

*Collective Responsibility for Excellence & Ethics*

# Survey Components and Scale Matrix

*version 2.7.1*

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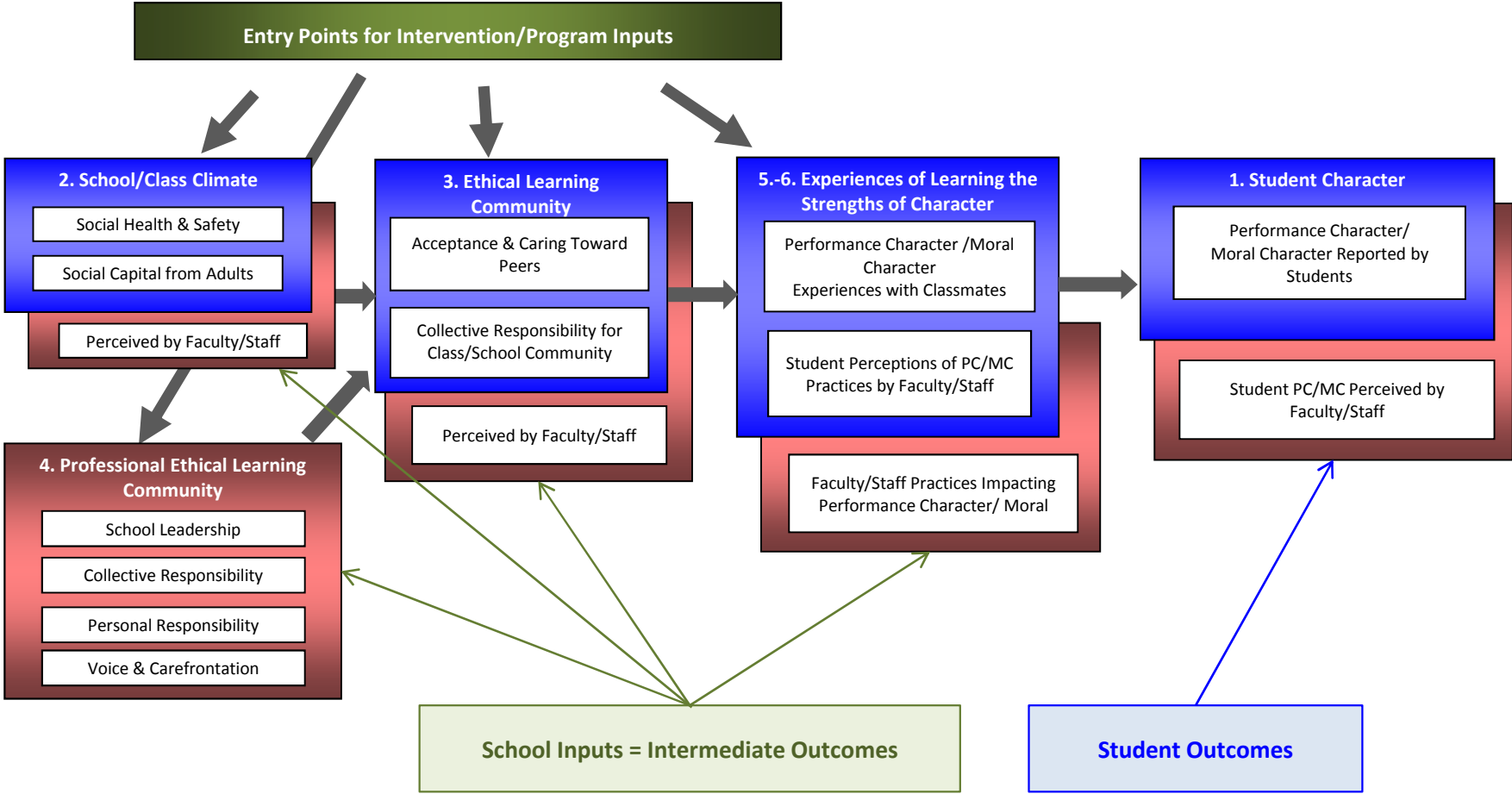
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# CREE Conceptual Model



# Scale Matrix

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## 1. Student Performance Character and Moral Character

