



## ELEVEN PRINCIPLES SCORING GUIDE

When determining the rating of each principle, you should consider the following four questions:

- How many examples of the *11 Principles* Key Indicators are identified in the application?
- Are practices guided by data, *11 Principles* Key Indicators, or other relevant, research-based literature?
- Is there evidence (qualitative or quantitative) of positive outcomes resulting from implementation of the principle?
- Are all students, parents, and staff members impacted or engaged with the activities of each principle?

(These 4 questions correlate to the rating guidelines in each box below.)

Implementation Rating	Implementation Rating Description	Implementation Rating Guidelines
4	<p>Exemplary</p> <p>(Practices are embedded, have depth, and can be used as a model for other schools.)</p>	<ul style="list-style-type: none"> <li>• Multiple examples suggesting implementation of <i>11 Principles</i> Key Indicators</li> <li>• Practice is guided by an analysis of the data, <i>11 Principles</i> Key Indicators, and/or relevant literature</li> <li>• Evidence (qualitative and quantitative) reveals positive outcomes associated with principle implementation</li> <li>• Super majority of stakeholders (admin, teachers, students, parents) are impacted by or engaged in implementation</li> </ul>
3	<p>Good</p> <p>(Practices are implemented with some depth and regularity.)</p>	<ul style="list-style-type: none"> <li>• Some examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided</li> <li>• Practice is guided by some or limited data analysis, <i>11 Principles</i> Key Indicators, and/or relevant literature</li> <li>• Some evidence (qualitative and quantitative) supporting positive outcomes is provided</li> <li>• Majority of stakeholders are impacted by or engaged in implementation</li> </ul>
2	<p>Developing</p> <p>(Practices are implemented, but with very little depth.)</p>	<ul style="list-style-type: none"> <li>• Few examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided</li> <li>• Unclear if practice is being guided by data analysis, <i>11 Principles</i> Key Indicators and/or relevant literature</li> <li>• Evidence (quantitative and qualitative) is lacking, is limited, or is unclear with no association to positive outcomes</li> <li>• A minority of stakeholders is impacted by or engaged in implementation</li> </ul>
1	<p>Lacking Evidence</p> <p>(Practices are not in place or just beginning with very little growth.)</p>	<ul style="list-style-type: none"> <li>• Inadequate examples of programs or process addressing <i>11 Principles</i> Key Indicators</li> <li>• Practice is not being guided by data analysis, <i>11 Principles</i> Key Indicator, and/or relevant literature</li> <li>• No evidence (qualitative and quantitative) to support positive outcomes</li> <li>• Limited number of stakeholders are impacted by or engaged in implementation</li> </ul>

