

Teacher Report -- Part I

Background, School Climate, Practices, and Activities

Teacher Report (Part I)
LESSONS IN CHARACTER STUDY

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LESSONS IN CHARACTER STUDY

Teacher Survey

Thank you, in advance, for responding to the following questions. This instrument is being administered as part of a long-term research project by WestEd to examine the impact of the *Lessons in Character Program* (LIC) — an English language arts-based character education program — on student academic performance, attendance, school motivation, and endorsement of universal values consistent with character education. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

This survey is designed for you to provide us with background information and to share with us your perceptions about students and staff in your school. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0826. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Rafael Valdivieso, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 506E, Washington, D.C. 20208.

This collection of information is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). Participation is voluntary. Your responses are protected from disclosure by federal statute (PL 107-279 Title I, Part C. Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.

Please read each question and put an "X" in the box next to your answer.

Example:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
I enjoy teaching Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Please contact Dr. Barbara Dietsch with any questions at 562.799.5126 or by email at bdietsc@wested.org.

Teacher Report (Part I)
LESSONS IN CHARACTER STUDY

1. Are you male or female?

1 Male

2 Female

2. Are you of Hispanic or Latino origin? (Please select only one)

1 Yes

2 No

3. What is your race? (Please select one or more)

1 American Indian or Alaska Native

2 Asian

3 Black or African American

4 Native Hawaiian or Other Pacific Islander

5 White

4. Including this year, how many years have you been employed as a teacher?

Years

5. Including this year, how many years have you been employed as a teacher at this school?

Years

6. Considering all of the professional development activities in which you participated in the last 12 months (excluding preservice training), how many total hours, if any, have you spent in activities in which the following content areas were a major focus?

	Total hours spent in last 12 months			
	0	1-8	9-32	32+
a. New methods of teaching (such as, cooperative learning)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Student performance assessment (such as, methods of testing, applying results to modify instruction).	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Classroom management, including student discipline.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Mark your agreement or disagreement with the following.

The students in this school...

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
7. Are nice to each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Work together on things.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Make new students feel welcome.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Get along well together.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Work out problems without fighting.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Take good care of school property.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Take responsibility for what they do.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Respect their teachers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15. Think it's important to be a good citizen.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16. Treat one another fairly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
17. Tell the truth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
18. Are treated fairly by the adults in the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
19. Are expected to get along.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Mark your agreement or disagreement with the following.

The students in this school...

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
20. Are expected to be kind and caring.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
21. Are expected to treat each other fairly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
22. Are expected to obey the rules.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
23. Are expected to tell the truth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The school staff...

24. Cares about the students' families.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
25. Treats parents with respect.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
26. Makes parents feel welcome at school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
27. Values parents' ideas and input.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
28. Encourages parents to be involved at school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
29. Communicates effectively with parents.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
30. Tells parents about the school's efforts to develop good character in students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
31. Makes conscious effort to develop students' character.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
32. Falls into conflicting cliques.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
33. I supportive of one another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
34. Can be counted on to help each other out.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
35. Shares the same beliefs about what the central mission of the school should be.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
36. Frequently consults with and helps one another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
37. Cooperates with one another.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
38. Seems like a big family with everyone close and cordial.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
39. Supports me when I try out new ideas.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
40. Provides good counsel when I have a teaching problem.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Mark your agreement or disagreement with the following.

The school staff...

In this school...

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
41. Both administrators and teachers take active roles in school activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
42. We have the needed resources to get the job done.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
43. Things are well organized.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
44. Staff are recognized for a job well done.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
45. Staff are involved in decisions which affect them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
46. There is interest in innovation and new ideas.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Teachers' approaches to classroom management and instruction can differ greatly within a school and between schools. The statements below reflect different approaches teachers might implement in their classrooms. Please rate the extent to which each approach is true in your classroom.

Mark your agreement or disagreement with the following.

In my classroom...

	Never	Sometimes	Often	Almost Always	Always
47. Students play an active role in classroom governance or rule-setting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
48. When problems arise, class meetings or group problem-solving strategies are used	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
49. Social and character development themes are integrated into academic topics (such as historical instruction, literature containing particular values, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
50. Instructional strategies tend to be student-centered rather than teacher driven	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
51. Discipline strategies focus on social and character development rather than punishment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Have you marked every item?

Permission to use specific items may be required

ACTIVITIES YOU HAVE IMPLEMENTED IN YOUR CLASSROOM (from SACD Evaluation)

52. For each of the following, please indicate in column 1 whether you have **implemented the activity in your classroom in the last 6 months**.

If so, write the formal name and description of the activity in column 2. If the activity has no formal name, just describe it.

Finally, we would also like to know the frequency and duration of the activity or program in column 3 (for instance, whether it was daily for 6 weeks or 10 sessions over 10 weeks.)?

		(1) Implemented among which students?	(2) Name and/or description of program activity	(3) Duration or frequency of program activity
a.	Character education (promoting positive character traits such as honesty, respect, and cooperation)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
b.	Violence prevention (changing attitudes, values and/or behaviors regarding violence and aggression)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
c.	Tolerance, diversity, cultural awareness, or bias awareness (understanding cultural differences, reducing/preventing prejudice or strained racial relations)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
d.	Civics or citizenship (fostering a sense of belonging and a sense of responsibility to the community)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
e.	Community service or service learning (promoting helping behaviors, "giving back" to the community)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
f.	Targeted risk prevention (changing behaviors related to current or future risk behaviors such as drug/alcohol use)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
g.	Self-management/self-discipline (increasing students' knowledge of and control over their own behavioral choices)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____

		(1) Implemented among which students?	(2) Name and/or description of program activity	(3) Duration or frequency of program activity
h.	Emotional control/anger management (such as managing of intense emotions, relaxation, self-calming techniques)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
i.	Resisting peer pressure (includes refusal skills, avoiding risky situations)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
j.	Perspective-taking/empathy (understanding others' points of view, understanding how one's behavior affects others)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
k.	Assertiveness/communication skills (includes listening skills, successful communication and/or negotiation strategies)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
l.	Conflict resolution/social problem solving (such as managing or avoiding conflict, seeking out a third party to mediate)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
m.	Individual behavior management (such as daily/weekly behavior checklists or report cards, individual point or token reward system)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
n.	Group behavior management (such as daily/weekly behavior checklists or report cards, individual point or token reward system)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
o.	Other activity #1 (please specify) _____ -	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____
p.	Other activity #2 (please specify) _____ -	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students	_____ _____	_____ _____

53. What types of materials (if any) have you used in conjunction with the above activities?
Mark all that apply.

- 1 Teacher/Instructor guides (curriculum, manual, etc.)
- 2 Materials for student completion (workbooks, worksheets, etc.)
- 3 Instructional aids (games, computer software, videos, puppets, etc.)
- 4 Giveaways (bookmarks, stickers, etc.)
- 5 Other (please specify)
- 6 NONE OF THE ABOVE