

Collective Responsibility for Excellence & Ethics

Survey Components and Scale Matrix

version 2.7.1S

Vladimir T. Khmelkov and Matthew L. Davidson

Institute for Excellence & Ethics, Inc.

(used by permission from Cornerstone Consulting & Evaluation, LLC)

<http://www.excellenceandethics.com/assessment.php>

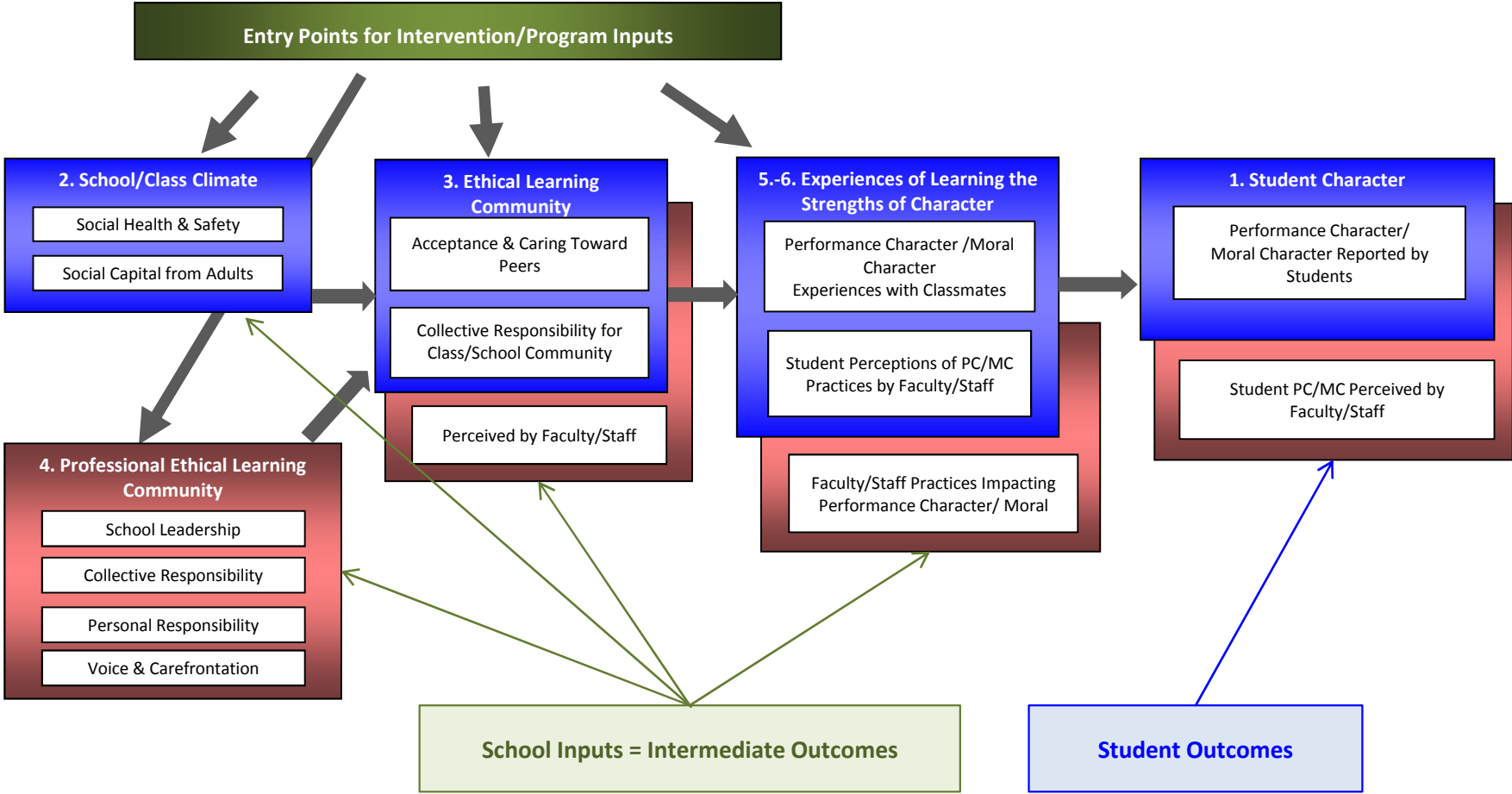


Cornerstone
Consulting &
Evaluation, LLC

Character is the cornerstone of our work.



