

CHARACTER COUNTS! Implementation Survey

Start of Block: School Information

Q1.1 Please complete the information below

- Your Name (1) _____
 - Your School (2) _____
 - Your Preferred Email (3) _____
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Q1.2 How many years are you into implementation?

- Year 1 (1)
- Year 2-3 (2)
- Year 4+ (3)

End of Block: School Information

Start of Block: Leadership and Planning

Q2.1 What is the composition of your CC! building-level team?

- We do not have a CC! team (1)
 - Team membership is minimal and lacks a broad base of administrators, teachers, and staff (2)
 - Team members include an administrator and a broad base of teachers and staff (e.g. grade levels and/or content areas) (3)
 - Team members represent all stakeholders including students, parents/community members, administrators, teachers, and staff members representing a broad base (e.g. grade levels and/or content areas) (4)
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Q2.3 How often does your CC! building-level team meet?

- Our CC! team does not meet (1)
 - 1-2 times per year (2)
 - Every 2-3 months (3)
 - At least monthly (4)
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Q2.6 Do you have a current implementation plan with projects that address all seven components of implementation and identified timelines, roles, responsibilities, and checkpoints for each project? Implementation components are: Leadership and Planning, Staff Development and Support, Program Integration, Teaching and Learning, Data Collection and Analysis, Safe and Supportive Climate, and Family and Community Partnerships.

- We do not have an implementation plan for this year (1)
- We have a current year implementation plan, but it does not address all seven components of implementation (2)
- We have an implementation plan that addresses all seven components of implementation, but does not identify timelines, roles and responsibilities, and checkpoints for each project (3)
- We have an implementation plan that addresses all seven components of implementation with timelines, roles and responsibilities, and checkpoints for each project identified (4)

End of Block: Leadership and Planning

Start of Block: Staff Development and Support

Q3.1 What percentage of staff members have participated in a CC! Student Development Workshop (SDW)?

- No staff member has participated in an SDW (1)
 - One or two staff members have completed an SDW (2)
 - Less than 50% of the school or district staff have completed an SDW (3)
 - 51% or more of the school or district staff have completed an SDW (4)
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Q3.2 Is on-going training built into the school staff development plan?

- No (1)
 - On-going training is utilized by up to 10% of staff members every 1-5 years (2)
 - On-going training is utilized by up to 50% of staff members every 1-5 years (3)
 - On-going training is utilized by more than 51% of staff members every 1-5 years (4)
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Q3.3 Is formal CC! training in place for new staff members?

- No (1)
- Yes - new staff receive less than 2 hours of formal training (2)
- Yes - new staff receive 2-4 hours of formal training (3)
- Yes - new staff receive more than 4 hours of formal training (4)

End of Block: Staff Development and Support

Start of Block: Program Integration

Q4.2 To what extent are appropriate supports, funds, and resources provided for implementing and sustaining CC!?

- Funding sources for CC! implementation are unknown (1)
 - No line item in the budget is dedicated to CC! initiatives; Implementation is dependent upon fundraising, grants, and other outside sources (2)
 - Funds are allocated on as needed basis sufficient for full implementation of CC! (3)
 - District and/or building funds are allocated annually to support and sustain CC! implementation (4)
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Q4.3 Is your CC! program aligned to and reflected in your:

- A) mission, vision, and values
- B) staff handbook
- C) behavior expectations
- D) parent/student handbook
- E) report card
- F) district/building level CSIP goals
- G) building level action plan/professional development
- H) office discipline referral form
- I) school or district website?

- CC! is not aligned to or reflected in any source (1)
 - CC! is aligned to or reflected in at least 2 sources (2)
 - CC! is aligned to or reflected in at least 4 sources (3)
 - CC! is aligned to or reflected in at least 6 sources (4)
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Q4.4 Do teachers, students, and staff use Six Pillar common language and share a common understanding of what each pillar looks like in action?

- There is no expectation for teachers, students, and staff to use Six Pillar language or expectations (1)
 - It is suggested that teachers, students, and staff use common Six Pillar language and expectations (2)
 - Teachers, students, and staff use Six Pillar language, but do not have a common understanding of expectations (3)
 - Teachers, students, and staff are expected to use common Six Pillar language and expectations consistently (4)
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Q4.6 How frequently do you check the progress of your implementation plan and update it with new projects, roles and responsibilities, and timelines?

- Never / We don't have an implementation plan (1)
- Annually (2)
- Twice a year (3)
- Monthly (4)

End of Block: Program Integration

Start of Block: Teaching and Learning

Q5.1 When is the CC! Six Pillar framework taught in your school?

- The Six Pillars are visible, but there is not formal implementation (1)
 - Once a year (2)
 - Periodically throughout the school year, typically in school-wide events (3)
 - Continually throughout the school year in many different contexts (classroom, activities, etc.) (4)
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Q5.2 To what extent is CC! intentionally embedded across the school curriculum?

