Notes:
*The following scales and qualitative questions are being used to assess character and climate in our experimental and control schools. Our approach is to triangulate between the parents, staff, and students. Therefore, some of these scales will be adapted to measure the different samples (e.g., easier wording and the use of smiley faces for elementary students, different wording for teachers versus students).
** Items designated with [R] signify the need to reverse code.

Measurements of Educational Views

Learner Empowerment Scale (LES) According to Weber and Patterson (2000), the Learner Empowerment Scale (LES) might be what researchers in the instructional realm are looking for to accurately measure the different dimensions of student interest. LES is a three dimensional measurement that assesses the empowered state of the student. Being empowered in this context refers to an internal condition that an individual experiences toward learning (Frymier-Bainbridge & Shulman, 1996). The three dimensions hypothesized that the learner can experience being empowered are (1) meaningfulness, (2) impact, and (3) competence.

The original LES scale consisted of 38 items. The LES and the three subscales (meaningfulness, impact, and competence) achieved adequate alpha measurements of internal reliability (.89, .94, .95, .92 respectively) (Frymier-Bainbridge & Shulman, 1996). Furthermore, content and construct validity were supported with significant relationships between LES and (1) verbal and nonverbal immediacy, (2) relevance, and (3) self-esteem (Frymier-Bainbridge & Shulman, 1996). However, Weber, Martin, and Cayanus (2003) found that an 18-item version of the LES, with 6 items loading on each factor, achieved similarly high alphas of .91 for the scale and .91, .87, and .91 for the subscales meaningfulness, impact, and competence respectively. Therefore, this study used the adapted 18-item LES to examine the relationship between one’s level of engagement in the community and educational-related views. On the 18-item Likert-type scale participants were to answer each question from 1 to 7 (1 being “strongly disagree” to 7 being “strongly agree”). See Appendix A for the LES scale.

Learner Empowerment Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression and most honest answer.

1.____ I could make an impact on the way things were run in the class.
2.____ I could help others learn in the class.
3.____ I had power to create a supportive learning environment in the class.
4. ___ I made a difference in the learning that went on in the class.
5. ___ I influenced the teacher in the class.
6. ___ I felt appreciated in the class.
7. ___ The work that I did for the class was meaningful to me.
8. ___ The class was exciting.
9. ___ The work that I did for this class was valuable to me.
10. ___ The things I learned in the class were useful.
11. ___ The class helped me to achieve my goals in life.
12. ___ The work I did for the class was a waste of my time. [R]
13. ___ I felt that I could do the work assigned in the class well.
14. ___ I felt I could do well in the class.
15. ___ I didn’t think that I could do well on the assigned work in the class. [R]
16. ___ I believed that I could achieve my goals in the class.
17. ___ I believed in my ability to do well in the class.
18. ___ I had what it took to do well in the class.

_Student Motivation Scale (SMS)_ Brophy (1987) defined student motivation to learn as “a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them” (p. 205). This study used the Richmond (1990) Student Motivation Scale (SMS) to measure the state of a student’s motivation to learn, which is believed to be intrinsically motivated. The scale consists of 5, 5-step bi-polar adjectives (5-point semantic differential scale) with reported previous alpha coefficients of .94 and considerable evidence of construct validity (Rubin, Palmgreen, & Sypher, 1994). For this study, SMS also was used to identify the possible relationship between one’s level of engagement in the community and educational-related views.

Learner Empowerment Scale

_Student Motivation Scale_

Place an “X” over the number in the space between the colons that represents your immediate “feelings” about school work. Check in the direction of the end of the scale that seems to be most characteristic of your opinion of your 9-12 teachers as a whole. Mark only one “X” for each comparison.

Motivated : 1 : 2 : 3 : 4 : 5 : Unmotivated

Interested : 1 : 2 : 3 : 4 : 5 : Uninterested

Involved : 1 : 2 : 3 : 4 : 5 : Uninvolved

Excited : 1 : 2 : 3 : 4 : 5 : Bored

Dreading it : 1 : 2 : 3 : 4 : 5 : Look forward to it [R]
Academic Self-Esteem—This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .82 to .84.

Academic Self-Esteem Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree

1. I don’t do very well in school. [R]
2. I am doing a good job in school.
3. I think I’m a good student.
4. I am not a very good student. [R]

Note: Additional qualitative questions will be administered to assess: 1) Behaviors (right and wrong) by other students witnessed in school, 2) Role Models in School, 3) Positive experiences at school, 4) Motivation of the student body as a whole, 5) The character of those around them at school, and 6) The core values of those around them at school.