SCHOOL: \_\_\_\_\_ City, State: \_\_\_\_\_

	Item #1	Item #2	Item #3	Item #4	Ave
<b>1. Core Values are defined, implemented, and embedded into school culture.</b>	<p><b>Stakeholders in the school community select or agree to core values:</b></p> <ul style="list-style-type: none"> <li>All involved in choice; reflect on relevance if existence for some time</li> <li>Understand why &amp; how values selected</li> <li>A balance of both moral and performance values</li> </ul>	<p><b>Core Values guide every aspect of school life:</b></p> <ul style="list-style-type: none"> <li>Staff, students, parents use common language</li> <li>Strong staff buy-in, modeling.</li> <li>Staff ownership for teaching, modeling, integrating core values into everything.</li> <li>Embedded in school policies and procedures</li> <li>Shape hiring practices, new staff training, etc.</li> </ul>	<p><b>Reminders and statements of core values are visible throughout the school community.</b></p> <ul style="list-style-type: none"> <li>In mission statement, handbooks, discipline code, website, school goals, etc.</li> <li>Defined in behavioral terms; “looks like”</li> <li>Staff, students, parents can identify/explain</li> </ul> <p><b>District:</b> promotes values in vision, mission, goals, objectives, policies, public relations.</p>		
<b>2. The school defines “character” comprehensively to include thinking, feeling, &amp; doing.</b>	<p><b>Staff teach and provide opportunities for students to understand core values, ethical decision-making, and applications to life situations.</b></p> <ul style="list-style-type: none"> <li>Staff clarify values through instruction</li> <li>Staff can explain how students understand</li> <li>Students can explain/define/demonstrate behavior which models values</li> </ul>	<p><b>The school provides experiences and time for students to reflect on and internalize the core values.</b></p> <ul style="list-style-type: none"> <li>Developing empathy and a sense of responsibility for others</li> <li>Reflect thru real-life problems</li> <li>Safety, belonging, autonomy needs met</li> </ul>	<p><b>The school provides opportunities for students to practice the core values, so they become habitual patterns of behavior.</b></p> <ul style="list-style-type: none"> <li>Examine self thru journals, discussions</li> <li>Practice and receive feedback (“I-messages,” goal setting, active listening, role plays)</li> <li>Demonstrate/live core values (coop. groups, cross-grade tutoring, class meetings, peer mediation)</li> </ul>		
<b>3. The school uses a comprehensive, intentional, proactive approach to develop character.</b>	<p><b>The school is intentional and proactive in addressing social, emotional, and character development.</b></p> <ul style="list-style-type: none"> <li>Research-based standards, core competencies, or key developmental indicators to assure seed skills are taught.</li> <li>Seed skills are taught at all grade levels</li> </ul> <p><b>District:</b> identified and adopted seed skills in its instructional program or curriculum/.</p>	<p><b>Character is integrated into all aspects of teaching and learning.</b></p> <ul style="list-style-type: none"> <li>In content of all subjects</li> <li>Opportunities to address ethical issues</li> </ul> <p><b>District:</b> CE included in curriculum frameworks</p>	<p><b>CE is infused in all aspects of the school day.</b></p> <ul style="list-style-type: none"> <li>All settings (lunch, fields, bus)</li> <li>Artifacts show that values guide TOTAL school life (sports, co-curricular codes)</li> </ul>		
<b>4. The school creates a caring community.</b>	<p><b>Caring attachments adults/students</b></p> <ul style="list-style-type: none"> <li>Students perceive staff as caring</li> <li>Teachers attend school/social events</li> <li>Teachers/students connect in small groups</li> <li>Teachers counsel, mentor</li> <li>Discipline approached in caring and respectful way</li> </ul>	<p><b>Caring attachments among students</b></p> <ul style="list-style-type: none"> <li>Students perceive student body as friendly</li> <li>Educational strategies foster caring/respect (Coop. learning; class meetings; cross-age groups)</li> </ul>	<p><b>Adults have caring attachments</b></p> <ul style="list-style-type: none"> <li>Parents welcome</li> <li>Staff feels supported</li> <li>Staff, parents get along</li> <li>Administration collegial</li> </ul> <p><b>District:</b> district-level develops caring with ALL staff</p>	<p><b>Peer cruelty, tolerance issues, bad language, put downs, bullying, differences are addressed</b></p> <ul style="list-style-type: none"> <li>Students report bullying is infrequent</li> <li>Staff, students receive training in dealing with cruelty, bullying, intolerance.</li> </ul>	
<b>5. The school provides students with opportunities for moral action. (particularly, service learning)</b>	<p><b>Clear expectations for service and service learning</b></p> <ul style="list-style-type: none"> <li>Artifacts to Demonstrate: eg. conflict resolution, academic integrity, good sportsmanship, service, etc.</li> <li>Understanding of service and service learning</li> <li>Expectations for service learning</li> </ul> <p><b>District:</b> Guidelines or expectations for SL, academic integrity, sportsmanship/reflection</p>	<p><b>Within school</b>—all participate</p> <ul style="list-style-type: none"> <li>Provides in-school opportunities e.g. cross-grade buddies, peer mediation, school care</li> <li>Connects service with the curriculum</li> <li>Training/projects in conflict resolution, academic integrity, ethical decisions.</li> <li>Reflection connected to service opportunities</li> </ul>	<p><b>In community</b>— “all” involved &amp; reflect</p> <ul style="list-style-type: none"> <li>Time provided</li> <li>Connects service with curriculum</li> <li>Students assess community needs, initiate, plan</li> <li>Reflection connected to service opportunities</li> </ul>		

