

ELEVEN PRINCIPLES SCORING GUIDE

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

1. How many *11 Principles* Key Indicators are identified in the application?
2. Are practices guided by data, *11 Principles* Key Indicators, or other relevant literature?
3. Is there evidence (qualitative or quantitative) of positive outcomes resulting from implementation of the principle?
4. What percent of the school population is impacted or engaged with the activities of this principle?

Implementation Rating	Implementation Rating Description	Implementation Rating Guidelines
4	Exemplary	<ul style="list-style-type: none"> ● Multiple examples suggesting implementation of <i>11 Principles</i> Key Indicators ● Practice is guided by an analysis of the data, <i>11 Principles</i> Key Indicators, and/or relevant literature guides practice ● Evidence (qualitative and quantitative) reveals positive outcomes associated with principle implementation ● Super majority of stakeholders (admin, teachers, students, parents) are impacted by or engaged in implementation
3	Good	<ul style="list-style-type: none"> ● Some examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided ● Practice is guided by some or limited data analysis, <i>11 Principles</i> Key Indicators, and/or relevant literature ● Some evidence (qualitative and quantitative) supporting positive outcomes is provided ● Majority of stakeholders are impacted by or engaged in implementation
2	Developing	<ul style="list-style-type: none"> ● Few examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided ● Unclear if practice is being guided by data analysis, <i>11 Principles</i> Key Indicators and/or relevant literature ● Evidence (quantitative and qualitative) is lacking, is limited, or is unclear with no association to positive outcomes ● A minority of stakeholders is impacted by or engaged in implementation
1	Lacking Evidence	<ul style="list-style-type: none"> ● Inadequate examples of programs or process addressing <i>11 Principles</i> Key Indicators ● Practice is not being guided by data analysis, <i>11 Principles</i> Key Indicator, and/or relevant literature ● No evidence (qualitative and quantitative) to support positive outcomes ● Limited number of stakeholders are impacted by or engaged in implementation

11 Principles SELF-ASSESSMENT TOOL

SCHOOL: _____ City, State: _____ Grades: _____ % on Free/Reduced Lunch: _____ SCORE: _____

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

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

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

4-Exemplary

3-Good

2-Developing

1-Lacking Evidence