Measurements of Perceptions of Educators

Trust in Teachers—This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .75 to .84.

Trust in Teachers Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree

1. Teachers in my class punish kids without even knowing what really happened [R]
2. I feel safe and comfortable with the teachers in my classes.
3. The teachers in my classes always try to be fair.
4. The teachers in my classes don’t care what I think. [R]
5. The teachers in my classes always keep their promises.
6. The teachers in my classes really care about me.

**Trust in Principal—adapted from the above Trust in Teachers scale**

**Trust in Principal Scale**

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------5
1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree

1. My principal punishes kids without even knowing what really happened [R]
2. I feel safe and comfortable with the principal in my school.
3. The principal in my school always tries to be fair.
4. The principal in my school doesn’t care what I think. [R]
5. The principal in my school always keep their promises.
6. The principal in my school really cares about me.

**Measuring Affective Learning and Teacher Evaluation** Experts in Educational Psychology have determined that there are three general categories of learning: Cognitive, Affective, and Psychomotor. The results of research in instructional communication suggests that instructor communication behavior may have its strongest impact on affective learning, although certainly impacting the other categories as well. Hence, measurement of affective learning has received considerable attention in this field. The first measures of affective learning in instructional communication research were developed in the 1970s. These evolved over a period of time. Early studies employed scales similar to those noted below but also included measures of probable use of the behaviors recommended in the classes in students’ future lives.

Two problems were identified in this research. The first was that many courses do not have a focus on future behaviors, hence classes which do, and classes which do not, cannot be fairly compared using such measures. The second problem came from inappropriate use of factor analysis. All the items on all of the measures were factored as a single measure rather than being factored separately. In this early research it was determined that they could all be included as a single measure of affect. This was confused with affective learning. As a result, affect for content and affect for instructor were not considered separately. This was a case of the legendary adding of apples with oranges. The general score really could not be interpreted since affect for the course (and the likelihood of taking another course in the content) clearly related to the true affective learning construct but affect toward the instructor (and taking another course with the instructor) was measuring a construct of importance, but not one that was included in the affective learning construct advanced by educational psychologists.

More recent research has been sensitive to this distinction. Below is the set of measures (each with four bipolar scales) which is most commonly employed in this
research. Each of the four measures can be collected separately or together. The first two measures (items 1-8) can also be used together as a measure of affective learning. Similarly, the third and fourth measures (items 9-16) can be used together as a measure of instructor evaluation. However, the items on the four measures should never be used together and referenced as affective learning. Instructor evaluation is not affective learning, but is a separate construct of importance in its own right.

Reliability: The reliability of these scales in a large number of studies has been very good. The reliabilities for the affect for content measure has ranged from .85 to well above .90. The other three measures consistently have yielded alpha reliability estimates above .90. Similarly, estimates for the 8-item measures of affective learning and instructor evaluation have consistently been estimated at well above .90.

Validity: Face validity of the instruments is excellent. More importantly, predictive validity is also very strong. Many studies using these instruments have produced results in line with theoretical relationships of communication behaviors with affective outcomes.

The Measurement of Affective Learning and Teacher Evaluation

Directions: Please circle the number that best represents your feelings. The closer a number is to the item/adjective, the more you feel that way.

(General Affect toward content measure)
I feel the class content at this school in general is:
1. Bad 1 2 3 4 5 Good
2. Valuable 1 2 3 4 5 Worthless
3. Unfair 1 2 3 4 5 Fair
4. Positive 1 2 3 4 5 Negative

(Affect toward classes in this school)
If I had the choice to take classes elsewhere, my likelihood of taking future courses in this school would be:
5. Unlikely 1 2 3 4 5 Likely
6. Possible 1 2 3 4 5 Impossible
7. Improbable 1 2 3 4 5 Probable
8. Would 1 2 3 4 5 Would not

(Affect toward instructor measure)
Overall, the teacher or teachers I have in this school are:
9. Bad 1 2 3 4 5 Good
10. Valuable 1 2 3 4 5 Worthless
11. Unfair 1 2 3 4 5 Fair
12. Positive 1 2 3 4 5 Negative

(Affect toward taking classes with this instructor measure)
If I had the choice to take classes elsewhere, my likelihood of taking future courses with the teacher or teachers I currently have would be:

13. Unlikely 1 2 3 4 5 Likely
14. Possible 1 2 3 4 5 Impossible
15. Improbable 1 2 3 4 5 Probable
16. Would 1 2 3 4 5 Would not

SCORING: To compute scores on these measures, complete the following steps:
Affect toward content:
Step 1. Add scores on items 1 and 3.
Step 2. Add scores on items 2 and 4.
Step 3. Compute total score: 16 + (total of step 1) - (total of step 2)

Affect toward classes in this context:
Step 1. Add scores on items 5 and 7.
Step 2. Add scores on items 6 and 8.
Step 3. Compute total scores: 16 + (total of step 1) - (total of step 2).