Comments (strengths, areas for growth, possible Promising Practice):    4-Exemplary            3-Good            2-Developing            1-Lacking Evidence

<p><b>6. Meaningful, challenging academic curriculum that respects all, develops character &amp; helps them succeed</b></p>	<p><b>Curriculum meaningful, challenging for all</b></p> <ul style="list-style-type: none"> <li>Engages students (problem-solving, coop. learning, experience-based learning)</li> <li>Accents student autonomy, mastery goals</li> <li>Student voice &amp; choice</li> </ul>	<p><b>Staff Identifies &amp; accommodates diversity</b></p> <ul style="list-style-type: none"> <li>Differentiates instruction to needs</li> <li>Helps ALL students achieve high level</li> <li>Parents/students say teachers know, understand &amp; respond to students</li> </ul>	<p><b>Promotes the performance values</b></p> <ul style="list-style-type: none"> <li>Develops thinking habits (curiosity, crit. think.)</li> <li>Promotes work-related habits (perseverance)</li> <li>Fosters social habits for working together</li> <li>Teachers, students promote academic integrity</li> </ul>		
<p><b>7. Fosters students' self-motivation</b></p>	<p>Emphasizes <b>intrinsic</b> over <b>extrinsic</b> rewards.</p> <ul style="list-style-type: none"> <li>Staff, students can explain self-motivation</li> <li>Staff has addressed extrinsic motivation</li> <li>Refrains from honoring just a few students</li> <li>Methods stress intrinsic motivation</li> <li>Stresses pride in one's work, doing what is right, revision after feedback, gratitude</li> </ul> <p><b>District:</b> Use PR to publicize good character</p>	<p><b>Behavior management</b> emphasizes values</p> <ul style="list-style-type: none"> <li>Staff training in behavior management</li> <li>Discipline code tied to values</li> <li>Infractions tied to reflection on values</li> <li>Students play role in group management</li> </ul>	<p><b>A priority in way staff organize classes</b></p> <ul style="list-style-type: none"> <li>Routines show respect for all students &amp; reinforce sense of belonging</li> <li>Core values underlie routines</li> <li>Policies and procedures support integrity</li> </ul>		
<p><b>8. All staff share the responsibility for developing, implementing, and modeling ethical character.</b></p>	<p><b>All staff commit to and hold each other accountable for modeling ethical character.</b></p> <ul style="list-style-type: none"> <li>Staff courteous to students, each other</li> <li>Staff live by created norms</li> <li>Staff sees themselves as role models</li> <li>Students &amp; parents say staff models core values</li> </ul>	<p><b>All staff members are involved in planning, designing, and implementing the schoolwide character initiative.</b></p> <ul style="list-style-type: none"> <li>All prof./support staff receive CE training</li> <li>Staff is ethical learning community</li> <li>Administrators, staff involved in planning</li> </ul> <p><b>District:</b> Trains all personnel &amp; new staff in character/SEL; provides funding</p>	<p><b>Time is given to staff to learn about, plan, and reflect on the teaching of character in their roles.</b></p> <ul style="list-style-type: none"> <li>CE on agenda for faculty meetings</li> <li>Release time for CE planning, reflection</li> <li>Teachers use core values to reflect on self.</li> </ul> <p><b>District:</b> provides central source for CE info &amp; fosters collaboration between schools.</p>		
