

Principal Interview

Principal Interview:

A. ACTIVITIES AT EXPERIMENTAL SITES (From SACD Evaluation)

Interviewer: Please indicate whether this is an experimental or control school.

- 1 Experimental
- 2 Control → (go to B1)

1. We understand that you are implementing Lessons In Character in your school this year as part of your participation in this research. In order to better understand the school context in which that program is offered, we would like to know about other programs your school is offering.

Are there, or have there been in the past 6 months, any **other** formal programs related to social and character development underway at your school?

- 1 Yes, one other program
- 2 Yes, more than one other program (Specify number of programs) ___ ___
- 0 No → (go to C1)

(IF MORE THAN ONE OTHER PROGRAM): Let's talk about them one at a time, beginning with the program you think is the most widespread or fully implemented in the school.

2. What is the name of the program **and** its purpose?

3. When did the program start?

Month Year

4. Who is the "point" person for the program at this school?

Interviewer: Write title/position of person

5. What school-wide activities are related to the program?

6. Can you describe any training that the staff participated in?

7. How broadly is the program implemented? Is it implemented school wide, or in specific grades or classrooms?

- 1 School-wide → (go to A9)
- 2 Specific grades (Please specify)

- 3 Specific classrooms (Please specify)

8. How were these specific (grades/classrooms) selected?

9. What else can you tell me about the program?

10. *How are you evaluating the program?*

1 through 10 is repeated for each formal social and character development program named.

Principal Interview:

B. ACTIVITIES AT CONTROL SITES

(From SACD Evaluation)

Interviewer: Please indicate whether this is an experimental or control school.

- 1 Experimental → (go to C1)
- 2 Control

1. Are there, or have there been in the past 6 months, any formal programs related to social and character development underway at your school?

- 1 Yes, one program
- 2 Yes, more than one program (Specify number of programs) ___ ___
- 0 No → (go to C1)

(IF MORE THAN ONE OTHER PROGRAM): Let's talk about them one at a time, beginning with the program you think is the most widespread or fully implemented in the school.

2. What is the name of the program **and** its purpose?

3. When did the program start?

Month Year

4. Who is the "point" person for the program at this school?

Interviewer: Write title/position of person

5. What school-wide activities are related to the program?

6. Can you describe any training that the staff participated in?

7. How broadly is the program implemented? Is it implemented school wide, or in specific grades or classrooms?

- 1 School-wide → (go to B9)
- 2 Specific grades (Please specify)

3 Specific classrooms (Please specify)

8. How were these specific (grades/classrooms) selected?

9. What else can you tell me about the program?

10. *How are you evaluating the program?*

Repeat 1 through 10 for each formal social and character development program named.

ALL SITES: OTHER SCHOOL-WIDE PROGRAMS

1. Next I would like to read a list of activities and strategies that schools might use **informally**; that is, without having a formal curriculum. For each one, please tell me whether or not your school has had such an activity or strategy underway in the past 6 months.

Activity/Strategy	Underway in past 6 months?	
a. Character education (such as promoting positive character traits such as honesty, respect, and cooperation)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
b. Violence prevention (for example, changing attitudes, values and/or behaviors regarding violence and aggression)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
c. Tolerance, diversity, cultural awareness, or bias awareness (for instance, understanding cultural differences, reducing/preventing prejudice or strained racial relations)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
d. Civics or citizenship (such as fostering a sense of belonging and a sense of responsibility to the community)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
e. Community service or service learning (for example, promoting helping behaviors, “giving back” to the community)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
f. Targeted risk prevention (like changing behaviors related to current or future risk behaviors such as drug/alcohol use)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
g. Self-management/self-discipline (an example would be increasing students’ knowledge of and control over their own behavioral choices)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
h. Emotional control/anger management (such as managing of intense emotions, relaxation, self-calming techniques)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
i. Resisting peer pressure (including refusal skills, avoiding risky situations)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
j. Perspective-taking/empathy (for example, understanding others’ points of view, understanding how one’s behavior affects others)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
k. Assertiveness/ communication skills (including listening skills, successful communication and/or negotiation strategies)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
l. Conflict resolution/social problem solving (such as managing or avoiding conflict, seeking out a third party to mediate)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
m. Individual behavior management (for example, daily/weekly behavior checklists or report cards, individual point or token reward system)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No

Activity/Strategy	Underway in past 6 months?	
n. Group behavior management (such as daily/weekly behavior checklists or report cards, individual point or token reward system)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
o. Selection or rotation of “character words” or target values (such as respect and kindness)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
p. Campaigns to change the school culture (for instance an anti-bullying campaign)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
q. Opportunities for individuals or groups to do community service (such as tree planting or canned food drives)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
r. Use of peer or adult mentors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
s. Discouraging undesirable attitudes or behaviors (such as “Stop the Hate” posters)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
t. Showing or discussing negative consequences of undesirable behaviors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
u. After-school groups or clubs based on social and character development themes	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
v. Classifying or displaying library books based on social and character development themes	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
w. Public recognition of groups or individuals for desirable behaviors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
x. Promotion of suggested role models or heroes	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
y. Addressing issues of sportsmanship or teamwork in physical activities	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
z. Offering professional development or training related to social and character development	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
aa. After-school sessions for students exhibiting problem behaviors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
bb. Parent meetings or parenting classes to address students’ social and character development	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
cc. Are there any other activities that promote social and character development that have been informally implemented in your school? (Please describe)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No