Affect toward instructor:
Step 1. Add scores on items 9 and 11.
Step 2. Add scores on items 10 and 12.
Step 3. Compute total scores: 16 + (total of step 1) - (total of step 2).

Affect toward taking classes with this instructor:
Step 1. Add scores on items 13 and 15.
Step 2. Add scores on items 14 and 16.
Step 3. Compute total scores: 16 + (total of step 1) - (total of step 2).

Scoring for Affective Learning and Instructor Evaluation:
Affective Learning = Affect toward content + Affect toward classes in this context.
Instructor Evaluation = Affect toward instructor + Affect toward taking classes with this instructor.

Reference:

Source Credibility Measure Measurement of source credibility has been a concern of the Communication discipline for over 40 years. The first multidimensional measure appeared in the Communication literature in 1966 (McCroskey, J. C., Scales for the measurement of ethos, Speech Monographs, 33, 65-72) and provided scales measuring competence and trustworthiness. Many other studies were conducted over the next 30 years. The most complete measure (reported below) includes scales for three dimensions: competence, trustworthiness, and goodwill/caring. These are measures of constructs which are parallel to those theorized by Aristotle in The Rhetoric.

The development of these measures employed oblique factor analyses which generated correlated dimensions. That is, the three measures represent unique constructs, but those
constructs are intercorrelated, as suggested by Aristotle and found in many research studies. Earlier work had used orthogonal factor analyses which forces uncorrelated factors. Thus, the new measures are more consistent with general rhetorical/social influence theories as well as previous findings. These measures provide three separate total scores, one for each dimension. THESE SCORES SHOULD NOT BE SUMMED TO CREATE A SINGLE SCORE. To do so would be adding the proverbial apples and oranges (and watermelons). They should not be employed in stepwise regression analyses because their colinearity will violate the assumptions of this statistical procedure. However, they can be used in regular multiple regression and in canonical correlational analyses, as well as for computing individual simple correlations.

The alpha reliabilities of these measures usually range between .80 and .94.

**Source Credibility Measure**

On the scales below, indicate your feelings about your teacher (or if you have multiple teachers, indicate your feelings regarding them as a whole). Numbers 1 and 5 indicate a very strong feeling. Numbers 2 and 4 indicate a strong feeling. Number 3 indicates you are undecided.

1) Intelligent 1 2 3 4 5 Unintelligent [R]
2) Untrained 1 2 3 4 5 Trained
3) Cares about me 1 2 3 4 5 Doesn't care about me [R]
4) Honest 1 2 3 4 5 Dishonest [R]
5) Has my interests at heart 1 2 3 4 5 Doesn't have my interests at heart [R]
6) Untrustworthy 1 2 3 4 5 Trustworthy
7) Inexpert 1 2 3 4 5 Expert
8) Self-centered 1 2 3 4 5 Not self-centered
9) Concerned with me 1 2 3 4 5 Not concerned with me [R]
10) Honorable 1 2 3 4 5 Dishonorable [R]
11) Informed 1 2 3 4 5 Uninformed [R]
12) Moral 1 2 3 4 5 Immoral [R]
13) Incompetent 1 2 3 4 5 Competent
14) Unethical 1 2 3 4 5 Ethical
15) Insensitive 1 2 3 4 5 Sensitive
16) Bright 1 2 3 4 5 Stupid [R]
17) Phony 1 2 3 4 5 Genuine
18) Not understanding 1 2 3 4 5 Understanding

**SCORING:** To compute your scores, add your scores for each item as indicated below:

Recode BOLDED questions with the following format:

1=5
2=4
3=3
4=2
5=1

**Competence Factor (1, 2, 7, 11, 13, and 16)**
Caring/Goodwill Factor (3, 5, 8, 9, 15, and 18)
Trustworthiness Factor (4, 6, 10, 12, 14, and 17)

Source:

Note: Additional qualitative questions will be administered to assess: 1) Behaviors (right and wrong) by educators witnessed in school, 2) Educators as Role Models in School, 3) Positive experiences relating to educators at school, 4) The character of the educators at school, and 5) The core values of the educators at school.

Measurements of Character

Concern for Others--- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .78 to .81.

