

ELEVEN PRINCIPLES SCORING GUIDE

When determining the rating of each principle, you should consider the following four questions:

- How many examples of the *11 Principles* Key Indicators are identified in the application?
- Are practices guided by data, *11 Principles* Key Indicators, or other relevant, research-based literature?
- Is there evidence (qualitative or quantitative) of positive outcomes resulting from implementation of the principle?
- Are all students, parents, and staff members impacted or engaged with the activities of each principle?

(These 4 questions correlate to the rating guidelines in each box below.)

Implementation Rating	Implementation Rating Description	Implementation Rating Guidelines
4	<p>Exemplary</p> <p>(Practices are embedded, have depth, and can be used as a model for other schools.)</p>	<ul style="list-style-type: none"> • Multiple examples suggesting implementation of <i>11 Principles</i> Key Indicators • Practice is guided by an analysis of the data, <i>11 Principles</i> Key Indicators, and/or relevant literature • Evidence (qualitative and quantitative) reveals positive outcomes associated with principle implementation • Super majority of stakeholders (admin, teachers, students, parents) are impacted by or engaged in implementation
3	<p>Good</p> <p>(Practices are implemented with some depth and regularity.)</p>	<ul style="list-style-type: none"> • Some examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided • Practice is guided by some or limited data analysis, <i>11 Principles</i> Key Indicators, and/or relevant literature • Some evidence (qualitative and quantitative) supporting positive outcomes is provided • Majority of stakeholders are impacted by or engaged in implementation
2	<p>Developing</p> <p>(Practices are implemented, but with very little depth.)</p>	<ul style="list-style-type: none"> • Few examples of programs or processes addressing <i>11 Principles</i> Key Indicators are provided • Unclear if practice is being guided by data analysis, <i>11 Principles</i> Key Indicators and/or relevant literature • Evidence (quantitative and qualitative) is lacking, is limited, or is unclear with no association to positive outcomes • A minority of stakeholders is impacted by or engaged in implementation
1	<p>Lacking Evidence</p> <p>(Practices are not in place or just beginning with very little growth.)</p>	<ul style="list-style-type: none"> • Inadequate examples of programs or process addressing <i>11 Principles</i> Key Indicators • Practice is not being guided by data analysis, <i>11 Principles</i> Key Indicator, and/or relevant literature • No evidence (qualitative and quantitative) to support positive outcomes • Limited number of stakeholders are impacted by or engaged in implementation