- 1.1.1 Performance Character Reported by Students
- 1.1.2 Student Performance Character Perceived by Faculty/Staff
- 1.2.1 Moral Character Reported by Students
- 1.2.2 Student Moral Character Perceived by Faculty/Staff

## 2. School/Classroom Social Climate

### 2.1 Climate: Social Health & Safety

- 2.1.1 Student Perceptions of Social Health & Safety
- 2.1.2 Social Health & Safety Perceived by Faculty/Staff

### 2.2 Social Capital from Adults

- 2.2.1 Student Perceptions of Social Capital from Adults
- 2.2.2 Social Capital from Adults Reported by Faculty/Staff

## 3. Ethical Learning Community (ELC)

- 3.1.1 Acceptance of Differences & Caring Toward Peers Perceived by Students
- 3.1.2 Student Acceptance & Caring Toward Peers Perceived by Faculty/Staff
- 3.2.1 Collective Responsibility for Class/School Community Perceived by Students
- 3.2.2 Student Collective Responsibility Perceived by Faculty/Staff

## 4. Professional Ethical Learning Community (PELC)

- 4.1 PELC: Faculty/Staff Perceptions of School Leadership
- 4.2 PELC: Faculty/Staff Perceptions of Collective Responsibility
- 4.3 Engagement in PELC: Personal Responsibility Reported by Faculty/Staff
- 4.4 Engagement in PELC: Voice and Carefrontation Reported by Faculty/Staff

## 5. Faculty & Staff Practices Impacting Character

- 5.1.1 Practices Impacting Performance Character Reported by Faculty/Staff
- 5.1.2 Student Perceptions of Practices Impacting Performance Character
- 5.2.1 Practices Impacting Moral Character Reported by Faculty/Staff
- 5.2.1 Student Perceptions of Faculty/Staff Practices Impacting Moral Character

## 6. Student Experiences with Class/Schoolmates Impacting Character

- 6.1 Performance Character Experiences with Class/Schoolmates
- 6.2 Moral Character Experiences with Class/Schoolmates

## 7. Parent Survey

- 7.1 School Engaging Parents with their Child's Learning
- 7.2 Parents Engaging with School Activities
- 7.3 Learning at Home/Practices Impacting Performance Character
- 7.4 Parenting Practices Impacting Moral Character
- 7.5 Parent Assessment of School Environment

### Student 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

#### 1.1.1 Performance Character Reported by Students

1	<b>I can be counted on to do my part for the team/group.</b>
3	<b>I spend extra time working to improve my weaknesses.</b>
5	<b>I think about my school work and consider whether I need to work harder.</b>
7	<b>I give up watching TV or hanging out with friends to study for a test or do an assignment for school.</b>
8	<b>I redo a school assignment to make it better.</b>
18	I continue trying hard, even when things are not going well.
21	I forget to do my homework.
24	I work with another student to help him or her do better on an assignment, without letting them copy my work.
2	<b>I try to be creative in my assignments.</b>
4	<b>I discuss ideas from my readings or assignments with my parents or other adults.</b>
6	<b>I present or discuss different cultural, religious or political beliefs in class.</b>
9	<b>When I work on an assignment for some class, I include ideas from a different subject.</b>

### Faculty/Staff 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

#### 1.1.2 Student Performance Character Perceived by Faculty/Staff

1	<b>Students demonstrate dependability, including the ability to do their part on a project.</b>
3	<b>Students spend extra time working to improve their weaknesses.</b>
5	<b>Students are involved in goal setting and self-evaluation toward the realization of their goals.</b>
7	<b>Students demonstrate self-discipline, including the ability to delay gratification in order to pursue future goals.</b>
8	<b>Students demonstrate diligence, including a personal concern to do a job or assignment well.</b>
18	Students demonstrate persistence in the face of discouragement.
21	Students take responsibility for preparing their homework.
24	Students work together to help one another do their best academic work.
2	<b>Students try to be creative in their assignments.</b>
4	<b>Students come to me after class to discuss ideas from their readings or assignments.</b>
6	<b>Students present or discuss different cultural, religious or political beliefs in class.</b>
9	<b>Students integrate ideas from a different subject in their assignments.</b>

### Student 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

#### 1.2.1 Moral Character Reported by Students

10	<b>I treat teachers and staff with respect, even if I disagree with them.</b>
11	<b>When I see someone having a problem, I offer to help.</b>
19	I make fun of someone.
22	I share my ideas or talk about my interests with students who are not my close friends.
12	<b>I do the right thing no matter what others might think.</b>
13	<b>I speak up when someone is bullied or harassed.</b>
14	<b>I cheat on a test or an assignment.</b>
15	<b>I admit if I do something wrong.</b>
23	I break classroom or school rules.
16	<b>I consider different points of view when making a decision about a moral issue or dilemma.</b>
17	<b>I help another student choose between doing what is right and what is wrong.</b>
20	I talk to others about what is right and what is wrong.