Concern for Others Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1. Most people who ask for help are just being lazy. [R]
2. People should look after themselves and not try to solve other people’s problems. [R]
3. I should take care of myself and let others take care of themselves. [R]
4. People should work out their own problems by themselves. [R]
5. A student has enough schoolwork to do without worrying about other students’ work. [R]
6. Problems in other parts of the world are not my concern. [R]
7. When I see someone having a problem, I want to help.
8. Everybody has enough problems of their own without worrying about other people’s problems. [R]
9. When I hear about people who are sad or lonely, I want to do something to help.

Misconduct at School--- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .74 to .79.

Misconduct at School Scale
Please indicate which statement applies to you by marking: (1) never, (2) once or twice, (3) 3 to 5 times, (4) 6 to 9 times, or (5) 10 or more times. Work quickly and record your first impression.

1-------------------2-----------------------3---------------------------4--------------------------5
never    once or twice       3 to 5 times               6 to 9 times           10 or more times

During the past year, about how often…

1. Have you disobeyed school rules?
2. Have you ever cheated on a test?
3. Have you shown disrespect for teachers?
4. Have you skipped school without an excuse?

Altruism Scale--- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .80 to .85.

Altruism Scale

Please indicate which statement applies to you by marking: (1) never, (2) once or twice, (3) 3 to 5 times, (4) 6 to 9 times, or (5) 10 or more times. Work quickly and record your first impression.

1-------------------2-----------------------3---------------------------4--------------------------5
never    once or twice       3 to 5 times               6 to 9 times           10 or more times

During the past year, about how often…

1. Have you helped or gotten help for someone who was hurt?
2. Have you stood up for someone who was being picked on?
3. Have you comforted someone who was hurt or feeling sad?
4. Have you donated money, toys, clothes, or other things to charity?
5. Have you shared your lunch with someone who didn’t have any?
6. Have you helped a classmate with homework?
7. Have you tried hard not to hurt someone’s feelings?
8. Have you offered to look after a neighbor’s pets or small children, without being paid for it?
9. Helped carry things for someone you didn’t know?

Conflict Resolution Skills- seeking scale

Note: Additional qualitative questions will be administered to assess: 1) Behaviors (right and wrong) of the student participant, 2) Role Models emulated, 3) Positive experiences that have shaped character, 4) Negative experiences that have shaped character, 5) A description of their character, and 6) The core values they practice or
**Measurements of Perceptions of Community**

*The Interpersonal Community Engagement (ICE) scale* is a 20-item Likert-type scale that was developed (for this study) to provide a measurement for the degree to which one is communicatively engaged within one’s community or neighborhood. For this study, participants will be asked to consider the neighborhood in which they live and answer each item on the 20-item scale from 1 to 5 (1 being strongly disagreed to 5 being strongly agreed). The scale was designed to capture the level of community communication and involvement to better gauge the connection one feels to his or her neighborhood, and to empirically measure if interpersonal community-based relationships have an effect on a youth’s behaviors and educational attitudes. Research reported previous alpha coefficients of .93 and considerable evidence of content and construct validity (Corrigan & Walls, 2004).

**Interpersonal Community Engagement Scale**

There are numerous forms of neighborhoods in our culture. Some neighborhood communities are comprised of many different individuals and households, while others are more rural and contain only a few neighbors. Therefore, neighbors are considered to be people who live next door, in the same building, across the street or yard, or even a block or two away. In considering the following statements, please think about the neighborhood or area in which you lived in high school. Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Some of the statements are similar to other statements. Do not be concerned about this. Work quickly and record your first impression.

1. In general, I know my neighbors very well on a personal basis.  
2. I feel a strong connection to the community where I live.  
3. I do not know many neighbors. [R]  
4. Considering the residents in my community, I personally know most of them.  
5. I communicate/interact a good amount with my neighbors.  
6. I volunteer actively in my neighborhood.  
7. I hardly ever take time to say hello to a neighbor. [R]  
8. I rely upon (need) my neighbors.  
9. My neighbors rely upon (need) me.  
10. I communicate quite frequently with my neighbors.  
11. Most neighbors are strangers I do not talk to. [R]  
12. I feel my relationships with my neighbors are very valuable.  
13. My relationships with my neighbors have helped me to be a better person.  
14. I have many friendships with adults in my neighborhood.
15. I have many friendships with other teenagers in my neighborhood.
16. I feel alone in my neighborhood. [R]
17. I have many places and friends to go to for help in my neighborhood.
18. The adults in my neighborhood serve as role models.
19. I feel at home in my neighborhood.
20. I do not feel a strong connection to the community where I live. [R]

Additional Community Questions:

2. Please indicate how active your parents are in your neighborhood with 1 being the least active and 5 being the most active:

1---------------------------------------------------------------5
(1) Not at all active (2) Rarely active (3) Occasionally active (4) Regularly Active (5) Constantly active

Note: Additional qualitative questions will be administered to assess: 1) the student’s perceived core values of neighbors, 2) the witnessed behaviors of neighbors (right and wrong), 3) physical and psychological safety, and 4) moral action opportunities in the neighborhood.