CREE Conceptual Model



Scale Matrix

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

2.2 Social Capital from Adults

- 2.2.1 Student Perceptions of Social Capital from Adults

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

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	I can be counted on to do my part for the team/group.
2	I try to be creative in my assignments.
3	I spend extra time working to improve my weaknesses.
4	I discuss ideas from my readings or assignments with my parents or other adults.
5	I think about my school work and consider whether I need to work harder.
6	I present or discuss different cultural, religious or political beliefs in class.
7	I give up watching TV or hanging out with friends to study for a test or do an assignment for school.
8	I redo a school assignment to make it better.
9	When I work on an assignment for some class, I include ideas from a different subject.

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	Students demonstrate dependability, including the ability to do their part on a project.
2	Students try to be creative in their assignments.
3	Students spend extra time working to improve their weaknesses.
4	Students come to me after class to discuss ideas from their readings or assignments.
5	Students are involved in goal setting and self-evaluation toward the realization of their goals.
6	Students present or discuss different cultural, religious or political beliefs in class.
7	Students demonstrate self-discipline, including the ability to delay gratification in order to pursue future goals.
9	Students demonstrate diligence, including a personal concern to do a job or assignment well.
8	Students integrate ideas from a different subject in their assignments.

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 I treat teachers and staff with respect, even if I disagree with them.

11 When I see someone having a problem, I offer to help.

12 I do the right thing no matter what others might think.

13 I speak up when someone is bullied or harassed.

14 I cheat on a test or an assignment.

15 I admit if I do something wrong.

16 I consider different points of view when making a decision about a moral issue or dilemma.

17 I help another student choose between doing what is right and what is wrong.

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 Students treat teachers and staff with respect.

11 When they see someone having a problem, students offer to help.

14 Students do the right thing no matter what their peers might think.

15 Students speak up when someone is bullied or harassed.

16 Students cheat on tests or assignments.

17 Students admit if they did something wrong.

12 Students consider different views in their discussions of ethical or moral issues.

13 Students show ability to discern what is right and wrong.

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

18 ... someone gets drunk or high.

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

20 ... someone steals from another person.

21 ... someone physically assaults another person.

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

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

34 Adults give you individual attention and assistance when you need it.

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

36 Adults are fair in enforcing the rules.

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

38 The school asks for my parents' input about school matters.

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

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	
24	Students here do not talk to or include those who are different (for example, those who belong to a different race, religion, or
25	Students who are not part of the popular groups get picked on or excluded.
26	If students are in trouble, they can rely on others to help them.
27	Students here only care about themselves.

3.2.1 Collective Responsibility for Class/School Community Perceived by Students	
23	Students work together to develop new skills or complete projects.
28	Students try to get their friends to follow the rules.
29	Students take an active role in helping solve school problems.
30	When students see someone being picked on, they try to stop it.
31	Students would try to stop their friends from spreading rumors or gossip about others.
32	Students believe that working together they can bring about change in the school.
33	Students get involved in making decisions about things that affect them.

3.1.2 Student Acceptance & Caring Toward Peers Perceived by Faculty/Staff	
19	Students exclude those who are different (for example, kids who belong to a different race, religion, or culture).
20	Students who are not part of the popular groups get picked on or excluded.
21	If students are in trouble, they can rely on others to help them.
22	Students here only care about themselves.

3.2.2 Student Collective Responsibility Perceived by Faculty/Staff	
18	Students work together to develop new skills or complete projects.
23	Students try to get their friends to follow the rules.
24	Students take an active role in helping solve school problems.
25	When students see someone being picked on, they try to stop it.
26	Students would try to stop their friends from spreading rumors or gossip about others.
27	Students work together to bring about change in the school.
28	Students get involved in making decisions about things that affect them.

