

Twelve Component Assessment & Planning (TCAP)

Teacher as Caregiver, Model, & Mentor

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Students are safe—physically and emotionally.	1	2	3	4	5
<i>Explain:</i>					
2. Students are treated with respect.	1	2	3	4	5
<i>Explain:</i>					
3. Teachers are fair in their treatment of students.	1	2	3	4	5
<i>Explain:</i>					
4. In their interactions with students, teachers act in ways that demonstrate the character qualities the school is trying to teach.	1	2	3	4	5
<i>Explain:</i>					
5. Teachers take time to discuss morally significant events in the school and wider world.	1	2	3	4	5
<i>Explain:</i>					
6. Teachers explicitly discuss the importance of good character with students.	1	2	3	4	5
<i>Explain:</i>					
7. Teachers are willing to forgive students who make mistakes.	1	2	3	4	5
<i>Explain:</i>					
8. Teachers go out of their way to help students who need extra help.	1	2	3	4	5
<i>Explain:</i>					

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Teacher as Caregiver, Model, & Mentor

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. In their interactions with students, <i>all school staff</i> (the principal, other administrators, counselors, coaches, secretaries, aides, custodians, bus drivers, and others) act in ways that demonstrate the character qualities the school is trying to teach.	1	2	3	4	5
<i>Explain:</i>					
10. Faculty and staff treat each other with respect (are caring, supportive, etc.).	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Caring Classroom Community

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. <i>Completely disagree</i>	2. <i>Somewhat disagree</i>	3. <i>Neither agree, nor disagree</i>	4. <i>Somewhat agree</i>	5. <i>Completely agree</i>
1. Students treat classmates with respect.	1	2	3	4	5
<i>Explain:</i>					
2. Students include those who are different (e.g., belong to a different race, religion, or culture).	1	2	3	4	5
<i>Explain:</i>					
3. Students try to comfort peers who have experienced sadness.	1	2	3	4	5
<i>Explain:</i>					
4. Students respect the personal property of others.	1	2	3	4	5
<i>Explain:</i>					
5. Students help each other, even if they are not friends.	1	2	3	4	5
<i>Explain:</i>					
6. When students do something hurtful, they try to make up for it (for example, they apologize or they do something nice).	1	2	3	4	5
<i>Explain:</i>					
7. Students are willing to forgive each other.	1	2	3	4	5
<i>Explain:</i>					
8. Students are patient with each other.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Caring Classroom Community

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Students refrain from put-downs (negative, hurtful comments).	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
10.	1	2	3	4	5
<i>Explain:</i>					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Character-Based Discipline

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. <i>Completely disagree</i>	2. <i>Somewhat disagree</i>	3. <i>Neither agree, nor disagree</i>	4. <i>Somewhat agree</i>	5. <i>Completely agree</i>
1. Discipline is a tool for moral growth.	1	2	3	4	5
<i>Explain:</i>					
2. Discipline helps students develop self-control.	1	2	3	4	5
<i>Explain:</i>					
3. Students develop respect for others.	1	2	3	4	5
<i>Explain:</i>					
4. Students learn the values behind the rules.	1	2	3	4	5
<i>Explain:</i>					
5. Students participate in the construction of the rules.	1	2	3	4	5
<i>Explain:</i>					
6. Students assist in creating the consequences of rule-breaking.	1	2	3	4	5
<i>Explain:</i>					
7. Students make restitution for damage caused by rule-breaking.	1	2	3	4	5
<i>Explain:</i>					
8. Students are provided opportunities to make a plan for improvement following rule-breaking.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Character-Based Discipline

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Consequences for rule-breaking are designed to help students gain control over their behavior.	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
10.	1	2	3	4	5
<i>Explain:</i>					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Democratic Classroom Environment

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1.	2.	3.	4.	5.
	<i>1. Completely disagree</i>	<i>2. Somewhat disagree</i>	<i>3. Neither agree, nor disagree</i>	<i>4. Somewhat agree</i>	<i>5. Completely agree</i>
1. Students participate in the construction of classroom rules and consequences.	1	2	3	4	5
<i>Explain:</i>					
2. Students take responsibility for making the classroom the best it can be.	1	2	3	4	5
<i>Explain:</i>					
3. Teachers use class meetings for group problem solving.	1	2	3	4	5
<i>Explain:</i>					
4. Students participate in shared decision-making in the classroom.	1	2	3	4	5
<i>Explain:</i>					
5. Students take an active role in helping to solve classroom and/or schoolwide problems.	1	2	3	4	5
<i>Explain:</i>					
6. Students create and use a class agreement or contract.	1	2	3	4	5
<i>Explain:</i>					
7. Students listen respectfully to others and attempt to understand their perspective.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Democratic Classroom Environment