Principle:	Key Indicator and Examples 1	Key Indicator and Examples 2	Key Indicator and Examples 3	Key Indicator and Examples 4	Ave
1. A set of core values is selected, defined, embedded, and modeled throughout your school culture.	1.1: School stakeholders intentionally consider, select, and affirm (or reaffirm) your school's core values. <ul style="list-style-type: none"> Open and Transparent/all involved in selecting. Ensure current relevance of core values A balance of moral/performance/ intellectual/civic character. Defined in behavioral terms; "looks like"; character strengths, not an outcome. 	1.2: The core values inspire, guide, and inform every aspect of school life. <ul style="list-style-type: none"> Students, staff, and parents use and share a common language. All staff feel responsible to model, teach- (clarify through instruction), and embed the core values throughout day. Embedded in school policies and procedures Shape hiring practices, new staff; training, new student/family orientation, etc. 	1.3: Reminders and statements of your school's core values are visible throughout the school community. <ul style="list-style-type: none"> In mission statement, handbooks, discipline, school goals, everywhere. Staff, students, parents can identify/explain touchstone, mantras, school creed, etc. Core values are communicated in observable behaviors. Artifacts show that core values are the heartbeat of the school. 		
2. The school develops and implements an intentional, proactive, and comprehensive approach that embeds character everywhere.	2.1 The school has an intentional process to critically reflect and discuss how everything in school influences the culture. <ul style="list-style-type: none"> School leaders can explain in narrative form the school's character development strengths and challenges. School leaders can explain how they identify and assess the "hidden curriculum."-(see guidebook for more information). 	2.2 The school creates a written comprehensive plan that includes specific character development goals & expectations. <ul style="list-style-type: none"> The core values have been infused into all aspects of the school day. Teachers can explain how core values/ character strengths are embedded into academic and non-academic areas. Annual goals for the school's character initiative have been established. 	2.3 The school looks for new practices and approaches to grow character initiative. <ul style="list-style-type: none"> School leaders can explain in narrative form how their character development plan is a proactive process of continuous improvement and growth. Staff meets regularly to reflect on different ways to model the core values. Time for staff to discuss core value integration. Staff discuss reaching all students, whether all activities are developmentally appropriate, etc. 	2.4 The school is intentional and proactive in addressing social, emotional, & character development. <ul style="list-style-type: none"> A research-based approach is used to teach SEL skills to all students. PD for staff re: SEL School stakeholders can show how SEL skills are embedded. 	
3. Every student understands, cares about, and practices the core values embedded in the school community.	3.1 Staff provides multiple opportunities for students to understand and apply the school's core values. <ul style="list-style-type: none"> Staff explain how they teach/provide opportunities for students to understand the core values & how they are applied daily. Students can explain each core value, the importance and application to their lives. Students can explain how all stakeholders model core values. 	3.2 The school identifies ways to encourage students to reflect upon, internalize, and make a positive and sustained commitment to live their core values. <ul style="list-style-type: none"> Students take ownership of own character growth; staff/students can explain. Time is provided for student reflection on character growth. (goal-setting, journaling, etc.) Students explain which core values/character strength they want to improve and why. 	3.3 The school provides opportunities for students to practice the core values so they become consistent habits of mind, heart, and choices. <ul style="list-style-type: none"> Students can explain how they practice the core values in the context of classroom work, relationships, sports, real-life situations, etc. Staff and students can explain how they provide positive and constructive feedback to each other. 		
4. The school creates a caring community where everyone feels they belong.	4.1 The school fosters caring relationships between students and staff. <ul style="list-style-type: none"> Intentional strategies & practices are used to promote positive relationships. Students feel understood, heard, & valued. Every student has an adult to go to for any reason, (does not have to be a teacher). Discipline prioritizes restoring positive relationships. Every student feels safe & connected to what the school stands for & believes. 	4.2 The school helps students form caring relationships with each other. <ul style="list-style-type: none"> Intentional strategies & practices used to foster student connection, develop empathy & sense of responsibility for others. Artifacts show all students perceive the student body as friendly, inclusive, & supportive. Practices & strategies are used to foster caring/respect (ex. class meetings, cross-age groups, peer mentoring etc.) 	4.3 School leaders foster caring relationships between all staff members and between staff and parents. <ul style="list-style-type: none"> Intentional strategies & practices are used to promote positive relationships. Parents report feeling welcomed & respected. Staff report positive climate and colleagues who support each other. School leaders model caring relationships Artifacts show all staff feel valued. PD is offered about building relationships. 		
5. The school provides students with opportunities to shape and form their moral compass.	5.1 Opportunities for all students to participate in Service Learning that's connected to the curriculum. <ul style="list-style-type: none"> Service Learning is used as an instructional/teaching strategy. Projects connect service with curriculum & academic content standards. Students assess community needs, take initiative, plan, reflection about project and character growth, share project with an audience. 	5.2 Opportunities for all students to participate in Community Service projects. <ul style="list-style-type: none"> The school has established expectations for community service both inside and outside of school. Community Service projects are developmentally appropriate. Students understand the meaning and purpose of the project. 	5.3 Each student is equipped with the skills to practice academic integrity. <ul style="list-style-type: none"> The school has implemented a comprehensive approach to academic integrity. Developmentally appropriate strategies and practices used. Students respond appropriately when faced with pressure to lie, steal, or cheat. Students can explain how being honest and a person of integrity is important. Students report honesty and integrity are promoted and modeled by staff. 	5.4 The school equips each student to stand up to peer mistreatment. <ul style="list-style-type: none"> The school has put in place intentional strategies, activities, & practices to promote respect, understanding, & peace among students. Steps are taught to stop peer mistreatment. Students report staff actively address peer mistreatment. 	

