character.org

11 Principles Capsule Summary Sheet

SCHOOL: ___   City, State: ____   Grades: _____ , $_____/student

% on Free/Reduced Lunch: Demo: SCORE:_____
Application link:

Scoring Levels: (see 11 Principles for specifics) **4-Exemplary   3-Good   2-Developing   1-Lacking Evidence**

	Item #1	Item #2	Item #3	Item #4
1. Core Values are defined, implemented, and embedded into school culture.	**Representative stakeholders select a set of core values.** • All stakeholders have opportunity to identify core values or reflect on relevance if core values selected years ago • School community understands why & how core values were selected • Core values include a balance of both moral and performance values	**Core values guide every aspect of school life.** • Staff, students, parents use common language of core values • Strong staff buy-in for teaching, modeling and integrating core values into school life • Core values shape hiring practices, new staff training, and staff evaluation	**Core values visibly publicized in building and school publications.** • In mission statement, handbook, and website • Staff, students, and parents can identify and define core values and recognize strategies to promote core values thru (ex) a touchstone, mantra, or creed **District:** promotes core values in vision, mission, goals, objectives, policies, and public relations.	
2. School defines character to include thinking, feeling, and doing.	**Staff teach and provide opportunities for students to understand core values.** • Staff clarify meaning of values through instruction and discussion • Staff can explain how students understand core values • Students can explain and define core values in behavioral terms	**The school provides experiences and time for students to reflect on the benefits and internalize core values.** • Students reflect on outcomes in literature and life when core values are present or absent thru journals or discussion • Safety, belonging, autonomy needs are met and understood in relation to core values (responsibility, care, respect)	**The school provides opportunities for students to practice the core values, so they become habitual patterns of behavior.** •Practice skills such as I-messages, goal setting, active listening with role plays • Demonstrate core values in cooperative groups, cross-grade tutoring, class meetings, and peer mediation	
3. The school uses a comprehensive, intentional, proactive approach to develop character.	**The school is intentional and proactive in addressing social, emotional, and character development (SECD).** • Research-based standards, core competencies, or key developmental indicators to assure SECD skills are taught. •SCED skills are taught at all grade levels **District**: identified and adopted SCED skills in its instructional program or curriculum.	**Character lessons regularly integrated into academic content.** • In content of all subjects • Opportunities to address ethical issues **District:** SECD included in curriculum frameworks.	**SCED infused throughout school.** • All settings (lunch, field trips, bus) • Artifacts show that core values guide TOTAL school life (co-curricular activities, athletics)	
4. School leaders create a caring community.	**Caring attachments between adults and students.** • Students perceive staff as caring • Teachers attend school social events • Teachers and students connect in small groups • Teachers counsel and mentor	**Caring attachments among students.** • Students perceive student body as friendly • Educational strategies foster caring and respect thru strategies such as cooperative learning, class meetings, cross-age groups	**Adults have caring attachments.** • Parents welcomed • Staff feels supported • Staff, parents get along • Administration collegial **District**: district-level develops caring with ALL staff.	**Peer cruelty, tolerance issues, bad language, put downs, bullying, differences are addressed.** • Students report bullying is infrequent • Staff and students receive training in dealing with cruelty, bullying, and intolerance
5. Opportunities for moral action (particularly using service learning).	**Clear expectations for service and service learning (SL).** • Artifacts demonstrate moral action such as: use of conflict resolution skills, commitment to academic integrity, good sportsmanship, and peer tutoring • Understanding demonstrated between strategies of community service and SL *Reflection skills taught, modeled and practiced in all service projects **District**: Guidelines or expectations for SL, academic integrity, sportsmanship and reflection	**Within school—majority participation.** • Provide in-school opportunities with student leadership roles for (ex): cross-grade buddies, peer mediation, school care, and peer tutoring • Connects service with the curriculum • Training/projects in (ex): conflict resolution, academic integrity, ethical decision making	**In community—majority participation.** • Time is provided • Connects service with curriculum • Students assess community needs, help initiate & lead	

