

Culture of Excellence & Ethics Assessment™

(version 4.2)

21st Century Student Outcomes Alignment

Institute for Excellence & Ethics, Inc.

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Please think about yourself. Do you agree or disagree with the following statements?

I am able to ...

Student Competencies

Excellence				
CEEA	21st Century Student Outcomes			
74) ... accept constructive criticism and use it to improve.	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	CREATIVITY AND INNOVATION: Work Creatively with Others	Deal positively with praise, setbacks and criticism; Incorporate feedback effectively	FLEXIBILITY AND ADAPTABILITY: Be Flexible
79) ... develop and explain a potential solution to a problem.	Develop, implement and communicate new ideas to others effectively	CREATIVITY AND INNOVATION: Work Creatively with Others	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	COMMUNICATION AND COLLABORATION: Communicate Clearly
76) ... evaluate if a proposed solution to a problem is likely to work.	Effectively analyze and evaluate evidence, arguments, claims and beliefs; Interpret information and draw conclusions based on best analysis	CRITICAL THINKING AND PROBLEM SOLVING: Make Judgments and Decisions	Identify and ask significant questions that clarify various points of view and lead to better solutions	CRITICAL THINKING AND PROBLEM SOLVING: Solve Problems
70) ... make a change in strategy to respond to new situations.	Adapt to varied roles, jobs responsibilities, schedules and contexts; Work effectively in a climate of ambiguity and changing priorities	FLEXIBILITY AND ADAPTABILITY: Adapt to Change	Interpret information and draw conclusions based on the best analysis	CRITICAL THINKING AND PROBLEM SOLVING: Make Judgments & Decisions
69) ... go beyond the minimum requirements in pursuit of the highest standards of quality for my work.	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Demonstrate additional attributes associated with producing high quality products	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
75) ... learn from my mistakes and experiences.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	CREATIVITY AND INNOVATION: Work Creatively with Others

Please think about yourself. Do you agree or disagree with the following statements?

I am able to ...

Student Competencies

78) ... identify and develop my talents.	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
80) ... recognize and overcome my limitations.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	CREATIVITY AND INNOVATION: Work Creatively with Others
77) ... plan specific steps and monitor progress towards achieving a goal.	Set goals with tangible and intangible success criteria; Monitor, define, prioritize and complete tasks without direct oversight	INITIATIVE AND SELF-DIRECTION: Manage Goals & Time	Set and meet goals, even in the face of obstacles and competing pressures	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects
71) ... motivate myself when things are not easy.	Set and meet goals, even in the face of obstacles and competing pressures	PRODUCTIVITY AND ACCOUNTABILITY	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
68) ... organize my time and materials to get my assignments done.	Prioritize, plan and manage work to achieve the intended result	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects	Utilize time and manage workload efficiently	INITIATIVE AND SELF-DIRECTION: Manage Goals & Time
73) ... complete tasks or assignments on time.	Prioritize, plan and manage work to achieve the intended result	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects	Utilize time and manage workload efficiently	INITIATIVE AND SELF-DIRECTION: Manage Goals & Time
72) ... take a project or assignment I have done and find ways to improve it.	Demonstrate additional attributes associated with producing high quality products: be accountable for results	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners

Please think about yourself. Do you agree or disagree with the following statements?

I am able to ...

Student Competencies

Ethics				
CEEA	21st Century Student Outcomes			
92) ... always do my part when working with a partner or a group.	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others	Be accountable for results	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
85) ... communicate my ideas and feelings so others understand them.	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	COMMUNICATION AND COLLABORATION: Communicate Clearly	Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)	COMMUNICATION AND COLLABORATION: Communicate Clearly
84) ... weigh the consequences of my actions on myself and others.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Work positively and ethically	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
87) ... stand up to bullying or hazing.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
90) ... resist peer pressure to do something I am not supposed to.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
93) ... find ways to help with the needs and problems of others.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	COMMUNICATION AND COLLABORATION: Collaborate with Others
94) ... admit when I do something wrong and find ways to make up for it.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
86) ... confront others when I disagree with something they are doing.	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others

Please think about yourself. Do you agree or disagree with the following statements?

I am able to ...