Also, qualitative questions will be administered to assess: 1) the student’s perceived core values of parents, 2) the witnessed behaviors of parents (right and wrong), and 3) bond to parents.

**Measurements of School Climate**

**Liking for School**— This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .81 to .83.

**Liking for School Scale**

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1---------------------------------------------------------------5
1) strongly disagree 2) disagree 3) undecided 4) agree 5) strongly agree

1. My school is a fun place to be.
2. I’m bored in school. [R]
3. I enjoy what I do in school.
4. I hate being in school. [R]
5. I like my school.
6. What we do in school is a waste of time. [R]

**Sense of School Community**--- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .80 to .82.

**Sense of School Community Scale**

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1)strongly disagree   (2) disagree   (3) undecided   (4) agree   (5) strongly agree

Subscale 1: School Supportiveness
1. People care about each other in this school.
2. Students at this school don’t seem to like each other very well. [R]
3. Students at this school just look out for themselves. [R]
4. Students at this school are willing to go out of their way to help someone.
5. Students at this school work together to solve problems.
6. The students in this school don’t really care about each other. [R]
7. Students at this school don’t get along together very well. [R]
8. Students at this school are mean to each other. [R]
9. When I’m having a problem, some other student at this school will try to help me.

Subscale 2: Autonomy and Influence
1. Students help decide what they will work on in class.
2. Students at this school have little chance to have their ideas heard at this school. [R]
3. Teachers and students plan things together at this school.
4. The teachers and students here usually decide together what the class rules will be.
5. Students at this school get to help plan special activities and events.
6. The principal and teachers really rule things here. [R]
7. There is a student council here that gets to decide on some really important things.
8. Students help to decide what goes on at this school.
9. Students have a chance to start up their own clubs at this school.

**Victimization at School**--- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .75 to .79.

**Victimization at School Scale**

Please indicate which statement applies to you by marking: (1) never, (2) once or twice,
(3) 3 to 5 times, (4) 6 to 9 times, or (5) 10 or more times. Work quickly and record your first impression.

1-------------------2-----------------------3---------------------------4--------------------------5
never  once or twice  3 to 5 times  6 to 9 times  10 or more times

Think back over time since school has started this year. While at school, how many times (if ever)…
1. Did someone make fun of you, call you names, or insult you?
2. Did someone damage something of yours on purpose?
3. Did someone steal something from your desk or locker?
4. Did someone take money or things from you by using force or by threatening to hurt you?
5. Did someone threaten to hurt you but did not actually hurt you?
6. Did someone physically attack you?

Loneliness at School— This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .83 to .85.

Loneliness at School Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1---------------------------------------------------------------------------------------------------------5
1)strongly disagree   (2) disagree   (3)  undecided     (4) agree   (5) strongly agree

1. I have lots of friends at school. [R]
2. I’m lonely at school.
3. I don’t have anyone to hang around with at school.
4. I feel alone at school.
5. It’s hard to get other kids in school to like me.
6. It’s hard for me to make friends at school.
7. I don’t have any friends at school.
8. I have nobody to talk to at school.
**Other Questions:**

1. Sex: MALE or FEMALE
2. Student ID Number: ________________________________
3. Home room teacher: ________________

4. Please indicate your level of activity in the following activities based upon your involvement with 1 being the least active and 5 being the most active:

    1----------------------------------------------------------------------------------------------------5

    (1) Not at all active (2) Rarely active (3) Occasionally active (4) Regularly Active (5) Constantly active

    ____ Band    ____ School (Extra Curricular)    ____ Neighborhood
    ____ Church    ____ Sports teams    ____ Volunteering
    ____ Family    ____ Youth organizations

5. Please indicate how much time you spend on a normal day playing video games.

1. I do not play video games
2. Less than one hour
3. 1 to 2 hours
4. 3 to 4 hours
5. More than 4 hours

6. Please indicate how much time you spend on a normal day watching television.

1. I do not watch television
2. Less than one hour
3. 1 to 2 hours
4. 3 to 4 hours
5. More than 4 hours

7. Please indicate how much of the time you spend on a normal day watching television is supervised by your parents or guardian.

