

## *Eleven Principles Survey (EPS) of Character Education Effectiveness*

### *Developed by the Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs*

Based on your observations, use a scale of 1, 2 or 3 to rate the degree to which you think the following 11 Character Education Principles are implemented in your school.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3  
 Not Yet Implemented    In Progress    Fully Implemented

<b>PRINCIPLE 1</b>	1. Our school staff and parent community have agreed on the character traits we wish to promote in our character education program. 2. We have defined these character traits in terms of behaviors that can be observed in the school, family, and community. 3. We have made these character traits and their behavioral definitions widely known throughout our school and parent community.	1    2    3	1    2    3	1    2    3
<b>PRINCIPLE 2</b>	4. We take deliberate steps to help students acquire a developmentally appropriate understanding of what the character traits mean in everyday behavior and to grasp the reasons why some behaviors are right and others wrong. 5. We take deliberate steps to help students admire the character traits, desire to possess them, and become committed to them. 6. We take deliberate steps to help students practice the character traits so that they become habits.	1    2    3	1    2    3	1    2    3
<b>PRINCIPLE 3</b>	7. Our program is intentional and proactive; it provides regular, planned, and explicit opportunities for students to learn the qualities of good character. 8. Our program is comprehensive across the curriculum; the character traits are regularly integrated into instruction in all subjects and at all grade levels. 9. Our character program is infused throughout the school day. The character traits are upheld by adults, and taken seriously by students, throughout the school environment: in classrooms, corridors, cafeterias, assemblies and extracurricular activities, and on playgrounds, athletic fields, and school buses. 10. Our drug, alcohol, and sex education programs are character-based, consistent with the school's highest character expectations of respect, responsibility and self-control and actively guiding students toward abstinence from drugs, alcohol and sexual activity.	1    2    3	1    2    3	1    2    3
<b>PRINCIPLE 4</b>	11. Our program makes it a high priority to foster caring attachments between adults and students. The school schedule, for example, is designed to minimize disruption and stress and to maximize staff time for developing supportive relationships with their students. 12. Our school makes it a high priority to help students form caring attachments to each other, including caring attachments between older and younger students. 13. Our school does not tolerate peer cruelty (persecution, exclusion and the like) and takes steps to prevent peer cruelty and deal with it effectively when it occurs.	1    2    3	1    2    3	1    2    3

<b>PRINCIPLE 5</b>	14. Our program provides students with repeated and varied opportunities for moral action such as cooperative learning, conflict resolution, class problem-solving meetings, classroom helper jobs, peer tutoring, school and community service, and taking personal responsibility for improving one’s behavior or learning.	1	2	3
	15. Our program helps students consciously take responsibility for developing their own character – for example, by encouraging students to set daily goals to practice the character traits and to assess and record their success in achieving their goals.	1	2	3
<b>PRINCIPLE 6</b>	16. Our academic curriculum is designed to challenge all students to do their personal best and to develop the qualities of character – such as self-discipline, diligence, perseverance, and a concern for excellence – that support personal responsibility and a strong work ethic.	1	2	3
	17. Our school respects the way students learn by providing active learning experiences such as problem-solving, cooperative learning, and projects that build on students’ interests.	1	2	3
	18. Our curriculum recognizes multiple intelligences and helps students of diverse abilities and needs discover and develop their special talents.	1	2	3
<b>PRINCIPLE 7</b>	19. Our program’s approach to classroom and school discipline is centered on developing students’ intrinsic commitment to doing what’s right – following legitimate rules, for example, because doing so respects the rights and needs of self and others. Logical consequences for wrongdoing are administered in such a way as to strengthen a student’s inner character resources: moral reasoning, self-control, and strategies for responsible behavior in the future. Students are also taught to take initiative to make active restitution when they do something wrong.	1	2	3
	20. When we deal with discipline problems, we make explicit reference to the character qualities we are trying to teach – with the goal of helping students use standards such as courtesy, kindness, honesty, fairness, and self-control to evaluate and improve their conduct.	1	2	3
	21. In our classrooms and school, we recognize and celebrate good character in ways that support rather than undermine intrinsic motivation (by keeping the focus on doing good things because it helps others and oneself); recognition for good character is accessible to all who are deserving and not limited just to a few.	1	2	3
<b>PRINCIPLE 8</b>	22. All professional school staff (including administrators, counselors, librarians, coaches, and teaching faculty) have been included in planning, receiving staff development for, and carrying out the schoolwide character education effort.	1	2	3
	23. All other staff (including secretaries, cafeteria workers, bus drivers, playground aids, etc.) have been included in planning, receiving staff development for, and carrying out the schoolwide character education effort.	1	2	3
	24. The character traits espoused by our school are modeled by staff in their interactions with students.	1	2	3