<p style="text-align: center;">In this school (or classroom)...</p>		1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
<p>Supplemental Items</p> <p>Use the remaining space to create items for this component specific to your school (or classroom).</p>						
8.	1	2	3	4	5	
<i>Explain:</i>						
9.	1	2	3	4	5	
<i>Explain:</i>						
10.	1	2	3	4	5	
<i>Explain:</i>						
11.	1	2	3	4	5	
<i>Explain:</i>						
12.	1	2	3	4	5	
<i>Explain:</i>						
13.	1	2	3	4	5	
<i>Explain:</i>						
14.	1	2	3	4	5	
<i>Explain:</i>						
15.	1	2	3	4	5	
<i>Explain:</i>						

Twelve Component Assessment & Planning (TCAP) Teaching Character Through the Curriculum

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1.	2.	3.	4.	5.
	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Teachers use examples from current events to teach about the importance of good character.	1	2	3	4	5
<i>Explain:</i>					
2. Teachers make character connections within the course content they teach.	1	2	3	4	5
<i>Explain:</i>					
3 Teachers develop an ethical theme that unifies the school's curriculum.	1	2	3	4	5
<i>Explain:</i>					
4. Speakers are brought in to highlight a particular value and its importance in their own life.	1	2	3	4	5
<i>Explain:</i>					
5. Teachers utilize multicultural education to develop children's understanding and respect for different cultures.	1	2	3	4	5
<i>Explain:</i>					
6. Teachers utilize published value-centered curricula (e.g., Heartwood Ethics Curriculum)	1	2	3	4	5
<i>Explain:</i>					
7. Students develop an intellectual and emotional understanding of the lives and motivations of good and evil people.	1	2	3	4	5
<i>Explain:</i>					
8. Students are taught important values by studying literary and historical figures.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Teaching Character Through the Curriculum

<p style="text-align: center;">In this school (or classroom)...</p>		1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
<p>Supplemental Items</p> <p style="font-size: small;">Use the remaining space to create items for this component specific to your school (or classroom).</p>						
9.	1	2	3	4	5	
<i>Explain:</i>						
10.	1	2	3	4	5	
<i>Explain:</i>						
11.	1	2	3	4	5	
<i>Explain:</i>						
12.	1	2	3	4	5	
<i>Explain:</i>						
13.	1	2	3	4	5	
<i>Explain:</i>						
14.	1	2	3	4	5	
<i>Explain:</i>						
15.	1	2	3	4	5	
<i>Explain:</i>						
16.	1	2	3	4	5	
<i>Explain:</i>						

Twelve Component Assessment & Planning (TCAP) Cooperative Learning

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Students work well together.	1	2	3	4	5
<i>Explain:</i>					
2. Teachers and students develop guidelines for planning and evaluating effective cooperative learning activities.	1	2	3	4	5
<i>Explain:</i>					
3. Cooperative learning activities blend interdependence among students and individual accountability.	1	2	3	4	5
<i>Explain:</i>					
4. Teachers vary the cooperative learning formats (e.g., learning partners, small group projects, whole-class projects, etc.)	1	2	3	4	5
<i>Explain:</i>					
5. Students listen to each other in class discussions.	1	2	3	4	5
<i>Explain:</i>					
6. Students do their part in group projects.	1	2	3	4	5
<i>Explain:</i>					
7. Teachers spend time teaching students the skills and roles they need to make cooperative learning go well.	1	2	3	4	5
<i>Explain:</i>					
8. Students regularly reflect on the quality of their cooperative group interactions.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Cooperative Learning

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Students support and encourage one another.	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
10.	1	2	3	4	5
<i>Explain:</i>					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Conscience of Craft

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Students regularly examine models of high quality work and reflect on the factors that contribute to that quality.	1	2	3	4	5
<i>Explain:</i>					
2. Students demonstrate persistence in the face of discouragement.	1	2	3	4	5
<i>Explain:</i>					
3. Students demonstrate dependability, including the ability to do their part on a project.	1	2	3	4	5
<i>Explain:</i>					
4. Students demonstrate diligence, including a personal concern to do a job or assignment well.	1	2	3	4	5
<i>Explain:</i>					
5. Students take responsibility for having the required school supplies/materials.	1	2	3	4	5
<i>Explain:</i>					
6. Students work together to help one another do their best academic work.	1	2	3	4	5
<i>Explain:</i>					
7. Students take responsibility for preparing their homework.	1	2	3	4	5
<i>Explain:</i>					
8. Students demonstrate orderliness in their work.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Conscience of Craft

