

CHARACTER EDUCATION NEEDS ASSESSMENT

Indicators and Standards for Improving Schools

1. Curriculum

STANDARD 1	The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.			
INDICATOR (1.8)	Character Education is infused into the curriculum.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District curriculum	Core ethical values are infused in and articulated throughout all grade levels and content areas to enhance state and local curriculum standards.	Core ethical values are infused and vertically articulated in all grade levels and horizontally articulated in selected content areas consistent with curriculum standards.	Character education is infused in some grades and some content areas but not as a planned strategy to meet curriculum standards.	Character education is taught sporadically, if at all, as a separate lesson unrelated to curriculum standards.
Lesson Plans				
Student handbook	The academic curriculum provides meaningful and appropriate challenges to students that promote character development.	The academic curriculum provides meaningful and appropriate challenges to students that promote character development.	The academic curriculum provides references to promoting character development.	The academic curriculum does not provide any references or challenges to students in character development.

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2. Classroom evaluation and assessment

<u>STANDARD 2</u>	The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.			
<u>INDICATOR</u>	Formal tools are used to measure student work and teacher implementation of character education.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Formal tools used for ongoing individual performance-based student assessment.	Formal tools are used for ongoing individual test-based student assessment of character education.	Formal tools used for infrequent individual student assessment.	No formal tools used for individual student assessment.
	Tools are used by others for observation and feedback on classroom implementation.	Teacher self-monitoring tools used.	General classroom implementation or monitoring guidelines used.	No classroom implementation supports used.

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3. Instruction

STANDARD 3	The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.			
INDICATOR	Character education and social/emotional skills are integrated into the instructional program.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Consistent opportunities for application of core ethical values and social/emotional skills beyond the lesson and across many Core Curriculum Content areas.	Consistent opportunities for guided in-lesson practice applying core ethical values and social/emotional skills in different Core Curriculum Content areas.	Consistent provision of character education and social/emotional skill information only.	No or minimal coverage of character education or social/emotional skills.

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4. Culture

STANDARD 4	The school/district functions as an effective learning community and supports a climate conducive to performance excellence.			
INDICATOR (4.12)	There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>

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	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District strategic plan documents Professional development policies and procedures Staff evaluation policies and practices Annual evaluation program outcome reports Student Code of Conduct	There is a district-wide vision for character education and SEL that is articulated through: <ul style="list-style-type: none"> • Staff development; • Support for implementing research-based programs • Infusion throughout the school culture; and • Home-school partnerships. 	Character education and SEL are understood and supported at the district and school levels as fundamental to developing a school culture conducive to learning.	Character education and SEL are promoted on special occasions such as assemblies or award ceremonies and in specific classes, but are not a part of the district’s vision or planning.	Character education and SEL are rarely visible in district plans, programs, curriculum or staff development.

STANDARD 4	The school/district functions as an effective learning community and supports a climate conducive to performance excellence.			
INDICATOR (4.12)	There is leadership support for character education and SEL (Social and Emotional Learning) as a key feature in creating a productive learning environment.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
Student handbook School climate measures administered to students and staff	Character education and SEL programs are systematically evaluated and teacher practices are closely monitored through teacher observation. Staff modeling of SEL skills is consistently reinforced and supported.	Character education and SEL are promoted consistently through <ul style="list-style-type: none"> • Adoption of research-based, skill-oriented programs and practices, • Staff development opportunities; and • Home-school partnerships. 	Character education and SEL are promoted and adopted as specific programs in individual schools and include some staff development opportunities and partnerships.	Character education and SEL are not promoted or adopted at all or are used sporadically due to individual staff initiative and effort.

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5. Additional programs and services

STANDARD 5	The district and school develops and implements high quality student support services, and after school programs to facilitate student academic and social development.
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INDICATOR	Character education and social/emotional learning (SEL) program skills are integrated in the district’s student support services and after school programs.			
	PERFORMANCE LEVELS			
Documentation and Data (examples)	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
Peer mediation program and training design Intervention and Referral Services building team training design and procedures Disciplinary referral procedures	Evidence-based character education and SEL programs are infused into skill-based, planned programs and services in all district student support services and after school programs.	Character education and SEL program skills are a planned part of all district student support services and after school programs.	Character education and SEL program skills are part of programs and activities in some of the district student support services and after school programs.	Character education and SEL program skills are not a planned part of the district student support services and after school programs.

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6. Student, family and community support

STANDARD 6	The school/district works with family and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.			
INDICATOR	The district/school regularly involves students, parents and the community in character education policies, programs and activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Structure provided for consistent family involvement through use of multiple well-designed strategies.	Structure provided for consistent family and community involvement in character education policies, programs and activities through use of a single, well-designed strategy.	Structure provided for sporadic family and community involvement in character education polices, programs or activities.	No support provided for the family and community in the character education policies, programs and activities.

