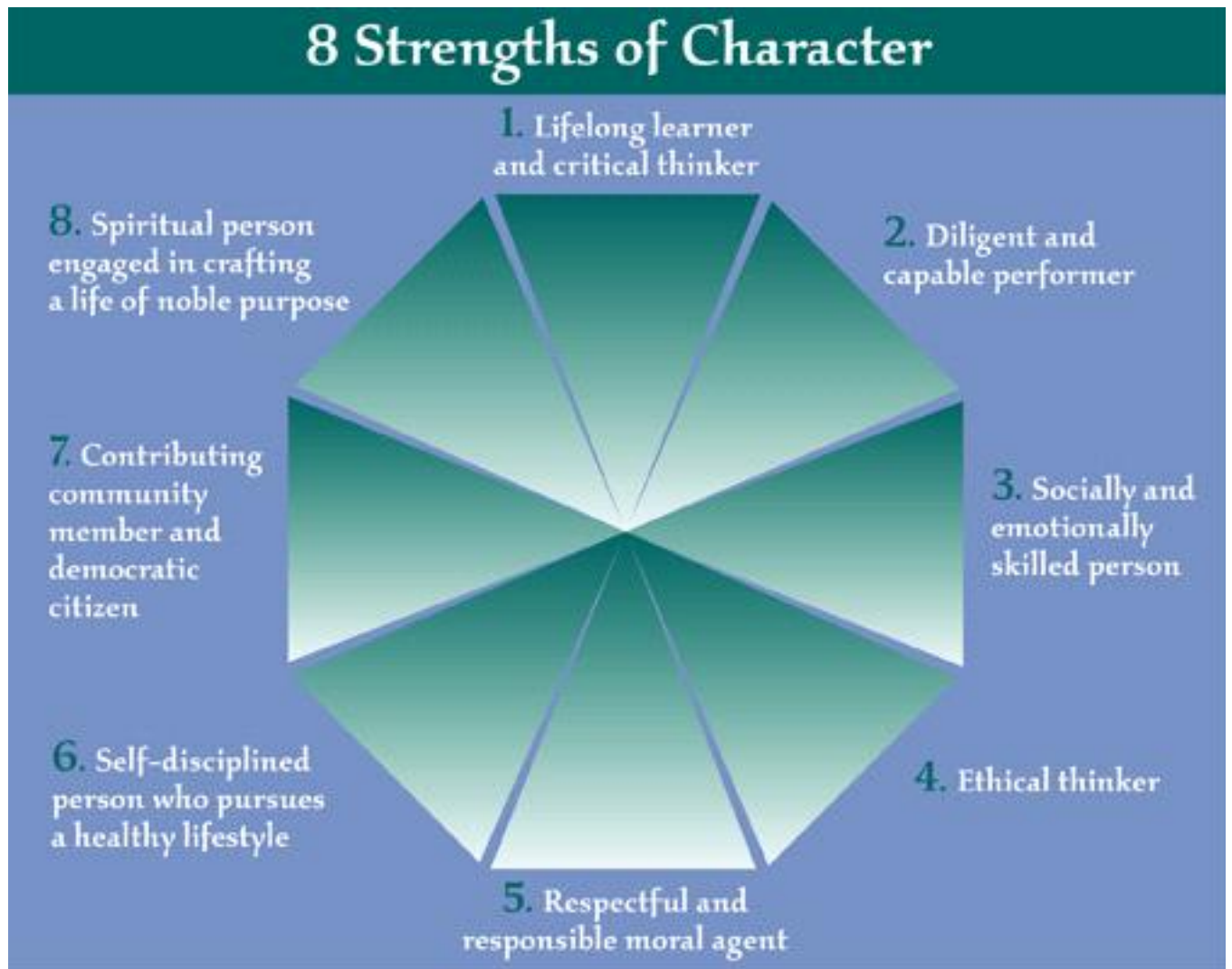


CENTER FOR THE 4TH AND 5TH RS (www.cortland.edu/character)

SMART & GOOD SCHOOLS

8 STRENGTHS OF CHARACTER

SCHOOL SELF-ASSESSMENT AND PLANNING TEMPLATE





LIFELONG LEARNER AND CRITICAL THINKER

1. Strives to acquire the knowledge that characterizes an educated person
2. Approaches learning as a lifelong process
3. Demonstrates skills of critical analysis
4. Takes seriously the perspectives of others
5. Seeks expert opinion and credible evidence
6. Seeks connections and integrates knowledge
7. Demonstrates willingness to admit error

1.1) Based on your experience with the students in your school, rate the degree to which your school develops *lifelong learners and critical thinkers*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

1.2) *School Administrators*: What practices does your school currently use to develop this outcome?

1.3) *Individual Practitioners (teachers, counselors, coaches, etc)*: What practices do you currently use to develop this outcome?

1.4) *Both groups*: What practices could you add or improve in order to develop this outcome?