### Faculty/Staff 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

#### 1.2.2 Student Moral Character Perceived by Faculty/Staff

10	<b>Students treat teachers and staff with respect.</b>
11	<b>When they see someone having a problem, students offer to help.</b>
19	Students make fun of others.
22	Students communicate well with classmates, even those who are not close friends.
12	<b>Students do the right thing no matter what their peers might think.</b>
13	<b>Students speak up when someone is bullied or harassed.</b>
14	<b>Students cheat on tests or assignments.</b>
15	<b>Students admit if they did something wrong.</b>
23	Students break classroom or school rules.
16	<b>Students consider different views in their discussions of ethical or moral issues.</b>
17	<b>Students show ability to discern what is right and wrong.</b>
20	Students talk to others about what is right and what is wrong.

Student 2.7 long form/**bold items in short form**

*How often do the following things happen?*

*1=Almost never, 2=Rarely, 3=About once a month, 4=About once a week, 5=A few times a week*

**2.1.1 Student Perceptions of Social Health & Safety**

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25 ... **someone gets drunk or high.**

---

26 ... **someone verbally abuses or harasses another person.**

---

27 ... **someone steals from another person.**

---

28 ... **someone physically assaults another person.**

---

29 ... **someone uses e-mail, text messaging, or websites to bully or harass others.**

---

Faculty/Staff 2.7 long form/**bold items in short form**

**2.1.2 Social Health & Safety Perceived by Faculty/Staff**

---

25 ... someone gets drunk or high.

---

26 ... someone verbally abuses or harasses another person.

---

27 ... someone steals from another person.

---

28 ... someone physically assaults another person.

---

29 ... someone uses e-mail, text messaging, or websites to bully or harass others.

---

Student 2.7 long form/**bold items in short form**

*Do you agree or disagree with the following statements?*

*1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree*

**2.2.1 Student Perceptions of Social Capital from Adults**

---

49 **Adults give you individual attention and assistance when you need it.**

---

50 **There are adults to talk with about problems that are bothering you.**

---

51 **Adults are fair in enforcing the rules.**

---

52 **Adults know students and care about their interests (their friends, music, hobbies, etc.).**

---

53 **The school asks for my parents' input about school matters.**

---

54 **Many parents are involved in students' activities in the school.**

---

Faculty/Staff 2.7 long form/**bold items in short form**

**2.2.2 Social Capital from Adults Reported by Faculty/Staff**

---

30 I give students individual attention and assistance when they need it.

---

31 I listen to students who have problems that are bothering them.

---

32 My students agree that I'm fair in enforcing the rules.

---

33 I get to know students and learn about their interests (their friends, music, hobbies, etc.).

---

34 The school actively seeks parents' input about school matters.

---

35 Many parents are involved in students' activities in the school.

---

Student 2.7 long form/**bold items in short form**

Do you agree or disagree with the following statements?

1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree

**3.1.1 Acceptance of Differences & Caring Toward Peers Perceived by Students**

---

30	Students would help someone who is new here feel accepted.
31	<b>Students here do not talk to or include those who are different (for example, those who belong to a different race, religion, or culture).</b>
32	Students make fun of ideas that are different.
33	<b>Students who are not part of the popular groups get picked on or excluded.</b>
34	Students are willing to share with others, even if they are not friends.
35	<b>If students are in trouble, they can rely on others to help them.</b>
36	<b>Students here only care about themselves.</b>
37	Students would support you if you tried to do something good.

---

Faculty/Staff 2.7 long form/**bold items in short form**

**3.1.2 Student Acceptance & Caring Toward Peers Perceived by Faculty/Staff**

---

36	Students would help someone who is new here feel accepted.
37	<b>Students exclude those who are different (for example, kids who belong to a different race, religion, or culture).</b>
38	Students make fun of ideas that are different.
39	<b>Students who are not part of the popular groups get picked on or excluded.</b>
40	Students are willing to share with others, even if they are not friends.
41	<b>If students are in trouble, they can rely on others to help them.</b>
42	<b>Students here only care about themselves.</b>
43	Students support those who try to do something good.

