Faculty buy-in and support are essential components of a college-going culture. All school staff should be partners in promoting education beyond high school and can work together formally and informally to provide important information, resources, and support in the college process.

The first step is to initiate a conversation with the school community and review the present culture. It is important that everyone at the school be aware of school-specific data on student achievement and college-going indicators. Administrators should share current data such as high school graduation rates, college enrollment rates, test scores, FAFSA/ORSAA completion, and any other data about teacher, student and parent postsecondary expectations.

Next, administrators should lead a conversation on the [importance of high expectations](https://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf) in creating a college-going culture for all students and come to a common understanding on the shared responsibility of supporting students on the path to postsecondary education. For additional collaborative activities for staff, see the National Association of Secondary School Principals [*Leading Success*](https://www.nassp.org/professional-learning/online-professional-development/leading-success/)learning modules.

# Discussion questions for staff

## What is our school’s culture? What do we want it to be?

Culture consists of the underlying values, beliefs, and meanings which are deeply held, static, and enduring.

Staff should respond to these three key statements to help identify the school’s culture.

* All students who attend this school are expected to \_\_\_\_\_\_\_\_\_\_\_\_\_.
* All educators who work at this school are expected to \_\_\_\_\_\_\_\_\_\_.
* A person cannot walk down the hallways of this school without seeing \_\_\_\_\_\_\_\_\_\_.

After evaluating the current culture at the school, encourage staff to complete the sentences above with what they would like the school culture to reflect. Use the responses in order to discuss the importance of high expectations and the need for every adult in the school to share the role of ‘college counselor’ in some way.

## What does it mean to be college and career-ready?

Staff should brainstorm a common definition for college and career readiness as well as how to achieve it.

## How can we make our school more college-focused?

Encourage staff to think of specific ways that they can be more college-focused in their day-to-day work in addition to broader school changes.