<b>PRINCIPLE 8</b> <i>continued</i>	<p>25. The character traits espoused by our school are practiced by staff in their interactions with each other; there is a moral community among adults – including relations between administration and faculty – that is governed by norms of mutual respect, fairness, and collaborative decision-making.</p> <p>26. Regular and adequate time is made available for staff planning and reflection: to design the character education program, share success stories, assess progress, and address moral concerns, especially gaps between the school’s professed character expectations and observed behavior in the school.</p>	1	2	3
<b>PRINCIPLE 9</b>	<p>27. Our program has a leader (the principal, another administrator, a lead teacher) who champions our character education effort.</p> <p>28. There is a leadership group (a committee, a task force) that guides the ongoing planning and implementation of our character education program and encourages the involvement of the whole school.</p> <p>29. Students are involved in leadership roles (e.g., through student government, special councils, and peer mediation) in ways that develop their responsibility and help the school’s character expectations become part of the peer culture.</p>	1	2	3
<b>PRINCIPLE 10</b>	<p>30. Our program explicitly affirms that parents are the first and most important character educators of their children. Parents’ questions and concerns about any part of our character program are taken seriously; every effort is made to respect parents’ rights as their child’s primary moral teacher.</p> <p>31. Our program asks parents to identify the character qualities that should be fostered by the school.</p> <p>32. Parents are included in our school’s character education leadership group.</p> <p>33. All parents are informed about the goals and teaching methods of our character education program.</p> <p>34. Our school sends home communications (such as letters from the principal) and suggestions (such as dinner discussions topics and bedtime reading) that help parents reinforce the same character qualities the school is trying to teach. Our school also offers workshops, parenting tips, books, tapes, and other resources that help parents develop their general parenting skills and strengthen their relationship with their child.</p> <p>35. Our school has involved representatives of the wider community (e.g., businesses, religious institutions, youth organizations, government, and the media) in helping to plan our character education effort.</p> <p>36. Our school has involved members of the community in efforts to model and promote the qualities of good character in the community.</p>	1	2	3
<b>PRINCIPLE 11</b>	<p>37. Our program assesses the character of our schools as amoral community (e.g., through school climate surveys using agree-disagree items such as, “Students in our school respect each other” and “Our school is like a family”).</p> <p>38. Our staff periodically engages in systematic formative assessment of our program, using surveys such as this to determine the degree to which we are implementing the intended components of our character education program. The results of these assessments are used to plan program improvements.</p> <p>39. Our school asks staff to report periodically (e.g., through questionnaires or anecdotal records) their efforts to implement character education.</p>	1	2	3

*PRINCIPLE 11 continued*

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| 40. We assess our students' progress in developing an <b>understanding</b> of the character traits – for example, by asking them to define the traits, recognize or produce examples of the traits in action, and explain how these traits help them and others.   | 1 | 2 | 3 |
| 41. We assess our students' progress in developing an <b>emotional attachment and commitment</b> to the qualities of good character – for example, by asking students to rate how important the character traits are to them in their lives.   | 1 | 2 | 3 |
| 42. We assess our students' progress in behaving in ways that reflect the character traits – for example, by collecting data on observable character-related behaviors, such as school attendance, acts of honesty, volunteering for school or community service, discipline referrals, fighting, vandalism, drug incidents, and student pregnancies, and by asking students to complete anonymous self-report questionnaires on character-related behavior (e.g., “How many times during the past week have you helped someone who is not a friend or family member?”, “How many times have you cheated on a test or major assignment in the past year?”, and “How many times in the past month have you stood up for what was right – for example, by resisting peer pressure to do something wrong or by defending a schoolmate against unfair gossip?”). | 1 | 2 | 3 |
| 43. We include assessment of student character or character-related behaviors as part of our report card.  | 1 | 2 | 3 |