done. There is a lack of liberty.</p> <p>b. This time period is in the middle of the Cold War and Space Race. Schools, reflecting the concerns of the external society, greatly push science in the</p>

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		curriculum.
4. What assumptions underlie the management of power, control, and influence?	<p>a. Student is failing, but essays received "fabulous writing". Administrator and parents discussing the situation.</p> <p>b. Teacher on hall duty trying to get students off of the phone.</p> <p>b. Prom dress discussion. Students want leeway in dress code. Teachers say to do what the majority wants and that nobody likes it, but everybody has to do it.</p> <p>d. Administrator and two students. One student hit another. Administrator tells the student who hit the other, "don't sir me." And continues to mention how bad the deed was considering the other student was wearing glasses.</p> <p>e. Student, mother, and administrator discussing the student's misbehavior in class. Administrator tells the girl to be a positive leader, that everyone knows who the leader is in a group. Don't disrespect the teacher, even if she isn't doing her job.</p> <p>f. Police Officer with a nightstick supervising crowded halls, seemingly before a large gathering.</p>	<p>a. Parents are arguing on behalf on their daughter, but in the end side with the administrator and school. The underlying assumption is that the school is always correct. There is a lack of equity in that the parents do not truly have power to make changes.</p> <p>b. Teachers are perceived to have the power, but are not always able of enforcing that power. This indicates a lack of true control.</p> <p>c. Administrators mandate the following of rules no one likes or finds fair, even the administrators. Power is even beyond their control. This is also an economic equity issue, the student whose boyfriend couldn't afford a tuxedo, cannot attend the prom.</p> <p>d. A person cannot take advantage of power he possesses. The administrator's emphasis was on the fact that the stronger student took advantage of a weaker student.</p> <p>e. There must be an illusion of power maintained, by respecting teachers, seen as authority figures, even if they are not doing their jobs or earning that respect. There is also much power in the unstated leaders of groups, especially social groups among students.</p> <p>f. Security and control of power is important, even if it means enforcement through violence.</p>
5. How do people in this	a. Girls' gym class. Students were	a. Femininity is important, even