6. Meaningful, challenging academic curriculum that respects all, develops character & helps them succeed.	**Curriculum is meaningful and challenging for all students.** • Engages students (problem-solving, cooperative learning, experience-based learning) • Accents student autonomy and mastery goals • Student voice & choice demonstrated	**Staff Identifies and accommodates diversity.** • Differentiates instruction to address needs • Helps ALL students achieve high level • Parents and students say teachers know, understand and respond to student needs	**Promotes and reflects on the performance values.** • Develops thinking habits (ex) curiosity, critical thinking, and reflection skills • Promotes work-related habits (time management, planning, and perseverance) • Fosters social habits for working together (ex) punctuality, preparedness	
7. Fosters students' self-motivation.	**Emphasizes intrinsic over extrinsic rewards.** • Staff, students can explain and affirm values of self-motivation • Staff understand problems with use of extrinsic rewards • School refrains from honoring just a few students • Teaching methods stress intrinsic motivation such as taking pride in one's work, doing what is right, revision after feedback, gratitude **District:** Uses public relations messages to publicize good character as intrinsic value.	**Behavior management emphasizes reflection on core values.** • Staff training in behavior management with core values • Discipline code tied to core values • Infractions and success tied to reflection on values • Students play role in class management options • Clear guidelines for policies on (ex) academic integrity, bullying, and sportsmanship supported by goals to demonstrate core values	**A priority in way teachers conduct classes.** • Classroom routines show respect for all students & reinforce sense of belonging (care) • Core values underlie class routines (responsible and respectful) • All policies and procedures explicitly linked to core values	
8. All staff share the responsibility for developing, implementing, and modeling ethical character initiative.	**All staff commit to and hold each other accountable for modeling core values.** • Staff is courteous to students and each other • Staff sees themselves as role models • Students, parents say staff model values	**ALL staff members have opportunity to be involved in planning and implementing the schoolwide character initiative.** • All professional and support staff receive CE training • Staff recognize it is an ethical learning community **District:** Trains all personnel and new staff in character education and provides funding for training and /or conferences.	**Time is provided for learning, planning, and reflecting on their role as character educators.** • CE on agenda for faculty meetings • Release time for CE planning, reflection • Teachers use core values to reflect on personal character development. **District:** Provides central source for CE info and fosters collaboration between schools.	
9. The school's character initiative has shared moral leadership and long-term support for continuous improvement.	**The school principal and others champion the character initiative.** • Principal is visible, supportive CE champion, but CE would continue if principal left. • Key leaders support CE long-term planning and remain current with research, literature and professional development **District:** CE is a priority in district's goals, hiring of principals, and district personnel incorporate CE districtwide.	**Inclusive committee guides initiative.** • A committee exists with diverse representation responsible for planning, implementing and evaluating • Artifacts demonstrate CE committee's meetings, strategic plans, and activities **District:** CE committee, with community, such as business, religious leaders, parents, and students guides planning.	**Students involved in leadership roles to advance CE initiative.** • Students see themselves as having leadership opportunities to advance CE initiative • Artifacts reveal multiple opportunities for student leadership • Students provided leadership training with focus on core values and social skills and planning strategies	
10. The school engages families and community as partners in the character initiative.	**Families are active in CE effort.** • Parents assume active CE leadership roles • Parents aware of and supportive of CE • Parents recruited and volunteer frequently • School welcomes parents into (ex) classes, extra-curriculars, office, and e-outreach	**School engages families with two-way communication.** • Variety of techniques used (ex) report cards, e-mails, online networks, newsletters, conferences, Websites.) • Artifacts of two-way communication • Welcomes new families and orients them to CE • Parenting workshops hosted that include CE topics	**Recruits the help of wider community in CE** • Community leaders have CE leadership roles • Larger community supportive of CE and may integrate CE into their vocabulary and activities • Community members volunteer in school and participates in events **District:** Recruits government agencies, business, community and other youth organizations to use CE strategies and vocabulary.	

11. Assesses character education implementation, culture, climate and student growth.	**Core Values are reviewed and discussed annually so that they can be reaffirmed, updated or revised as needed.** • All stakeholders surveyed about understanding core values and their effectiveness. • Artifacts, interviews or surveys confirm that core values are integrated into all aspects of school	**Sets goals and assesses culture and climate.** • Has a written action plan for assessment goals • Assessment uses quantitative and qualitative data to improve CE initiative and guide new projects • Artifacts reveal actions taken from assessment of students, staff, and parents *School surveys (student, staff, parent, climate) compared over years **District**: Arranges for and finances assessment and takes action on results.	**Staff reflect and report on CE efforts.** •Data collected and summarized on student perceptions of CE initiative with specific reference to teachers • Reports document CE assessment with (ex) surveys, focus groups, interviews • Reflect formally and informally on CE data analysis and recommendations • Reports to all stakeholders on CE • **District**: evaluates principals on implementation of CE and documents individual school level of implementation.	**Assesses how CE initiative impacts students.** • Variety of approaches (ex) report cards, parent conference data, student journals, volunteer hours, discipline records, standardized test scores... • Student surveys on how core values affect their lives and school culture