Student Competencies

88) ... negotiate resolutions to conflicts so that everyone's needs are met.	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	FLEXIBILITY AND ADAPTABILITY: Be Flexible
89) ... motivate others to do better.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
91) ... use the strengths and talents of others to accomplish a goal.	Leverage strengths of others to accomplish a common goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams
95) ... hold others accountable for their actions.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others
82) ... monitor and control my emotions.	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Present oneself professionally and with proper etiquette	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
81) ... seriously consider the ideas and perspectives of others in a group/team.	Respond open-mindedly to different ideas and values; Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams	Be open and responsive to new and diverse perspectives; incorporate group feedback into work	CREATIVITY AND INNOVATION: Work Creatively with Others
83) ... work well with those from different ethnic, religious, cultural, or political perspectives.	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

Excellence

CEEA	21st Century Student Outcomes			
32) ... dismiss new or unfamiliar ideas.	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	CREATIVITY AND INNOVATION: Work Creatively with Others	Respond open-mindedly to different ideas and values	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams
42) ... are willing to consider different possibilities, when trying to solve a problem.	Effectively analyze and evaluate evidence, arguments, claims and beliefs; Interpret information and draw conclusions based on best analysis	CRITICAL THINKING AND PROBLEM SOLVING: Make Judgments and Decisions	Analyze and evaluate major alternative points of view	CRITICAL THINKING AND PROBLEM SOLVING: Make Judgments and Decisions
35) ... show a can-do attitude when faced with a new challenge.	Adapt to varied roles, job responsibilities, schedules and contexts	FLEXIBILITY AND ADAPTABILITY: Adapt to Change	Work effectively in a climate of ambiguity and changing priorities	FLEXIBILITY AND ADAPTABILITY: Adapt to Change
41) ... are open to suggestions for improvement.	Deal positively with praise, setbacks and criticism; Incorporate feedback effectively	FLEXIBILITY AND ADAPTABILITY: Be Flexible	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	CREATIVITY AND INNOVATION: Work Creatively with Others
29) ... push themselves to meet high standards.	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
31) ... do just enough to get by on their schoolwork.	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Demonstrate initiative to advance skill levels towards a professional level; Demonstrate commitment to learning as a life-long process	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

34) ... take pride in the quality of their work.	Demonstrate initiative to advance skill levels towards a professional level; Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
37) ... work hard to overcome their challenges.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	View failure as an opportunity to learn; understand that creativity and innovation is a long-term,	CREATIVITY AND INNOVATION: Work Creatively with Others
30) ... put off doing things they don't like to do.	Utilize time and manage workload efficiently	INITIATIVE AND SELF-DIRECTION: Manage Goals & Time	Balance tactical (short-term) and strategic (long-term) goals	INITIATIVE AND SELF-DIRECTION: Manage Goals and Time
33) ... set goals for doing better in school and keep track of whether they are improving.	Set goals with tangible and intangible success criteria	INITIATIVE AND SELF-DIRECTION: Manage Goals & Time	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
28) ... often spend their time doing what they want to do, instead of what they should be doing.	Monitor, define, prioritize and complete tasks without direct oversight	INITIATIVE AND SELF-DIRECTION: Work Independently	Demonstrate additional attributes associated with producing high quality products: be accountable for results	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
36) ... need constant reminding to do what they are supposed to do.	Monitor, define, prioritize and complete tasks without direct oversight	INITIATIVE AND SELF-DIRECTION: Work Independently	Prioritize, plan and manage work to achieve the intended result	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects
38) ... take initiative to get things done without being asked or reminded.	Monitor, define, prioritize and complete tasks without direct oversight	INITIATIVE AND SELF-DIRECTION: Work Independently	Prioritize, plan and manage work to achieve the intended result	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects
40) ... fail to complete their homework.	Monitor, define, prioritize and complete tasks without direct oversight	INITIATIVE AND SELF-DIRECTION: Work Independently	Prioritize, plan and manage work to achieve the intended result	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

39) ... continue trying hard, even when things are not easy.	Set and meet goals, even in the face of obstacles and competing pressures	PRODUCTIVITY AND ACCOUNTABILITY	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	CREATIVITY AND INNOVATION: Work Creatively with Others
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Ethics				
CEEA	21st Century Student Outcomes			
44) ... can rely on others to help them, if they are in trouble.	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others
46) ... are willing to help, when they see someone having a problem.	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	COMMUNICATION AND COLLABORATION: Collaborate with Others
54) ... resolve conflicts without fighting, insults, or threats.	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	COMMUNICATION AND COLLABORATION: Collaborate with Others
57) ... think they have nothing to learn from others.	Deal positively with praise, setbacks and criticism; Incorporate feedback effectively	FLEXIBILITY AND ADAPTABILITY: Be Flexible	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	CREATIVITY AND INNOVATION: Work Creatively with Others
48) ... try to stop their friends from spreading rumors or gossip about others.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