<p><b>9. The school's character initiative has shared leadership and long-range support for continuous improvement.</b></p>	<p><b>The school principal and other leaders champion the character initiative.</b></p> <ul style="list-style-type: none"> <li>Principal: visible, supportive CE champion, but CE would continue if principal left.</li> <li>Key leaders support CE long-range and study current research, and training.</li> </ul> <p><b>District:</b> CE a priority in district's goals, hiring of principals, district personnel incorporate CE.</p>	<p><b>Inclusive leadership group</b></p> <ul style="list-style-type: none"> <li>Character committee leads CE effort and responsible for monitoring, assessing, and ensuring sustainability of CE initiative.</li> <li>Guides planning</li> <li>Artifacts show CE team's meetings, actions</li> </ul> <p><b>District:</b> CE committee, with community, business, religious leaders, parents, students, guides planning</p>	<p><b>Students are explicitly involved in leadership roles that contribute to the character initiative.</b></p> <ul style="list-style-type: none"> <li>Students see themselves as playing roles in the wider community</li> <li>Students have opportunities to advise the staff</li> <li>Multiple opportunities for leadership and artifacts to show.</li> <li>Students are taught leadership skills and demonstrate responsibility &amp; respect.</li> </ul>		
<p><b>10. The school engages families and communities as partners in the character initiative.</b></p>	<p><b>Families are actively involved in CE effort</b></p> <ul style="list-style-type: none"> <li>Parents assume active CE leadership roles</li> <li>Parents aware of, supportive of CE</li> <li>Parents recruited; volunteer frequently</li> <li>School welcomes parents (office, e-outreach).</li> </ul>	<p><b>School communicates with families and seeks their input and engagement.</b></p> <ul style="list-style-type: none"> <li>Variety of techniques used (report cards, e-mails, newsletters, conferences; Web sites.)</li> <li>Proof of two-way communication</li> <li>Welcomes new families, orients them</li> <li>Parent workshops offered</li> </ul>	<p><b>Recruits the help of wider community in CE</b></p> <ul style="list-style-type: none"> <li>Community leaders have CE leadership roles</li> <li>Larger community supportive of CE/may integrate CE in activities</li> <li>Volunteer in school/participate in events</li> </ul> <p><b>District:</b> Recruits gov. agencies, business, community &amp; other youth organizations.</p>		
<p><b>11. Assesses character education implementation, culture and climate and student growth.</b></p>	<p><b>Core Values are reviewed and discussed annually so that they can be reaffirmed, updated, or revised as needed.</b></p> <ul style="list-style-type: none"> <li>All stakeholders surveyed about core values effectiveness.</li> <li>Values are aligned with all aspects of school</li> <li>Schools have created a touchstone, mantra, creed and communicated with everyone.</li> </ul>	<p><b>Sets goals &amp; assesses culture, climate</b></p> <ul style="list-style-type: none"> <li>Has a written action plan for improvement</li> <li>Has artifacts that show conclusions drawn from input from students, staff, parents</li> <li>Uses quantitative/qualitative data to make CE changes, plan initiatives</li> </ul> <p><b>District:</b> Arranges for and finances assessment</p>	<p><b>Staff reflect &amp; report on CE efforts.</b></p> <ul style="list-style-type: none"> <li>Get data on student perceptions of teachers</li> <li>Report on their CE efforts through surveys</li> <li>Reflect formally/informally on CE data</li> <li>Reports to all stakeholders on CE</li> <li><b>District:</b> evaluates principals on implementation of CE &amp; asks them to do so with staff</li> </ul>	<p><b>Assesses how CE initiative impacts students.</b></p> <ul style="list-style-type: none"> <li>Variety of approaches (report cards/parent conference /goal-setting)</li> <li>Survey students on how values affect their lives</li> </ul> <p>Surveys, data collection on student behavior demonstrates growth</p>	

4-Exemplary

3-Good

2-Developing

1-Lacking Evidence