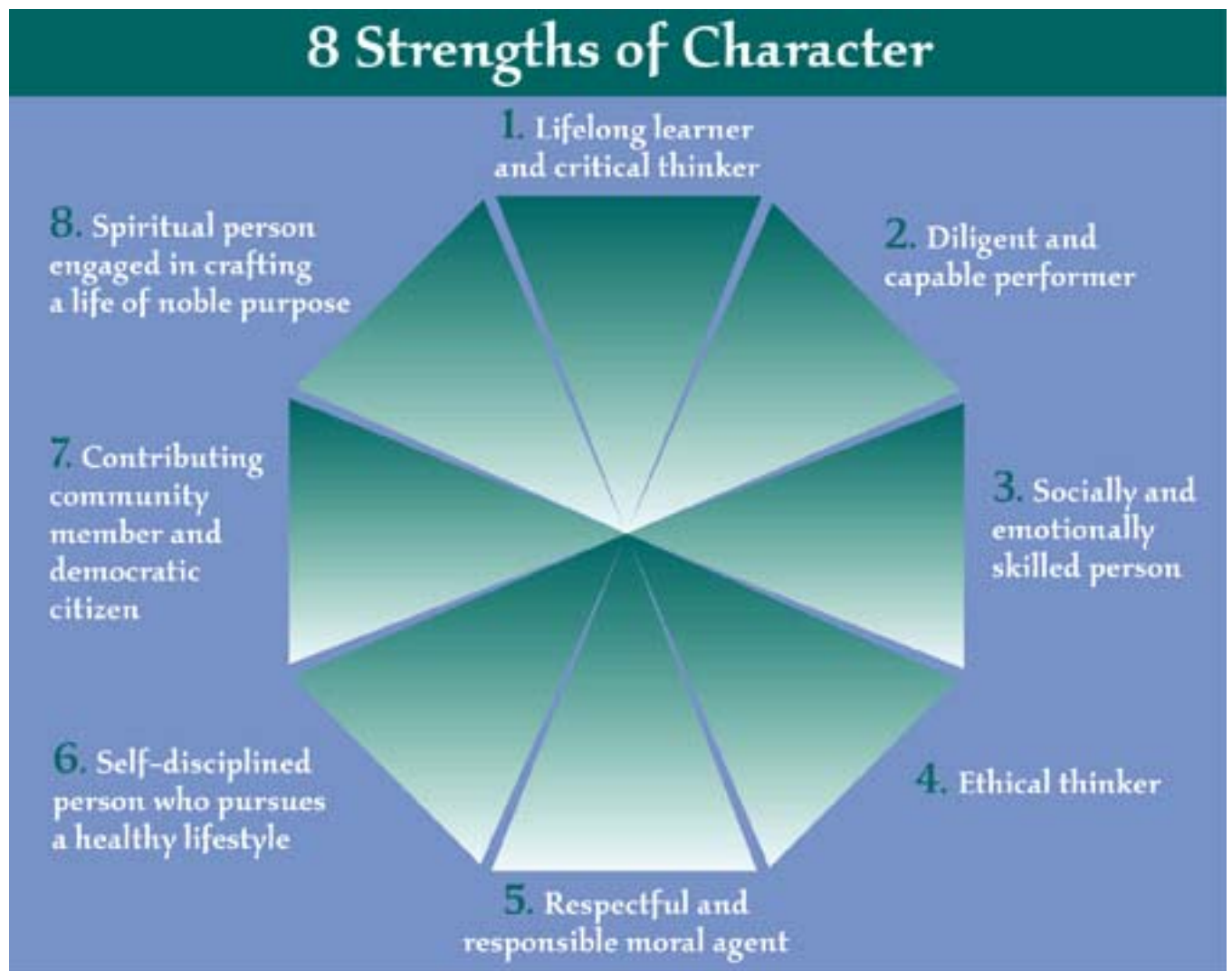


CENTER FOR THE 4<sup>TH</sup> AND 5<sup>TH</sup> RS

# SMART & GOOD HIGH SCHOOLS

## 8 STRENGTHS OF CHARACTER

### SELF-ASSESSMENT AND PLANNING TEMPLATE





## LIFELONG LEARNER AND CRITICAL THINKER

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

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

1  
Little or No Development

2  
Some Development

3  
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/improve to develop this outcome?





## DILIGENT & CAPABLE PERFORMER

- Strives for excellence; gives best effort
- Demonstrates initiative and self-discipline
- Knows standards of quality and creates high-quality products; takes pride in work
- Sets personal goals and assesses progress
- 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

- Possesses a healthy self-confidence and a positive attitude
- Demonstrates basic courtesy in social situations
- Develops positive interpersonal relationships that include sensitivity to the feelings of others and the capacity for “care-frontation”
- Communicates effectively
- Works well with others
- Resolves conflicts fairly
- 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

- Possesses moral discernment, including moral reasoning and ethical wisdom
- Has a well-formed conscience, including a sense of obligation to do the right thing
- Has a strong moral identity defined by one's moral commitments
- 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

- Respects the rights and dignity of all persons
- Understands that respect includes the right of conscience to disagree respectfully with others' beliefs or behaviors
- Possesses a strong sense of personal efficacy and responsibility to do what's right
- Takes responsibility for mistakes
- Accepts responsibility for setting a good example and being a positive influence
- 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

- Demonstrates self-control across a wide range of situations
- Pursues physical, emotional, and mental health
- 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

- Contributes to family, classroom, school, and community
- Demonstrates civic virtues and skills needed for participation in democratic processes
- Appreciates the nation's democratic heritage and democratic values
- 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  
Little or No Development

2  
Some Development

3  
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

- Seeks a life of noble purpose
- Formulates life goals and ways to pursue them
- Considers existential questions (e.g., “What is happiness?”, “What is the meaning of life?”, “What is the purpose of *my* life?”)
- Cultivates an appreciation of transcendent values such as truth, beauty, and goodness
- Pursues authentic happiness
- Possesses a rich inner life
- 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	2	3
Little or No Development	Some Development	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?