49) ... spread rumors or gossip in email or instant messaging.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
51) ... would support you if you tried to do something good.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others
55) ... when seeing someone being picked on, try to stop it.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
58) ... take an active role in helping solve school problems.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Identify and ask significant questions that clarify various points of view and lead to better solutions	CRITICAL THINKING AND PROBLEM-SOLVING: Solve Problems
59) ... encourage each other to follow the rules.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
61) ... are willing to confront team members who are off task.	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
64) ... care only about themselves.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others
65) ... help others on schoolwork, without letting them copy or cheat.	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

66)	... support and challenge each other to do their best work on group projects.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Leverage strengths of others to accomplish a common goal	SOCIAL AND CROSS-CULTURAL SKILLS
50)	... treat teachers and staff with respect, even when they disagree with them.	Know when it is appropriate to listen and when to speak	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others
62)	... cheat on tests and assignments.	Work positively and ethically	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Demonstrate integrity and ethical behavior	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
45)	... let their emotions get the best of them.	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Present oneself professionally and with proper etiquette	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results
53)	... show they disagree with someone by eye-rolling, sighing, or sarcasm.	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Respond open-mindedly to different ideas and values	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams
43)	... get picked on or excluded, if they are not part of the popular groups.	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams	Respond open-mindedly to different ideas and values	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams
47)	... are comfortable discussing ideas with classmates who are not their friends.	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams	Respond open-mindedly to different ideas and values	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

Student Culture

Health, Safety, and Life-Balance				
CEEA	21st Century Student Outcomes			
52) ... often sacrifice sleep, healthy eating, and exercise to pursue their goals.	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy	Establishing and monitoring personal and family health goals	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy
56) ... know how to balance their school and other commitments.	Utilize time and manage work load efficiently	INITIATIVE AND SELF-DIRECTION: Manage Goals and Time	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy
60) ... often do things that are unhealthy, even though they know they are bad for them.	Using available information to make appropriate health-related decisions	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy
63) ... think it's no big deal to use drugs and alcohol.	Using available information to make appropriate health-related decisions	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy
67) ... stress out about getting good grades.	Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction	CORE SUBJECTS AND 21st CENTURY THEMES: Health Literacy	Demonstrate commitment to learning as a life-long process	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners

Please think about teachers in this school. Do you agree or disagree with the following statements?

Most teachers I've had in this school...

Faculty Practices Impacting Culture

Excellence				
CEEA	21st Century Student Outcomes			
3) ... assign work requiring creativity or original thinking.	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	CREATIVITY AND INNOVATION: Work Creatively with Others	Use a wide range of idea creation techniques; create new and worthwhile ideas	CREATIVITY AND INNOVATION: Think Creatively
8) ... challenge students to express and defend their ideas.	Develop, implement and communicate new ideas to others effectively	CREATIVITY AND INNOVATION: Work Creatively with Others	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	COMMUNICATION AND COLLABORATION: Communicate Clearly
15) ... have students discuss the work presented by their peers.	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	CREATIVITY AND INNOVATION: Work Creatively with Others	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams
12) ... teach students different strategies for solving problems.	Solve different kinds of non-familiar problems in both conventional and innovative ways	CRITICAL THINKING AND PROBLEM SOLVING: Solve Problems	Identify and ask significant questions that clarify various points of view and lead to better solutions	CRITICAL THINKING AND PROBLEM SOLVING: Solve Problems
14) ... give students opportunities to work on real-life challenges.	Solve different kinds of non-familiar problems in both conventional and innovative ways	CRITICAL THINKING AND PROBLEM SOLVING: Solve Problems	Demonstrate originality and inventiveness in work and understand real world limits to adopting new ideas	CREATIVITY AND INNOVATION: Working Creatively with Others
4) ... provide feedback that helps students improve.	Deal positively with praise, setbacks and criticism; Incorporate feedback effectively	FLEXIBILITY AND ADAPTABILITY: Be Flexible	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners

Please think about teachers in this school. Do you agree or disagree with the following statements?

Most teachers I've had in this school...