1. I do not watch television with my parents or guardian
2. Less than one hour
3. 1 to 2 hours
4. 3 to 4 hours
5. More than 4 hours
8. Please indicate how much time you spend on a normal day with your parents or guardian.

1. I do not get to spend time with my parents or guardian.
2. Less than one hour
3. 1 to 2 hours
4. 3 to 4 hours
5. More than 4 hours

9. Please indicate how much of the time that you spend on a normal day with your parents or guardian is spent helping you with schoolwork.

1. My parents or guardian do not help me with my schoolwork.
2. Less than one hour
3. 1 to 2 hours
4. 3 to 4 hours
5. More than 4 hours

10. Name three people that you strive to be more like?

1. __________________________________
2. __________________________________
3. __________________________________

11. Which one of these best describes your family?

1. I live with my two parents.
2. I live with two parents, one of them is my step parent.
3. I live with one of my parents.
4. I sometimes live with my mom and sometimes with my dad.
5. I live with foster parents, or relatives.
6. Other: Please explain___________________________________

*Additional Data to be Collected:*

Additional data will be supplied by the West Virginia Department of Education relating to the students of the schools we will be studying with this grant. Those data include (but are not limited to): student id#, West Test scores, Behavioral issues and disciplinary actions, GPA, attendance, service learning hours, drug use, and additional demographics.
Scales for Assessment of Participating Educators’ Perceptions

Measurements of Character Education Implementation

Character Education Log Sheets Log sheets will be kept by teachers and administrators assessing: 1) the amount of character education being implemented, 2) the style of its implementation, and 3) its perceived effectiveness and reception.

Character Education Log Sheet- See Appendix A for a copy of the log sheet.

The Eleven Principles Survey (EPS) of Character Education Effectiveness is an assessment instrument designed by the Center for the 4th and 5th Rs (Respect and Responsibility) and based on the document "Eleven Principles of Effective Character Education" by the national Character Education Partnership. The EPS is designed for formative assessment of a school's character education program. It addresses the question, "To what extent is the school implementing the Eleven Principles of Effective Character Education?" Schools undertaking character education will be at varying stages of implementing these principles; they represent an ideal for comprehensive character education to work toward. Information provided by the EPS assessment can be used to plan steps to strengthen a school’s character education effort. The EPS can also be used as a framework to guide a school's initial planning of an effective character education program. The EPS will give you three scores: (1) one score for each subcomponent of each principle; (2) a score for each principle (the average of the subcomponent scores for that principle); and (3) an overall score (the average of the scores for all eleven principles).

Eleven Principles Survey (EPS) of Character Education Effectiveness

Directions to a School Completing the Survey

1. To maximize the validity of the assessment, the school should include as many relevant groups as possible in filling out the survey: administrators, faculty, professional support staff, other staff, and parent representatives. Broad survey participation of this kind will enable the school to see how its character education program is viewed from the perspectives of different groups. (The EPS report will give you overall results as well as a breakdown for different groups.)

2. Each person completing the EPS should do so independently (marking responses on a machine-scoreable answer sheet), so as not to be influenced by the ratings of others.

3. If it is not possible for various school groups to complete the survey, the members of the school's character education leadership group, including the building principal, should each complete it.

Indicate below the number of persons in each category completing the EPS Survey:

_____ Administrators
_____ Teachers
_____ Professional Support Staff
_____ Other Staff
Directions (Please use a No. 2 pencil)

1. On the NCS Answer Sheet, in the Special Codes section ("K" column), please fill in the bubble indicating your school position. (No names, please. Responses are meant to be anonymous.)
   - K-0 Administrator
   - K-1 Teacher or teacher assistant
   - K-2 Professional support staff (counselor, psychologist, social worker, etc.)
   - K-3 Other staff (custodian, cafeteria aide, bus driver, etc.)
   - K-4 Parent

2. Based on your observations, use a scale of 1, 2, 3, 4 or 5 (with 1 being "LOW Implementation" and 5 being "HIGH Implementation") to rate the degree to which you think the following 11 character education principles are implemented in your school.

   1_____________ 2_____________ 3_____________ 4_____________ 5_____________
   Low Implementation       High Implementation

   Please give your honest opinion, since candid responses provide the most valid data. If you do not have enough knowledge of a particular item to give a rating, leave it blank. Please record your ratings in two places: on the NCS Answer Sheet, and on the blank line preceding each numbered item on this survey form.