DILIGENT & CAPABLE PERFORMER

1. Strives for excellence; gives best effort
2. Demonstrates initiative and self-discipline
3. Knows standards of quality and creates high-quality products; takes pride in work
4. Sets personal goals and assesses progress
5. Perseveres in the face of difficulty.

2.1) Based on your experience with the students in your school, indicate the degree to which your school develops *diligent and capable performers*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

2.2) *School Administrators*: What practices does your school currently use to develop this outcome?

2.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

2.4) *Both groups*: What practices could you add/improve to develop this outcome?





SOCIALLY AND EMOTIONALLY SKILLED PERSON

1. Possesses a healthy self-confidence and a positive attitude
2. Demonstrates basic courtesy in social situations
3. Develops positive interpersonal relationships that include sensitivity to the feelings of others and the capacity for “care-frontation”
4. Communicates effectively
5. Works well with others
6. Resolves conflicts fairly
7. Has emotional intelligence, including self-knowledge and the ability to manage emotions.

3.1) Based on your experience with the students in your school, indicate the degree to which your school develops *socially and emotionally skilled persons*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

3.2) *School Administrators*: What practices does your school currently use to develop this outcome?

3.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

3.4) *Both groups*: What practices could you add/improve to develop this outcome?





ETHICAL THINKER

1. Possesses moral discernment, including moral reasoning and ethical wisdom
2. Has a well-formed conscience, including a sense of obligation to do the right thing
3. Has a strong moral identity defined by one's moral commitments
4. Possesses the moral competence, or "know-how," needed to translate discernment, conscience, and identity into effective moral behavior.

4.1) Based on your experience with the students in your school, indicate the degree to which your school develops *ethical thinkers*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

4.2) *School Administrators*: What practices does your school currently use to develop this outcome?

4.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

4.4) *Both groups*: What practices could you add/improve to develop this outcome?





RESPECTFUL AND RESPONSIBLE MORAL AGENT

1. Respects the rights and dignity of all persons
2. Understands that respect includes the right of conscience to disagree respectfully with others' beliefs or behaviors
3. Possesses a strong sense of personal efficacy and responsibility to do what's right
4. Takes responsibility for mistakes
5. Accepts responsibility for setting a good example and being a positive influence
6. Develops and exercises capacity for moral leadership.

5.1) Based on your experience with the students in your school, indicate the degree to which your school develops *respectful and responsible moral agents*:

1
Little or No Development

2
Some Development

3
Significant Development

Explain:

5.2) *School Administrators*: What practices does your school currently use to develop this outcome?

5.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

5.4) *Both groups*: What practices could you add/improve to develop this outcome?





SELF-DISCIPLINED PERSON

1. Demonstrates self-control across a wide range of situations
2. Pursues physical, emotional, and mental health
3. Makes responsible personal choices that contribute to ongoing self-development, a healthy lifestyle, and a positive future.

6.1) Based on your experience with the students in your school, indicate the degree to which your school develops *self-disciplined persons who pursue a healthy lifestyle*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

6.2) *School Administrators*: What practices does your school currently use to develop this outcome?

6.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

6.4) *Both groups*: What practices could you add/improve to develop this outcome?





CONTRIBUTING COMMUNITY MEMBER & DEMOCRATIC CITIZEN

1. Contributes to family, classroom, school, and community
2. Demonstrates civic virtues and skills needed for participation in democratic processes
3. Appreciates the nation's democratic heritage and democratic values
4. Demonstrates awareness of interdependence and a sense of responsibility to humanity.

7.1) Based on your experience with the students in your school, indicate the degree to which your school develops *contributing community members and democratic citizens*:

1	2	3
Little or No Development	Some Development	Significant Development

Explain:

7.2) *School Administrators*: What practices does your school currently use to develop this outcome?

7.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

7.4) *Both groups*: What practices could you add/improve to develop this outcome?





SPIRITUAL PERSON ENGAGED IN CRAFTING A LIFE OF NOBLE PURPOSE

1. Seeks a life of noble purpose
2. Formulates life goals and ways to pursue them
3. Considers existential questions (e.g., “What is happiness?”, “What is the meaning of life?”, “What is the purpose of my life?”)
4. Cultivates an appreciation of transcendent values such as truth, beauty, and goodness
5. Pursues authentic happiness
6. Possesses a rich inner life
7. Pursues deep, meaningful connections—to others, nature, a higher power, and so on.

8.1) Based on your experience with the students in your school, indicate the degree to which your school develops *spiritual persons engaged in crafting a life of noble purpose*:

1
Little or No Development

2
Some Development

3
Significant Development

Explain:

8.2) *School Administrators*: What practices does your school currently use to develop this outcome?

8.3) *Individual Practitioners*: What practices do you currently use to develop this outcome?

8.4) *Both groups*: What practices could you add/improve to develop this outcome?