Faculty Practices Impacting Culture

7) ... help students learn from their mistakes.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	CREATIVITY AND INNOVATION: Working Creatively with Others
9) ... insist students revise their work until it meets the teacher's standard for quality.	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
10) ... help students understand and overcome their limitations.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	CREATIVITY AND INNOVATION: Working Creatively with Others
11) ... help students discover and develop their talents.	Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Demonstrate initiative to advance skill levels towards a professional level	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners
13) ... help students learn how and when to ask for help.	Reflect critically on past experiences in order to inform future progress	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners	Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)	COMMUNICATION AND COLLABORATION: Communicate Clearly
5) ... teach students how to set goals and keep track of their progress.	Set goals with tangible and intangible success criteria	INITIATIVE AND SELF-DIRECTION: Manage Goals and Time	Set and meet goals, even in the face of obstacles and competing pressures	PRODUCTIVITY AND ACCOUNTABILITY: Manage Projects

Please think about teachers in this school. Do you agree or disagree with the following statements?

Most teachers I've had in this school...

Faculty Practices Impacting Culture

6) ... challenge students to set high goals.	Set and meet goals, even in the face of obstacles and competing pressures	PRODUCTIVITY AND ACCOUNTABILITY: Manage projects	Set goals with tangible and intangible success criteria	INITIATIVE AND SELF-DIRECTION: Manage Goals and Time
1) ... teach students how to manage their time.	Manage time and projects effectively	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Utilize time and manage workload efficiently	INITIATIVE AND SELF-DIRECTION: Manage Goals and Time
2) ... have students study examples of high quality work and factors that contribute to that quality.	Demonstrate additional attributes associated with producing high quality products: be accountable for results	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities for expertise	INITIATIVE AND SELF-DIRECTION: Be Self-Directed Learners

Ethics

CEEA	21st Century Student Outcomes			
20) ... teach students how to solve conflicts fairly and peacefully.	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	COMMUNICATION AND COLLABORATION: Collaborate with Others	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	COMMUNICATION AND COLLABORATION: Collaborate with Others
26) ... take time to discuss important ethical issues in our school, community, or world.	Use 21st century skills to understand and address global issues	CORE SUBJECTS AND 21st CENTURY THEMES: Global Awareness	Learn from and work collaboratively with individuals representing diverse cultures, religions and life styles in a spirit of	CORE SUBJECTS AND 21st CENTURY THEMES: Global Awareness
16) ... give students individual attention and assistance when they need it.	Deal positively with praise, setbacks and criticism	FLEXIBILITY AND ADAPTABILITY: Be Flexible	Incorporate feedback effectively	FLEXIBILITY AND ADAPTABILITY: Be flexible
21) ... ask for student input when setting up rules.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others

Please think about teachers in this school. Do you agree or disagree with the following statements?

Most teachers I've had in this school...

Faculty Practices Impacting Culture

23)	... provide students with opportunities to give input on class or school issues.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Solve different kinds of non-familiar problems in both conventional and innovative ways	CRITICAL THINKING AND PROBLEM SOLVING: Solve Problems
24)	... challenge students to hold each other accountable for doing the right thing.	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others	Demonstrate integrity and ethical behavior in using influence and power	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
25)	... involve students in different leadership roles in the school.	Use interpersonal and problem-solving skills to influence and guide others toward a goal	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others
27)	... involve students in various service projects or activities.	Inspire others to reach their very best via example and selflessness	LEADERSHIP AND RESPONSIBILITY: Guide and Lead Others	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others
19)	... teach students how to apply ethical thinking to real-life challenges.	Work positively and ethically	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	CREATIVITY AND INNOVATION: Work Effectively with Others
22)	... help students understand and do what is right.	Work positively and ethically	PRODUCTIVITY AND ACCOUNTABILITY: Produce Results	Act responsibly with the interests of the larger community in mind	LEADERSHIP AND RESPONSIBILITY: Be Responsible to Others
17)	... help students learn how to manage their emotions.	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Know when it is appropriate to listen and when to speak	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others
18)	... establish clear expectations for how students should treat each other.	Conduct themselves in a respectable, professional manner	SOCIAL AND CROSS-CULTURAL SKILLS: Interact Effectively with Others	Respond open-mindedly to different ideas and values; Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	SOCIAL AND CROSS-CULTURAL SKILLS: Work Effectively in Diverse Teams