---

Student 2.7 long form/**bold items in short form**

*Do you agree or disagree with the following statements?*

*1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree*

**3.2.1 Collective Responsibility for Class/School Community Perceived by Students**

- 
- 38 **Students work together to develop new skills or complete projects.**
- 
- 39 Students take extra time to help those who are struggling.
- 
- 40 Students resolve conflicts without fighting, insults, or threats.
- 
- 41 **Students try to get their friends to follow the rules.**
- 
- 42 Students do not care if their friends cheat.
- 
- 43 **Students take an active role in helping solve school problems.**
- 
- 44 **When students see someone being picked on, they try to stop it.**
- 
- 45 **Students would try to stop their friends from spreading rumors or gossip about others.**
- 
- 46 When trying to solve a problem, students are willing to consider everybody's opinion.
- 
- 47 **Students believe that working together they can bring about change in the school.**
- 
- 48 **Students get involved in making decisions about things that affect them.**
- 

Faculty/Staff 2.7 long form/**bold items in short form**

**3.2.2 Student Collective Responsibility Perceived by Faculty/Staff**

- 
- 44 **Students work together to develop new skills or complete projects.**
- 
- 45 Students take extra time to help those who are struggling.
- 
- 46 Students resolve conflicts without fighting, insults, or threats.
- 
- 47 **Students try to get their friends to follow the rules.**
- 
- 48 Students do not care if their friends cheat.
- 
- 49 **Students take an active role in helping solve school problems.**
- 
- 50 **When students see someone being picked on, they try to stop it.**
- 
- 51 **Students would try to stop their friends from spreading rumors or gossip about others.**
- 
- 52 When trying to solve a problem, students are willing to consider everybody's opinion.
- 
- 53 **Students work together to bring about change in the school.**
- 
- 54 **Students get involved in making decisions about things that affect them.**
-

Faculty/Staff 2.7 long form/**bold items in short form**

*Do you agree or disagree with the following statements?*

*1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree*

**4.1 PELC: Faculty/Staff Perceptions of School Leadership**

- 86 **This school's administration understands the problems faced by the staff.**
- 
- 87 **Routine duties and paperwork interfere with my job of teaching.**
- 
- 88 **The principal knows what kind of school he/she wants and has communicated it to the staff.**
- 
- 89 **In this school, staff members are recognized for a job well done.**
- 
- 90 The school administration's behavior toward the staff is supportive and encouraging.
- 
- 91 The principal takes an interest in the professional development of teachers.
- 

**4.2 PELC: Faculty/Staff Perceptions of Collective Responsibility**

- 92 Most of my colleagues share my beliefs and values about what the central mission of the school should be.
- 
- 93 There is a great deal of cooperative effort among the staff members.
- 
- 94 **Faculty and staff hold high standards for student learning.**
- 
- 95 **Most parents share the school's beliefs and values about what the central mission of the school should be.**
- 
- 96 **Staff members regularly evaluate each other's work and provide constructive criticism.**
- 
- 97 **Faculty and staff engage in dialogue with their colleagues about important issues in the life of the school.**
- 
- 98 **Faculty and staff in this school feel personally responsible for maximizing student success.**
- 
- 99 **Most of the staff agree that developing students' character is no less important than academic learning.**
- 
- 100 **Faculty and staff do a good job aligning their practices with the school's mission.**
- 
- 101 **Faculty and staff do a good job educating parents about ways to support their children's learning at home.**
- 
- 102 **Faculty and staff hold each other accountable for culturally sensitive behavior.**
- 
- 103 Faculty and staff engage in continuous self-development.
-

Faculty/Staff 2.7 long form/**bold items in short form**

*How often do you do the following?*

*1=Almost never, 2=Rarely, 3>About once a month, 4=About once a week, 5=A few times a week*