- Not at all (1)
 - Partially (2)
 - Majority (3)
 - Fully embedded (4)
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Q5.5 How would you describe the integration of character development resources into classrooms?

- We do not use any character development resources (1)
 - Resources are available, but use is at the discretion of the individual teachers and is not wide-spread (2)
 - Resources are available and used by teachers on a monthly basis (3)
 - Resources are available and used by teachers on a weekly basis (4)
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End of Block: Teaching and Learning

Start of Block: Data Collection and Analysis

Q6.1 How are you measuring the impact of CC! on the climate and culture of your school?

- We do not measure the climate and culture of our school (1)
 - We use student and staff observations to gather impressions on climate and culture (2)
 - We use informal surveys of selected students, staff, and parents to get data on our climate and culture (3)
 - We use formal surveys to get data from students, staff, and parents on the climate and culture of our school (4)
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Q6.2 How are you using climate and culture data to influence your CC! implementation plan?

- We do not measure the climate and culture of our school (1)
 - Climate and culture data is captured once every 2-3 years (2)
 - Climate and culture data is captured annually, but the results are not consistently used to guide planning and implementation (3)
 - Climate and culture data is captured annually and used to target areas of improvement in professional development, and areas of emphasis for students, which is reflected in the implementation plan (4)
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Q6.5 How frequently are you completing an implementation evaluation?

- Never (1)
 - Once every 3 years or more (2)
 - Once every 2 years (3)
 - Annually (4)
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Q6.6 What data sources are you using to evaluate and track the impact of your CC! program?

- We do not use data to inform decision making around our CC! program (1)
- We use some data (e.g. office behavior referrals) but not to consistently inform decision making around our CC! program (2)
- We use multiple data sources (e.g. office behavior referrals, suspension/expulsion data, student achievement data, survey results) to inform decision-making around our CC! program (3)
- We use multiple data sources (e.g. office behavior referrals, suspension/expulsion data, student achievement data, survey results) to inform decision making around our CC! program as well as all other building initiatives (4)

End of Block: Data Collection and Analysis

Start of Block: Safe and Supportive Climate

Q7.1 To what extent are students actively involved in decision making and CC! planning?

- No students are actively involved in CC! planning (1)
 - Students are involved in CC! planning on an occasional basis (2)
 - Student Council members or student leaders are actively involved in CC! planning (3)
 - A broad base of students are actively involved in CC! planning (4)
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Q7.2 To what extent do students involved in decision making and CC! planning represent the diversity of the student body?

- Students are not involved in the CC! decision making process (1)
 - Students actively involved in CC! decision making do not represent the diversity of the study body (2)
 - Students actively involved in CC! decision making partially represent the diversity of the student body (3)
 - Students actively involved in decision making represent the diversity of the student body (4)
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Q7.4 To what extent do staff engage in intentional relationship building?

- Staff are not encouraged to engage in intentional relationship building with students or colleagues (1)
 - Staff are encouraged to engage in intentional relationship building with students or colleagues, but rarely do (2)
 - Opportunities for staff to engage in intentional relationship building with students and colleagues are created and utilized occasionally (3)
 - Opportunities for staff to engage in intentional relationship building with students and colleagues are created and utilized frequently (4)
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Q7.5 To what degree do staff have an opportunity to work across disciplines and grade levels?

- Staff do not work across disciplines or grade levels (1)
- Staff rarely work across disciplines or grade levels (2)
- Some staff frequently work across disciplines and grade levels (3)
- Majority of staff frequently work across disciplines and grade levels (4)

End of Block: Safe and Supportive Climate

Start of Block: Family and Community Partnerships

Q8.1 How is CC! communicated to families and community partners?

- Visual displays of CC! are visible in prominent locations in the facility (1)
 - Visual displays of CC! are visible in prominent locations in the facility and parents receive CC! information via newsletters, website, social media, or presentations/assemblies (2)
 - Visual displays of CC! are visible in prominent locations in the facility and parents receive CC! information via newsletters, website, social media, or presentations/assemblies, and CC! is reflected in documents such as the student handbook, brochures, behavior referral forms, and report cards (3)
 - Visual displays of CC! are visible in prominent locations in the facility and parents receive CC! information via newsletters, website, social media, or presentations/assemblies, and CC! is reflected systematically in school documents and policy (e.g. mission statement, board policy, personnel documents, such as hiring practices and staff evaluations) and other forms of two-way communication (4)
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Q8.2 How frequently do families receive information concerning CC!

- Never (1)
 - Once per year (2)
 - Once per semester (3)
 - Monthly (4)
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Q8.6 Is there a community level CC! initiative?

- No (1)
- There is an inactive community CC! level initiative (2)
- There is a CC! community initiative that is responsible to the school, but is not proactive (3)
- There is an engaged, proactive CC! community initiative (4)

End of Block: Family and Community Partnerships