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7. Professional development

STANDARD 7	The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
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INDICATOR	The district provides sufficient professional development opportunities to assure the adoption of evidence-based character education practices and programs with fidelity to the program design and structure, and continuous improvement of program implementation.			
	<u>PERFORMANCE LEVELS</u>			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Pre-implementation professional development and orientation to character education mission, policy and programs.	Pre-implementation professional development and orientation to programs being implemented.	Some but not all staff receive pre-implementation professional development; others receive support as implementing.	Very little or inadequate attention paid to pre-implementation professional development.
	Structured on-site classroom observation and teacher feedback.	Informal or sporadic on-site classroom observation and teacher feedback.	Implementation support information only; no on-site observation.	No implementation support or feedback.
	Follow-up booster sessions, coaching or advanced training regularly available.	Adequate support following initial training.		
	Opportunities for leadership team members or advisory board members to attend regional, state and national conferences.	Opportunities for selected staff members to attend limited out-of-district conferences.	Opportunities for administrators or team leaders to attend regional events.	No out-of-district training.

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8. Leadership

STANDARD 8	The School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.
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INDICATOR	The School/district leadership provides the organizational policy, direction and support necessary to implement and maintain character education programs and activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	District board of education adopted code of student conduct values in compliance with N.J.A.C. 6A: 16-5.1; district policies reflecting a commitment to character education and core ethical values.	The character education advisory board is established/expanded with representatives from the entire school community, including administrators, teaching staff, support staff, parents, students, students with disabilities, community, business/corporate, and faith-based organizations.	Leadership supports professional development opportunities that facilitate the formation of an advisory board.	Currently, an advisory board does not exist.
	A history of at least three years of sustained development and implementation of a character education programs in all schools (integrated/infused throughout the standards), including efforts to document program effectiveness.	A commitment to organize character education so that it complements or is integrated into other school reform efforts, including responses to the No Child Left Behind Act and is adopted at some level in all schools.	Character education program activities present in some schools and some grades with minimal coordination.	There is currently little or no sustained character education program activity.

STANDARD 8	
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INDICATOR	The School/District Leadership provides the organizational policy and resource infrastructure necessary to implement and maintain Character Education Programs and Activities.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementations</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	Character Education is established as part of the district’s vision and objectives, and as a core component of the school improvement plans, with diverse leadership roles throughout the school/community.	Students , parents and community members are involved in leadership roles, in ways that contribute to the character education effort.	Parent and community involvement in programs present in some schools or classes.	Character education activities, when implemented, are done by individual teachers or staff.
	Leadership is seen at different levels through the articulation and implementation of goals and principles; personal example; policy and personnel decisions, and allocation of resources.	District /school administrators and other leaders consistently support implementation of character education efforts, and share the leadership responsibilities with other school stakeholders.	District and school administrators support specific character education events and programs.	Little if any district/school administrative support; individual teachers provide implementation.

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9. Organizational Structure and Resources

STANDARD 9	There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.			
INDICATOR	The district and school work to establish organizational policies and supports that foster long-term commitment and on-going improvement of character education.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
	District and school character education program choices and decisions are based on a district wide policy and strategies designed to support the integration of character education into the school curriculum and culture	District and school character education program choices and decisions are coordinated across grade levels to support consistent learning and skill development.	Character education program choices are implemented without coordination between grade levels or in relation to multi-year plans.	Character education activities, when present, are planned for annually without coordination between district and school levels or other curriculum or program plans.
	District and school resources are budgeted and planned for as part of the district’s long-range or strategic plan.	District and school resources are organized to provide necessary support for materials and staff development to implement adopted programs.	Resources for character education are dedicated at the district and/or building levels but are not planned for in relation to long-term programs goals.	Dedicated resources for character education are not adequate to initiate or sustain substantial skill-based programs.

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10. Comprehensive and effective planning

STANDARD 10	The school/district develops, implements, and evaluates a Three-Year Operational Plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.			
INDICATOR (10.2)	Core ethical values are identified and accepted by school and community.			
	PERFORMANCE LEVELS			
Documentation and Data	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
District Operational Plan Student Code of Conduct Student handbook Assessment and discipline policies and procedures	Core ethical values have been identified through a school/community process to guide all aspects of district policy and programs. They form the basis for the district’s vision, beliefs, mission and goals in the Three-year Operational Plan.	Core ethical values are identified by a school/community process and are referenced in the district’s Operational Plan. Core ethical values serve as a reference point in areas such as curriculum decisions, personnel and student performance assessments and discipline.	Core ethical values are stated in policy or program documents and used as reference points in some schools and classes as part of curriculum and instruction but are not part of the district’s Operational Plan.	Core ethical values have not been determined at the district level.