**4.3 Engagement in PELC: Personal Responsibility Reported by Faculty/Staff**

- |     |  |
|-----|--|
| 104 | I discuss my professional growth with the other faculty/staff.                                 |
| 105 | <b>I share my struggles in teaching character and ethics with my colleagues in the school.</b> |
| 106 | <b>I invite comments from my colleagues on my lesson plans.</b>                                |
| 107 | <b>I invite my colleagues to observe my lessons and critique them.</b>                         |
| 108 | <b>I share my students' work with my colleagues.</b>   |
| 109 | <b>I ask for advice from colleagues on my discipline practices.</b>                            |
| 110 | I make a conscious effort to coordinate the content of my courses with that of other teachers. |
| 111 | I obtain feedback on my grading practices.   |

**4.4 Engagement in PELC: Voice and Carefrontation Reported by Faculty/Staff**

- |     |   |
|-----|---|
| 112 | <b>I share my views on the school with the administration.</b>  |
| 113 | <b>I ask faculty/staff members tough questions, even when others seem to avoid them.</b>                        |
| 114 | <b>I engage my colleagues in honest discussions of challenges that are facing this school.</b>                  |
| 115 | I share my views on the school with other faculty/staff.  |
| 116 | <b>I give constructive feedback to my colleagues about their subject matter teaching practices.</b>             |
| 117 | <b>I give constructive feedback to my colleagues about their teaching of character and ethics.</b>              |
| 118 | If I feel some of my colleagues are not doing their best, I challenge them to improve in a constructive manner. |
| 119 | If I feel some of my colleagues lack in their knowledge or skills, I encourage them to engage in self-learning. |

Faculty/Staff 2.7 long form/**bold items in short form**

*How often does the following happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

5.1.1 Practices Impacting Performance Character Reported by Faculty/Staff	
55	<b>I have students examine models of high quality work and the factors that contribute to that quality.</b>
56	I assign homework that requires students to think in new ways about what has been presented in class.
57	<b>I have students revise their work until it meets my standard for excellence.</b>
58	I encourage students to set high goals.
59	<b>I assist students in evaluating their progress in reaching their goals.</b>
60	I make learning interesting.
61	<b>I encourage students to express opinions different from my own.</b>
62	I make sure that students take responsibility for having required school supplies/materials.
63	I give students opportunities to practice organizational skills.
64	<b>I teach students how to manage their time.</b>
65	I encourage students to be persistent in the face of discouragement.
66	<b>I have students regularly present their schoolwork to peers.</b>
67	<b>I make sure all students are actively engaged in learning in my classroom.</b>
68	<b>I give students practical steps and things to do to improve their work.</b>
69	I don't push students who don't care.
70	I seek opportunities for students to showcase their development at exhibitions, competitions, concerts, etc.

Student 2.7 long form/**bold items in short form**

*How often does this happen? In this school, teachers ...*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

5.1.2 Student Perceptions of Practices Impacting Performance Character	
55	<b>... discuss with students examples of high quality work.</b>
56	... give students challenging homework assignments.
57	<b>... have students revise their work until it meets the teacher's standard for quality.</b>
58	... encourage students to set high goals.
59	<b>... help students in evaluating progress towards their goals.</b>
60	... make learning interesting.
61	<b>... let students express ideas different from their own.</b>
62	... make sure that students take responsibility for having required school supplies/materials.
63	... teach students how to organize their work or projects.
64	<b>... teach students how to manage their time.</b>
65	... encourage students to keep trying in the face of discouragement.
66	<b>... have students present their schoolwork to peers.</b>
67	<b>... continue teaching even if students aren't paying attention.</b>
68	<b>... give feedback that really helps students improve their work.</b>
69	... do not push students who don't care.
70	... have students present their work at exhibitions, competitions, concerts, etc.

Faculty/Staff 2.7 long form/**bold items in short form**

*How often does the following happen?*

1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always

5.2.1 Practices Impacting Moral Character Reported by Faculty/Staff	
71	I pay close attention to how students treat each other.
72	<b>I see to it that students help other students solve conflicts fairly and peacefully.</b>
73	<b>I teach students to fix problems in relationships with schoolmates.</b>
74	<b>I look for new examples from current events to discuss ethical or moral issues.</b>
75	<b>I teach students how to make decisions about ethical or moral issues or dilemmas.</b>
76	I encourage students to do what is right.
77	<b>I help students share responsibility for holding class members accountable to the agreed-upon rules.</b>
78	I listen carefully to an explanation of why a student disagrees with me.
79	<b>I involve students in the creation of the classroom rules.</b>
80	<b>I seek the help of students in solving class or school challenges.</b>
81	<b>I have students take turns in practicing different leadership roles.</b>
82	<b>I make sure that all students have a chance to express their opinions about class or school issues.</b>
83	<b>I explain to students the rationale for my disciplinary actions.</b>
84	I look for ways to involve students in service to others.
85	<b>I help students fix their mistakes (make restitution and repair the relationship).</b>