4-Exemplary 3-Good 2-Developing 1-Lacking Evidence

<p>6. The school offers a meaningful and challenging academic curriculum that encourages all students to develop their character strengths.</p>	<p>6.1 The school develops a comprehensive plan to infuse character into the academic curriculum, across all subject areas.</p> <ul style="list-style-type: none"> Artifacts show character is integrated into all aspects of teaching, learning, & content. Engages students-(problem-solving, coop. learning, project-based learning). Teachers exchange ideas to infuse character, ethical dilemmas, etc. Parents/students can give examples of character embedded in curriculum. 	<p>6.2 Staff emphasizes and reinforces how all students can develop the strengths of performance character.</p> <ul style="list-style-type: none"> Students understand/apply performance character strengths. Teachers model and embed performance character strengths. Students report staff emphasize & reinforce importance of performance character strengths. Fosters social habits for working together. 	<p>6.3 Staff emphasizes and reinforces how all students can develop the strengths of intellectual character.</p> <ul style="list-style-type: none"> Students understand/apply intellectual character strengths by developing thinking habits, (curiosity, critical thinking, creativity, etc.) Teachers model and embed intellectual character. Students report staff emphasize & reinforce importance of intellectual character strengths. Promotes student autonomy; mastery goals. 	<p>6.4 Appropriate content challenges that address all students' learning needs.</p> <ul style="list-style-type: none"> Curriculum challenging/ engaging for all learners. Teachers respect learners & differentiate instruction for needs. Parents/students report appropriate challenge. Help students reach potential.
<p>7. The school fosters character by encouraging students to “do the right thing” for intrinsic rather than extrinsic reasons.</p>	<p>7.1 The staff exchange ideas to help students develop/internalize own moral compass.</p> <ul style="list-style-type: none"> School leaders can explain in narrative form strategies & practices to help develop each students' moral compass. Staff understand use of intrinsic motivators and why they use extrinsic ones. Methods stress intrinsic motivation, help students to see behavior impact, inclusive of all & involves students explaining developing moral compass. 	<p>7.2 Student behaviors and mistakes serve as opportunities to teach and reinforce character development.</p> <ul style="list-style-type: none"> PD in character-centered practices for discipline. Discipline process and consequences are relevant, respectful, and resource-building. Discipline tied to reflection on core values. Practices protect student dignity Intentional focus on reflective and restorative practices. 	<p>7.3 All students are empowered to have a voice in school's character initiative as well as character goals for personal growth.</p> <ul style="list-style-type: none"> Behavioral norms, routines, and expectations are co-created, (teachers/students), are age appropriate, and based on core values. Time provided for students to discuss and find solutions to common problems. Students have a voice in school improvement and character initiative. 	
<p>8. The school embraces shared leadership as a critical path to deepening its character initiative.</p>	<p>8.1 Leadership demonstrates a sustained commitment to the school's character initiative.</p> <ul style="list-style-type: none"> The principal is a visible and supportive character champion. Models the core values. Actions and decisions align with core values and school mission. 	<p>8.2 A leadership team of teachers, staff, students, and parents is empowered to design, implement, and assess the school's character initiative.</p> <ul style="list-style-type: none"> In narrative form, explain selection of character team and reflect school diversity. Evidence of shared ownership with all. Leadership explains how prospective leaders are nurtured. 	<p>8.3 Students assume leadership roles that contribute to the school's character initiative.</p> <ul style="list-style-type: none"> Students have opportunities to voice concerns/ideas and encouraged to serve as leaders in character initiative. Students empowered to implement student-led practices and have leadership training. All staff/admin. can explain how students are equipped to be leaders. 	
<p>9. All staff share the responsibility to implement and reinforce the school's character initiative.</p>	<p>9.1 All staff members are encouraged to be involved in planning, designing, and implementing the school's character initiative.</p> <ul style="list-style-type: none"> Staff report their active involvement. PD for all staff to learn, discuss & exchange ideas. Staff have opportunities to voice concern/ideas in character initiative. 	<p>9.2 The staff commits to finding ways to intentionally reinforce and model the four domains of character.</p> <ul style="list-style-type: none"> Students/parents say staff models core values. Artifacts show how all staff are actively involved in the character initiative. Staff demonstrate ways they hold each other accountable to living as a person of character. 	<p>9.3 Staff members intentionally reflect on their own character strengths and growth.</p> <ul style="list-style-type: none"> PD offered to collaborate & learn best practices for character initiative appropriate for each staff role. Staff can explain how they reflect on their character strengths and grow as a character educator and artifacts support this. 	
<p>10. Families and the community are integral partners in the school's character initiative.</p>	<p>10.1 Families are involved in the character initiative.</p> <ul style="list-style-type: none"> Parents assume active leadership roles in creating practices to support the character initiative. Parent rep(s) on character committee. Parents are aware and supportive of the character initiative and work to model character/core values. Parents actively volunteer. 	<p>10.2 The school communicates with parents and caregivers about the character initiative and regularly seeks their input and feedback.</p> <ul style="list-style-type: none"> The school can demonstrate how they communicate with parents. Part of new family orientation Parent workshops offered Parents have opportunities to voice concerns/ideas about the character initiative. 	<p>10.3 The school strives to develop a “community of character” by involving different community stakeholders.</p> <ul style="list-style-type: none"> Evidence that wider community is actively involved in character initiative. Community members aware, supportive, updated about the character initiative. There are community partnerships with school. Community members volunteer in the school. 	
<p>11. The school annually assesses the progress of its character initiative & makes changes based on data.</p>	<p>11.1 Core values are reviewed on an annual basis so each core value can be reaffirmed or revised as needed.</p> <ul style="list-style-type: none"> All stakeholders review each core value for relevancy and vitality. Values are understood, modeled, and woven into school culture. Core values are embedded in all aspects of school life. 	<p>11.2 The school uses a variety of methods to measure and assess its character initiative.</p> <ul style="list-style-type: none"> Examples of different assessment tools. Data gathered on character-related behaviors and how data impacts character goals. Time for staff to discuss & review initiative and how data gathered informs change. School leaders can explain data and need for change/new practices in narrative form. 	<p>11.3 The school has an action plan for each academic year that includes specific year-long goals and objectives.</p> <ul style="list-style-type: none"> Artifacts show there is an annual review of the character initiative & data is used to develop new practices, strengthen current efforts and determine goals. Data/goals are communicated to stakeholders. Explain process to assess new practices. 	<p>11.4 Assesses aligning actions & choices with core values & other character strengths.</p> <ul style="list-style-type: none"> Variety of approaches (interviews, reflections, etc.) Staff and students set character goals and self-assess progress. Surveys, data collection on student behavior demonstrates growth.