

Evaluation & Assessment

The environment in which teaching and student learning takes place is affected by school safety, student/faculty relationships and overall student engagement. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts, and positive youth development. When adults work together, a group process emerges that is bigger than any one person's actions. How students feel about being in school tends to shape learning and student development. Therefore, it makes sense to periodically assess the climate in which teaching and learning takes place. The FFCD staff is available to help determine the best assessment instrument to fit your school's needs. A typical school climate assessment provides insight into components such as: school norms and goals, interpersonal relationships, teaching and learning practices and organizational structures.

CHARACTERPLUS

CHARACTERPLUS® Way Surveys

Student, Staff, Implementation and Parent Surveys.

Surveys for schools and districts in their program evaluation and planning, and for research.

Designed to measure the school environment and student pro-social behaviors and based on the work of Carl Rogers, William Glasser, and others that is known as the ABCs of Healthy Schools. www.charactersurvey.com

School or District. Surveys designed to be administered on-line.

Institute for Excellence & Ethics (IEE)

Collective Responsibility for Excellence & Ethics

Student and Teacher versions

Survey designed to measure the ethical aspects of the learning community, including the performance and moral character domains, with respect to students' responsibility, the ethical learning environment among students, and the various aspects of the teaching/learning of character education, according to the research of Lickona and Davidson (2005). Both the Student Questionnaire and the Faculty Questionnaire give the respondent the opportunity to reflect on their own actions/behavior/practices and that of their peers. Five point Likert type scale responses. Authors: V. T. Khmelkov and M. L. Davidson. 2007. Instruments available through Cornerstone Consulting & Evaluation, LLC.

www.cortland.edu/character.

School - Performance and Moral Character/ethical learning environment.

Center for Social and Emotional Education (CSEE)

Comprehensive School Climate Inventory (CSCI) -

Survey used extensively to assess strengths and needs of a school. The survey has four subcategories (Safety, Teaching and Learning, Relationships and Environment) that measure ten dimensions of school climate. There are five versions of the CSCI: School Personnel, Parent Survey (available in Spanish and English), Student Version I (High School, 9-12th grade), Student Version II (Middle School, 6-8th grade), Student Version III (elementary, K-5th grade). All versions take about 20 minutes to complete. Each survey has sixteen-items, with a 5-point Likert type scale response (strongly disagree to strongly agree) and two response choices for don't know/doesn't apply. CSEE will analyze the data and send final report that details the school profile and includes charts, tables and text. Research based assessment.

www.csee.net

School. Multiple surveys for various stakeholders. Available on-line or pencil and paper.

Institute for Excellence & Ethics (IEE)

Global Portrait of Social & Moral Health -2003

Youth and Adult versions

Survey that measures the overall social and moral health of a community and its schools. Parallel surveys with multiple scales and subscales gives respondent opportunity to respond to same question as it pertains to them, others around them, their school setting and their community. Can be used to evaluate a specific program. Available for schools and communities for development of national normative data. Scantron format. Authors: Matthew L. Davidson and Vladimir Khmelkov. 2003. Permission to use from Matthew Davidson, Institute.Excellence.Ethics@gmail.com . See also

www.cortland.edu/character

School, Community, Program.

Center for the 4th and 5th Rs

School as a Caring Community Profile-II (SCCP-II) -2003

Survey that can be completed by both students and adults to assess themselves as caring communities. Can be used as a pre-programmatic assessment and as a measure of progress during implementation. 42-question survey, with 25 items

related to perceptions of students, and 17 items for perceptions of adults. Five-point Likert-type scale responses (almost never to almost always). Broad participation by all or varied constituents increases the validity. Authors: Thomas Lickona and Matthew L. Davidson and developed by the Center for 4th and 5th R's. 2003. See www.cortland.edu/character
School as caring community.

The Search Institute

Developmental Assets Checklist -

Adolescents (12-18 yrs), Spanish and French available.

Middle Childhood (8-12 yrs), Spanish available.

List of 40 developmental assets (capital) children need to grow up healthy, caring and responsible. The assets tap dimensions of homes, schools, and communities. Provides a checklist for assessing the extent of a positive developmental environment. Peter Benson, 1997. Search Institute. Contact Search Institute, The Banks Building, 615 First Avenue NE, Suite 125, Minneapolis, MN. 55413. www.search-institute.org
Assets for youth in their environment/community. Translations available.

Bullying

Personal Characteristics and School Safety Survey -1999

Measure of student perception of their exposure to bullying behavior. Measures the following dimensions: where bullying occurs, the type and reason for bullying, the way students are treated, how bullying is reported, and feelings of self-efficacy. . Survey is available for free from author. Instructions, instrumentation, computer scanforms, analysis of data, and report scoring available. Authors: C. R. Bulach and J. Penland. Contact. Professional Development and Assessment Center, Cleve Bulach, PhD, ph 770-214-8318, cbulach@comcast.net. See www.westga.edu/~cbulach

Principal Assessment

Principal Team Culture Survey -2004

Instrument used to assess the building level leadership culture in a school district. The 13-item principal-report anonymous survey asks principals to respond to these items in two ways: first to circle the ten-point scale that reflects their perception of its presence in their ranks, and then to circle the same scale in terms of how they rate the importance of item statement. The survey defines culture as: the beliefs, attitudes and behaviors that characterize the district's principals in terms of how they treat and value each other in a professional sense, extent to which principals feel included and appreciated within their peer group, and rituals and traditions that reflect collaboration and collegiality within their group. Complimentary surveys to schools and researchers with permission – see contact information. Christopher R. Wagner. 2004. Center for Improving School Culture, Box 51632, Bowling Green, KY 42104-6632, ph 270-796-3905. Contact. CISchoolculture@aol.com. See also www.schoolculture.net
District building level leadership culture.

Multi-Dimensional School Assessment

MDED

Multi-Dimensional Education, Inc. (MDEDInc. ™) MDED Assessment Instrument -customized

Multi-dimensional survey and analysis that blends school environment data, academic achievement and behavioral-type data to assess a schools' performance. Data is collected that assesses student, teacher and parent perception of the total school environment and educational effort. Pre-coded booklets contain the survey and are administered anonymously. Assistance is provided in collecting and analyzing data on student achievement and student behavioral records (e.g. behavior/discipline codes, truancy). Surveys and other data are then analyzed and a report is issued that includes statistics of school performance and empirical information to help determine why a school is performing well or poorly. Random selection of schools (for district), stratified samples and alternate annual assessments (purposive sampling) are available. Assessments for: grades 3-5, grades 6-12, faculty/staff and parents/guardians. Survey takes approximately one hour. Annual basis. Contact Michael W. Corrigan, Ed.D. Doug Grove, Ph.D., Philip Fitch Vincent, Ed.D. , ph. 866-599-6333. info@MDEDInc.com . See also www.mdedinc.com
School or District.