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

-
- 48 This school's administration understands the problems faced by the staff.
-
- 52 Routine duties and paperwork interfere with my job of teaching.
-
- 53 The principal knows what kind of school he/she wants and has communicated it to the staff.
-
- 54 In this school, staff members are recognized for a job well done.
-

4.2 PELC: Faculty/Staff Perceptions of Collective Responsibility

-
- 49 Faculty and staff hold high standards for student learning.
-
- 50 Most parents share the school's beliefs and values about what the central mission of the school should be.
-
- 51 Faculty and staff do a good job aligning their practices with the school's mission.
-
- 55 Staff members regularly evaluate each other's work and provide constructive criticism.
-
- 56 Faculty and staff engage in dialogue with their colleagues about important issues in the life of the school.
-
- 57 Faculty and staff in this school feel personally responsible for maximizing student success.
-
- 58 Faculty and staff do a good job educating parents about ways to support their children's learning at home.
-
- 59 Faculty and staff hold each other accountable for culturally sensitive behavior.
-
- 60 Most of the staff agree that developing students' character is no less important than academic learning.
-

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

61 I share my struggles in teaching character and ethics with my colleagues in the school.

62 I invite comments from my colleagues on my lesson plans.

63 I invite my colleagues to observe my lessons and critique them.

64 I share my students' work with my colleagues.

65 I ask for advice from colleagues on my discipline practices.

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

66 I share my views on the school with the administration.

67 I ask faculty/staff members tough questions, even when others seem to avoid them.

68 I engage my colleagues in honest discussions of challenges that are facing this school.

69 I give constructive feedback to my colleagues about their subject matter teaching practices.

70 I give constructive feedback to my colleagues about their teaching of character and ethics.

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	
29	I encourage students to express opinions different from my own.
30	I make sure all students are actively engaged in learning in my classroom.
31	I have students examine models of high quality work and the factors that contribute to that quality.
32	I teach students how to manage their time.
33	I assist students in evaluating their progress in reaching their goals.
34	I have students revise their work until it meets my standard for excellence.
35	I have students regularly present their schoolwork to peers.
36	I give students practical steps and things to do to improve their work.

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	
41	... let students express ideas different from their own.
47	... continue teaching even if students aren't paying attention.
40	... discuss with students examples of high quality work.
42	... teach students how to manage their time.
45	... help students in evaluating progress towards their goals.
44	... have students revise their work until it meets the teacher's standard for quality.
46	... have students present their schoolwork to peers.
43	... give feedback that really helps students improve their work.

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	
37	I look for new examples from current events to discuss ethical or moral issues.
38	I see to it that students help other students solve conflicts fairly and peacefully.
39	I explain to students the rationale for my disciplinary actions.
40	I involve students in the creation of the classroom rules.
41	I make sure that all students have a chance to express their opinions about class or school issues.
42	I help students share responsibility for holding class members accountable to the agreed-upon rules.
43	I teach students to fix problems in relationships with schoolmates.
44	I help students fix their mistakes (make restitution and repair the relationship).
45	I have students practice different leadership roles.
46	I teach students how to make decisions about ethical or moral issues or dilemmas.
47	I seek the help of students in solving class or school challenges.

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	
49	... talk to students about ethical or moral issues in recent news stories or events.
48	... teach students how to solve conflicts fairly and peacefully.
51	... ask for student input when setting up rules.
55	... make sure that all students have a chance to express their opinions about class or school issues.
52	... make sure that students hold each other accountable for following the rules.
50	... teach students to fix problems in relationships with schoolmates.
54	... have students take turns in being leaders in different activities or events.
56	... teach students how to make decisions about ethical or moral issues or dilemmas.
53	... involve students in solving class or school challenges.

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

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

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

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

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

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

69 A schoolmate encourages me to avoid alcohol and drugs.

6.2 Moral Character Experiences with Class/Schoolmates

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

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

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

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

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

66 I volunteer to tutor or mentor someone in my school.

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

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

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