Student 2.7 long form/**bold items in short form**

*How often does this happen? In this school, teachers ...*

1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always

5.2.1 Student Perceptions of Faculty/Staff Practices Impacting Moral Character	
71	... pay attention to how students treat each other.
72	<b>... teach students how to solve conflicts fairly and peacefully.</b>
73	<b>... teach students to fix problems in relationships with schoolmates.</b>
74	<b>... talk to students about ethical or moral issues in recent news stories or events.</b>
75	<b>... teach students how to make decisions about ethical or moral issues or dilemmas.</b>
76	... encourage students to do what is right.
77	<b>... make sure that students hold each other accountable for following the rules.</b>
78	... listen carefully to an explanation of why a student disagrees with them.
79	<b>... ask for student input when setting up rules.</b>
80	<b>... involve students in solving class or school challenges.</b>
81	<b>... have students take turns in being leaders in different activities or events.</b>
82	<b>... make sure that all students have a chance to express their opinions about class or school issues.</b>
83	... explain the reason for a rule or punishment.
84	... involve students in various service projects or activities.
85	... teach students ways to fix mistakes, such as making restitution and others.

Student 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

**6.1 Performance Character Experiences with Class/Schoolmates**

86 **A schoolmate challenges me to be more creative in my schoolwork.**

87 **A schoolmate helps me find alternative ideas or more information for my assignment.**

88 A schoolmate talks to me about the impact of grades on my graduation.

89 I discuss with a schoolmate my progress towards my goals in school.

90 **A schoolmate advises me how to plan my time for doing my school work.**

91 A schoolmate encourages me to keep trying when I can't do something well.

92 **A schoolmate gives me advice about how to raise my grades.**

93 **If I slack off, a schoolmate encourages me to work harder.**

94 **A schoolmate encourages me to avoid alcohol and drugs.**

95 A schoolmate encourages me to avoid smoking.

96 A schoolmate encourages me to eat more healthy food.

97 A schoolmate encourages me to exercise or join sports.

Student 2.7 long form/**bold items in short form**

*How often does this happen?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

**6.2 Moral Character Experiences with Class/Schoolmates**

98 **I get advice from a schoolmate about how to communicate better with a teacher or staff member.**

99 **A schoolmate gives me advice about how to deal with bullying or hazing.**

100 A schoolmate helps me overcome anxiety.

101 **A schoolmate gives me advice about how to make good decisions.**

102 If I have a conflict or issues with someone, a schoolmate helps me figure out where I may be right and where I may be wrong.

103 **If I try to do something that is not right, a schoolmate tries to convince me not to do it.**

104 If I treat someone badly, a schoolmate encourages me to change my behavior.

105 A schoolmate supports me in challenging others to do what is right.

106 **I engage in conversations with students who belong to a different culture, race or ethnicity.**

107 **I engage in conversations with students who have different values or political beliefs than my own.**

108 **I volunteer to tutor or mentor someone in my school.**

109 **A schoolmate encourages me to set high goals in my life.**

## 7.1 School Engaging Parents with their Child's Learning

*How often does the school do any of the following?*

*1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always*

- |    |   |
|----|---|
| 32 | ... helps me understand what social and emotional skills my child needs to learn.                       |
| 33 | ... sends home news about things happening at school.   |
| 34 | ... contacts me if my child is having social or emotional problems.                                     |
| 35 | ... contacts me if my child has done something well or improves.  |
| 36 | ... asks me to volunteer at the school.   |
| 37 | ... invites me to programs at the school.   |
| 38 | ... tells me what skills my child needs to learn each year.   |
| 39 | ... tells me what I can do to help my child learn the skills he or she is learning at school this year. |
| 40 | ... teaches me how to monitor my child's progress in school.  |
| 41 | ... assigns homework that requires my child to talk with me about things learned in class.              |
| 42 | ... invites me to PTA/PTO meetings.   |
| 43 | ... invites me to participate in school committees such as curriculum, budgets, and school improvement. |
| 44 | ... provides information on community services that I may want to use.                                  |