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Students are involved in goal setting and self-evaluation toward the realization of their goals.	1	2	3	4	5
<i>Explain:</i>					
10. Students demonstrate positive attitude in the face of challenges.	1	2	3	4	5
<i>Explain:</i>					
11. Students demonstrate organizational skills and responsible time management.	1	2	3	4	5
<i>Explain:</i>					
12. Students seek additional help as needed.	1	2	3	4	5
<i>Explain:</i>					
13. Students demonstrate self-discipline, including the ability to delay gratification in order to pursue future goals.	1	2	3	4	5
<i>Explain:</i>					
14. Students are enthusiastic about learning.	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Ethical Reflection

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...		1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Teachers take time to address real-life moral issues from the life of the classroom and school	1	2	3	4	5	
<i>Explain:</i>						
2. Teachers use stories to reflect on character issues and to teach values.	1	2	3	4	5	
<i>Explain:</i>						
3. Teachers discuss hypothetical moral dilemmas as a way of diagnosing and developing students' moral reasoning.	1	2	3	4	5	
<i>Explain:</i>						
4. Teachers establish a nonrelativistic context for moral discussions.	1	2	3	4	5	
<i>Explain:</i>						
5. Teachers use questions to challenge students' thinking.	1	2	3	4	5	
<i>Explain:</i>						
6. Teachers challenge students to continue consideration of the issues following a discussion.	1	2	3	4	5	
<i>Explain:</i>						
7. Teachers design activities requiring background research in preparation for the issue being discussed.	1	2	3	4	5	
<i>Explain:</i>						
8. Teachers use role-playing to encourage perspective-taking.	1	2	3	4	5	
<i>Explain:</i>						

Twelve Component Assessment & Planning (TCAP) Ethical Reflection

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Teachers help students develop self-knowledge through journal reflections and character improvement projects.	1	2	3	4	5
<i>Explain:</i>					
10. Teachers challenge students to reflect on the topic of conscience (e.g., what it is, how it works, how it helps us, etc.).	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school (or classroom).					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Teaching Conflict Resolution

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school (or classroom).

In this school (or classroom)...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Students resolve conflicts without fighting, insults, or threats.	1	2	3	4	5
<i>Explain:</i>					
2. Class meetings are used to address common conflicts that recur in the classroom or school.	1	2	3	4	5
<i>Explain:</i>					
3. Peer mediation is used effectively to give students a meaningful responsibility for maintaining the moral life of the school.	1	2	3	4	5
<i>Explain:</i>					
4. Students take age-appropriate responsibility for working out their conflicts without the aid of adults.	1	2	3	4	5
<i>Explain:</i>					
5. Students are provided opportunities to think, write, and discuss how to solve various kinds of conflicts.	1	2	3	4	5
<i>Explain:</i>					
6. When trying to solve a problem, students are willing to consider different solutions.	1	2	3	4	5
<i>Explain:</i>					
7. Students are willing to admit fault (when appropriate) and accept responsibility for making restitution.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Teaching Conflict Resolution

<p style="text-align: center;">In this school (or classroom)...</p>						<p style="text-align: center; font-size: small;">1. Completely disagree</p>
<p>Supplemental Items</p> <p style="font-size: x-small;">Use the remaining space to create items for this component specific to your school (or classroom).</p>						
8.	1	2	3	4	5	
<i>Explain:</i>						
9.	1	2	3	4	5	
<i>Explain:</i>						
10.	1	2	3	4	5	
<i>Explain:</i>						
11.	1	2	3	4	5	
<i>Explain:</i>						
12.	1	2	3	4	5	
<i>Explain:</i>						
13.	1	2	3	4	5	
<i>Explain:</i>						
14.	1	2	3	4	5	
<i>Explain:</i>						
15.	1	2	3	4	5	
<i>Explain:</i>						

Twelve Component Assessment & Planning (TCAP) Creating a Positive Moral Culture in the School

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school.