3. Submit the NCS Answer Sheet to the person gathering the data for your school to machine score. Keep your copy of the survey, with your ratings, to use in staff discussions once you receive the summary of your survey results.

Principle 1:
CHARACTER EDUCATION PROMOTES AND TEACHES QUALITIES OF GOOD CHARACTER, SUCH AS PRUDENCE (GOOD JUDGMENT), RESPECT, RESPONSIBILITY, HONESTY, FAIRNESS, COURTESY, KINDNESS, COURAGE, DILIGENCE, PERSEVERANCE, AND SELF-CONTROL.

   ____ 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.

Principle 2:
CHARACTER IS DEFINED COMPREHENSIVELY TO INCLUDE THINKING, FEELING, AND BEHAVIOR.

   ____ 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.

Principle 3:
CHARACTER EDUCATION IS INTENTIONAL, PROACTIVE AND COMPREHENSIVE.

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.

Principle 4:
THE SCHOOL IS A CARING COMMUNITY.

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.

Principle 5:
STUDENTS HAVE FREQUENT OPPORTUNITIES FOR MORAL ACTION.

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.

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.

Principle 6:
CHARACTER EDUCATION INCLUDES AN ACADEMIC CURRICULUM THAT BUILDS GOOD CHARACTER.

___ 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.

___ 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.

___ 18. Our curriculum recognizes multiple intelligences and helps students of diverse abilities and needs discover and develop their special talents.

Principle 7:
CHARACTER EDUCATION STRIVES TO DEVELOP THE INTRINSIC MOTIVATION CENTRAL TO GOOD CHARACTER.

___ 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.

___ 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.

___ 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.

Principle 8:
THE ENTIRE SCHOOL STAFF SHARES RESPONSIBILITY FOR CHARACTER EDUCATION AND LIVES BY THE SCHOOL’S CHARACTER EXPECTATIONS.

___ 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.

___ 23. All other staff (including secretaries, cafeteria workers, bus drivers, playground aides, etc.) have been included in planning, receiving staff development for, and carrying out the schoolwide character education effort.

___ 24. The character traits espoused by our school are modeled by staff in their interactions with students.

___ 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.

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.

Principle 9:
CHARACTER EDUCATION INVOLVES MORAL LEADERSHIP BY STAFF AND STUDENTS.

27. Our program has a leader (the principal, another administrator, a lead teacher) who champions our character education effort.

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.

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.

Principle 10:
THE SCHOOL RECRUITS PARENTS AND THE COMMUNITY AS FULL PARTNERS IN CHARACTER EDUCATION.

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.

31. Our program asks parents to identify the character qualities that should be fostered by the school.

32. Parents are included in our school’s character education leadership group.

33. All parents are informed about the goals and teaching methods of our character education program.

34. Our school sends home communications (such as letters from the principal) and suggestions (such as dinner discussion 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.

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.

36. Our school has involved members of the community in efforts to model and promote the
qualities of good character in the community.

Principle 11:
CHARACTER EDUCATION ASSESSES THE CHARACTER OF THE SCHOOL, THE SCHOOL STAFF'S FUNCTIONING AS CHARACTER EDUCATORS, AND THE CHARACTER DEVELOPMENT OF STUDENTS.

_____ 37. Our program assesses the character of our school as a moral 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").

_____ 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.

_____ 39. Our school asks staff to report periodically (e.g., through questionnaires or anecdotal records) their efforts to implement character education.

_____ 40. We assess our students’ progress in developing an understanding 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.

_____ 41. We assess our students’ progress in developing an emotional attachment and commitment to the qualities of good character—for example, by asking students to rate how important the character traits are to them in their lives.

_____ 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 behaviors (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?").

_____ 43. We include assessment of student character or character-related behaviors as part of our report card.

Measurements of Self Perceptions as Educators:

Teacher Burnout Scale This instrument measures the symptoms of teacher burnout. Burnout can lead to very aberrant behavior on the part of teachers—including resignation, emotional outbursts, and other apparently irrational behaviors. Expected alpha reliability estimates for this instrument are above .85. Face validity is good.

Teacher Burnout Scale
Directions: Complete the following measure and calculate your score. This measure is designed to determine how you currently feel about your job and its related aspects. There are no right or wrong answers. Work quickly and circle your first impression. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

1. I am bored with my job.
2. I am tired of my students.
3. I am weary with all of my job responsibilities.
4. My job doesn't excite me any more.
5. I dislike going to my job.
6. I feel alienated at work.
7. I feel frustrated at work.
8. I avoid communication with students.
9. I avoid communication with my colleagues.
10. I communicate in a hostile manner at work.
11. I feel ill at work.
12. I think about calling my students ugly names.
13. I avoid looking at my students.
14. My students make me sick.
15. I feel sick to my stomach when I think about work.
16. I wish people would leave me alone at work.
17. I dread going to school.
18. I am apathetic about my job.
19. I feel stressed at work.
20. I have problems concentrating at work.
**SCORING:** Add all scores together. No items are to be reflected.