## 7.2 Parents Engaging with School Activities

*How often do you do one of the following?*

*1=Almost never, 2=Rarely, 3=About once a month, 4=About once a week, 5=A few times a week*

- |    |  |
|----|--|
| 13 | ... talk with my child's teacher at school, on the phone or via email. |
| 14 | ... go to special events at the school.                                |
| 15 | ... volunteer at school or in my child's classroom.                    |
| 16 | ... go to parent meetings or school committee meetings.                |
| 17 | ... take my child to special places or events in the community.        |

### 7.3 Learning at Home/Practices Impacting Performance Character

*How often do you do one of the following?*

*1=Almost never, 2=Rarely, 3=About once a month, 4=About once a week, 5=A few times a week*

- 
- 1 ... help my child plan time for homework and chores.
- 
- 2 ... discuss with my child their readings or assignments for school.
- 
- 3 ... help my child review material or practice skills before a test.
- 
- 4 ... talk to my child about progress he/she has made towards his or her goals.
- 
- 5 ... assist my child in preparing for a class presentation.
- 
- 6 ... ask my child to redo his/her work if he or she did a sloppy job.
- 
- 18 ... teach my child how to do his/her chores better.
- 
- 19 ... check that my child has done her/his chores as needed.
- 
- 20 ... help my child with his/her homework.
- 
- 21 ... encourage my child to set high goals in her/his life.
- 
- 22 ... check to see if my child has done his/her homework.
- 
- 23 ... encourage my child to keep trying when s/he can't do something well.
- 
- 24 ... am too busy to talk to my child about how s/he is doing at school.
-

## 7.4 Parenting Practices Impacting Moral Character

*How often do you do one of the following?*

*1=Almost never, 2=Rarely, 3=About once a month, 4=About once a week, 5=A few times a week*

- 
- 7 ... teach my child how to make decisions about moral issues or dilemmas.
- 
- 8 ... ask my child for input about family rules.
- 
- 9 ... teach my child how to solve conflicts fairly and peacefully.
- 
- 10 ... talk to my child about ethical or moral issues in recent news stories or events.
- 
- 11 ... let my child be a leader in different family activities or events.
- 
- 12 ... seek help from my child in solving real-life challenges.
- 
- 25 ... listen carefully to an explanation of why my child disagrees with me.
- 
- 26 ... talk to my child about moral values (such as honesty, respect, or responsibility).
- 
- 27 ... pay attention to how my children (or kids in the neighborhood) treat each other.
- 
- 28 ... hold my child accountable for her/his actions.
- 
- 29 ... encourage my child to do what is right.
- 
- 30 ... listen to my child when s/he has problems.
- 
- 31 ... explain the reason for a rule or punishment.
-

## 7.5 Parent Assessment of School Environment

*Do you agree or disagree with the following statements?*

*1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree*

- 
- 45 The school provides a rigorous academic curriculum.
- 
- 46 Teachers and staff provide my child with additional support when needed.
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- 47 Teachers in this school feel personally responsible for maximizing my child's success.
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- 48 Faculty and staff believe that developing students' character is no less important than academic learning.
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- 49 Many parents work together to support school mission and policies.
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- 50 Teachers expect all students to meet state standards.
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- 51 The school encourages my child to be creative in her or his work.
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- 52 The school does a good job teaching my child organizational skills.
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- 53 The school does a good job teaching my child to act responsibly.
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- 54 The school does a good job teaching my child to make ethical decisions.
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- 55 The school does a good job teaching my child to make healthy choices.
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- 56 The school has activities that celebrate different cultures in our community.
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- 57 The school provides a safe environment.
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- 58 The school involves students in making decisions about things that affect them.
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- 59 Students work together to bring about change in the school.
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- 60 Students work together on school assignments, class projects or presentations.
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- 61 Students exclude those who are different (for example, kids who belong to a different race, religion, or culture).
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- 62 Incidents of peer cruelty (bullying or hazing) are very rare in this school.
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- 63 Students who are not part of the popular groups get picked on or excluded.
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- 64 Students take an active role in helping solve school problems.
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