In this school...	1. <i>Completely disagree</i>	2. <i>Somewhat disagree</i>	3. <i>Neither agree, nor disagree</i>	4. <i>Somewhat agree</i>	5. <i>Completely agree</i>
1. Students do not spread rumors or gossip.	1	2	3	4	5
<i>Explain:</i>					
2. Students would try to stop their peers from spreading rumors or gossip.	1	2	3	4	5
<i>Explain:</i>					
3. If students knew that something dangerous was going to happen they would go to an adult for help.	1	2	3	4	5
<i>Explain:</i>					
4. Students try to get their peers to follow the rules.	1	2	3	4	5
<i>Explain:</i>					
5. Students would stand up for academic integrity (i.e., work to prevent cheating).	1	2	3	4	5
<i>Explain:</i>					
6. If students saw someone being bullied or picked on, they would intervene to try and stop it.	1	2	3	4	5
<i>Explain:</i>					
7. Students display good sportsmanship.	1	2	3	4	5
<i>Explain:</i>					
8. Students display respect at school assemblies and public activities.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Creating a Positive Moral Culture in the School

In this school...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
9. Students uphold the school's positive values when they are not in school.	1	2	3	4	5
<i>Explain:</i>					
10. Students would help to make someone who is new feel accepted.	1	2	3	4	5
<i>Explain:</i>					
11. Students that are not part of the popular group get picked on or excluded.	1	2	3	4	5
<i>Explain:</i>					
Supplemental Items					
Use the remaining space to create items for this component specific to your school.					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Caring Beyond the Classroom

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school.

In this school...	1	2	3	4	5
	<i>1. Completely disagree</i>	<i>2. Somewhat disagree</i>	<i>3. Neither agree, nor disagree</i>	<i>4. Somewhat agree</i>	<i>5. Completely agree</i>
1. Students are made aware of the needs and suffering of others in the their own community, country, and throughout the world.	1	2	3	4	5
<i>Explain:</i>					
2. Student action projects are organized to aid organizations that serve the poor and oppressed.	1	2	3	4	5
<i>Explain:</i>					
3. Teachers utilize everyday heroes (such as those identified by the Giraffe Project) to provide inspiring role models.	1	2	3	4	5
<i>Explain:</i>					
4. Students are given school-based service opportunities (i.e., cross-age-tutoring, class buddies, etc.)	1	2	3	4	5
<i>Explain:</i>					
5. Students participate in community service projects (e.g., habitat for humanity, highway clean up, etc.)	1	2	3	4	5
<i>Explain:</i>					
6. Students participate in service-learning projects (e.g., service projects connected to learning within the school curriculum).	1	2	3	4	5
<i>Explain:</i>					
7. Students have opportunities to learn about social justice, the politics of change, and citizen action.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Caring Beyond the Classroom

In this school...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
Supplemental Items					
Use the remaining space to create items for this component specific to your school.					
8.	1	2	3	4	5
<i>Explain:</i>					
9.	1	2	3	4	5
<i>Explain:</i>					
10.	1	2	3	4	5
<i>Explain:</i>					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Schools, Parents and Communities as Partners

Directions: Circle the appropriate number indicating the extent to which you perceive the following statements as an accurate description of what happens in this school.

In this school...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
1. Parents regularly participate in the life of the school and in the education of their children.	1	2	3	4	5
<i>Explain:</i>					
2. Parents have opportunities to contribute to the school's character education efforts.	1	2	3	4	5
<i>Explain:</i>					
3. Parents and students engage in character-based family homework.	1	2	3	4	5
<i>Explain:</i>					
4. Parents are provided an ongoing forum for providing input on character education or other areas of concern in the life of the school.	1	2	3	4	5
<i>Explain:</i>					
5. There is an explicit process for establishing shared understanding and support for school discipline procedures.	1	2	3	4	5
<i>Explain:</i>					
6. Parents have regular opportunities to learn and grow in their own knowledge and skills in character development (i.e., book discussion, training sessions, support groups, etc.)	1	2	3	4	5
<i>Explain:</i>					
7. Co-curricular activities actively seek parent support in upholding the school's positive character expectations.	1	2	3	4	5
<i>Explain:</i>					
8. Parents are challenged to consider the impact of the media on students' character development.	1	2	3	4	5
<i>Explain:</i>					

Twelve Component Assessment & Planning (TCAP) Schools, Parents and Communities as Partners

In this school...	1. Completely disagree	2. Somewhat disagree	3. Neither agree, nor disagree	4. Somewhat agree	5. Completely agree
Supplemental Items					
Use the remaining space to create items for this component specific to your school.					
9.	1	2	3	4	5
<i>Explain:</i>					
10.	1	2	3	4	5
<i>Explain:</i>					
11.	1	2	3	4	5
<i>Explain:</i>					
12.	1	2	3	4	5
<i>Explain:</i>					
13.	1	2	3	4	5
<i>Explain:</i>					
14.	1	2	3	4	5
<i>Explain:</i>					
15.	1	2	3	4	5
<i>Explain:</i>					
16.	1	2	3	4	5
<i>Explain:</i>					