**Interpretations:** Below 36 indicates few burnout feelings; 36-55 indicates some strong feelings of burnout; but probably not a serious problem; 56-70 indicates substantial burnout feelings, enough that getting some help is suggested; and 71-80 indicate the individual is experiencing severe burnout.

**Source:**

**Source Credibility Measure** See scale details in above assessment of students

**Source Credibility Measure**

On the scales below, indicate your feelings about yourself as a teacher. Numbers 1 and 5 indicate a very strong feeling. Numbers 2 and 4 indicate a strong feeling. Number 3 indicates you are undecided.

1) Intelligent 1 2 3 4 5 Unintelligent [R]
2) Untrained 1 2 3 4 5 Trained
3) Cares about me 1 2 3 4 5 Doesn't care about me [R]
4) Honest 1 2 3 4 5 Dishonest [R]
5) Has my interests at heart 1 2 3 4 5 Doesn't have my interests at heart [R]
6) Untrustworthy 1 2 3 4 5 Trustworthy
7) Inexpert 1 2 3 4 5 Expert
8) Self-centered 1 2 3 4 5 Not self-centered
9) Concerned with me 1 2 3 4 5 Not concerned with me [R]
10) Honorable 1 2 3 4 5 Dishonorable [R]
11) Informed 1 2 3 4 5 Uninformed [R]
12) Moral 1 2 3 4 5 Immoral [R]
13) Incompetent 1 2 3 4 5 Competent
14) Unethical 1 2 3 4 5 Ethical
15) Insensitive 1 2 3 4 5 Sensitive
16) Bright 1 2 3 4 5 Stupid [R]
17) Phony 1 2 3 4 5 Genuine
18) Not understanding 1 2 3 4 5 Understanding

**SCORING:** To compute your scores, add your scores for each item as indicated below:
Recode BOLDED questions with the following format:
1=5
2=4
3=3
4=2
5=1

Competence Factor (1, 2, 7, 11, 13, and 16)__________
Caring/Goodwill Factor (3, 5, 8, 9, 15, and 18)__________
Trustworthiness Factor (4, 6, 10, 12, 14, and 17)__________


Note: Additional qualitative questions will be administered to assess: 1) Behaviors (right and wrong) by educators witnessed in school, 2) Educators as Role Models in School, 3) Positive experiences relating to educators at school, 4) The character of the educators at school, and 5) The core values of the educators at school.

Measurements of School Climate

Sense of School Community --- This scale is being used with the permission of the Developmental Studies Center. Research utilizing this scale reports internal reliabilities ranging from .80 to .82.

Sense of School Community Scale

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Work quickly and record your first impression.

1) strongly disagree   (2) disagree   (3) undecided   (4) agree   (5) strongly agree

Subscale 1: School Supportiveness
1. People care about each other in this school.
2. Students at this school don’t seem to like each other very well. [R]
3. Students at this school just look out for themselves. [R]
4. Students at this school are willing to go out of their way to help someone.
5. Students at this school work together to solve problems.
6. The students in this school don’t really care about each other. [R]
7. Students at this school don’t get along together very well. [R]
8. Students at this school are mean to each other. [R]
9. When I’m having a problem, some other student at this school will try to help me.

Subscale 2: Autonomy and Influence

1. Students help decide what they will work on in class.
2. Students at this school have little chance to have their ideas heard at this school. [R]
3. Teachers and students plan things together at this school.
4. The teachers and students here usually decide together what the class rules will be.
5. Students at this school get to help plan special activities and events.
6. The principal and teachers really rule things here. [R]
7. There is a student council here that gets to decide on some really important things.
8. Students help to decide what goes on at this school.
9. Students have a chance to start up their own clubs at this school.

Other Questions: Additional qualitative questions will be administered to assess: 1) Behaviors (right and wrong) by other students witnessed in school, 2) Role Models in School, 3) Positive experiences at school, 4) Motivation of the student body as a whole, 5) The character of those around them at school, and 6) The core values of those around them at school.

Appendix A

1. Character Education Log Sheets (Note: teachers are also keeping track of the amount, type, and time spent implementing character ed through the use of log sheets)