

Culture of Excellence & Ethics Assessment®

(version 4.5)

Survey Components and Scale Matrix

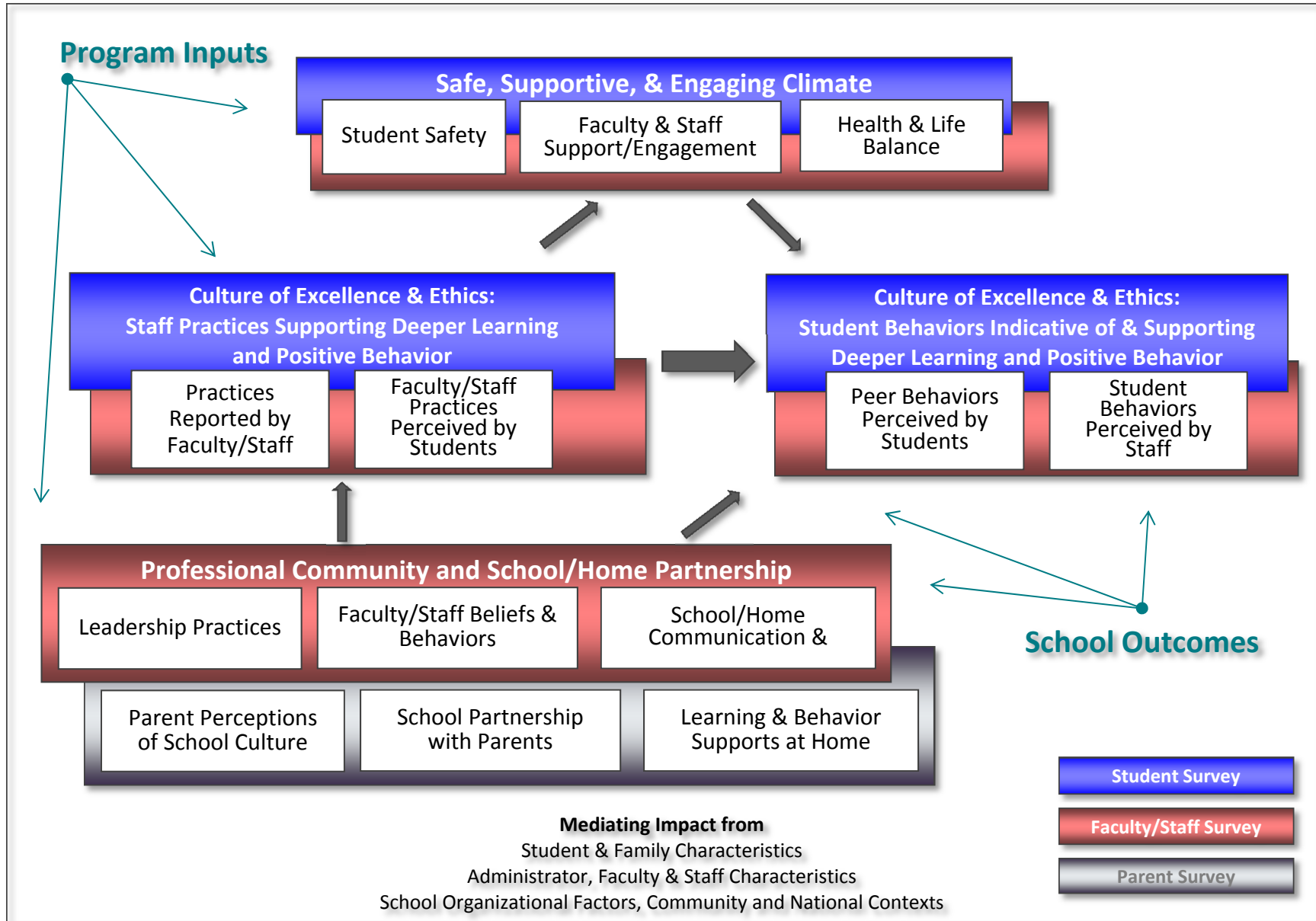
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CEEA Conceptual Model



CEEA Scales

Scales 1-3 are parallel on Student and Faculty/Staff Surveys:

1. Safe, Supportive, and Engaging Climate

1.1 Student Safety

- 1.1.1 Student Safety Perceived by Students
- 1.1.2 Student Safety Perceived by Faculty/Staff

1.2 Faculty & Staff Support for & Engagement of Students

- 1.2.1 Staff Support for & Engagement of Students Perceived by Students
- 1.2.2 Staff Support for & Engagement of Students Reported by Faculty/Staff

1.3 Culture of Health and Life Balance

- 1.3.1 Health & Life Balance Perceived by Students
- 1.3.2 Health & Life Balance Perceived by Faculty/Staff

2. Culture of Excellence: Academic Engagement & Support for Learning

2.1 Culture of Excellence

- 2.1.1 Culture of Excellence Perceived by Students
- 2.1.2 Culture of Excellence Perceived by Faculty/Staff

2.2 Faculty & Staff Practices in Support of Learning & Academic Engagement

- 2.2.1 Practices in Support of Learning & Academic Engagement Reported by Faculty/Staff
- 2.2.2 Student Perceptions of Staff Support for Learning & Academic Engagement

3. Culture of Ethics: Social Engagement & Support for Positive Behavior

3.1 Culture of Ethics

- 3.1.1 Culture of Ethics Perceived by Students
- 3.1.2 Culture of Ethics Perceived by Faculty/Staff

3.2 Faculty & Staff Practices in Support of Prosocial Behavior

- 3.2.1 Practices in Support of Prosocial Behavior Reported by Faculty/Staff
- 3.2.2 Student Perceptions of Staff Support for Prosocial Behavior

CEEA Scales

Scales 4.1-4.3 are included on Faculty/Staff Survey only:

4. Professional Community and School/Home Partnership

- 4.1 Leadership Practices
- 4.2 Faculty/Staff Beliefs & Behaviors
- 4.3 School/Home Communication & Support

The following scales are included on Parent Survey only:

Parent Survey

- 1.4 School Climate of Safety and Health Perceived by Parents
- 2.3 School Culture of Academic Engagement Perceived by Parents
- 2.4 Learning Supports at Home
- 3.3 School Culture of Prosocial Engagement Perceived by Parents
- 3.4 Social Engagement and Positive Behavior Supports at Home
- 4.4 School Partnership with Parents in Support of Learning
- 4.5 School Partnership with Parents in Support of Social Development
- 4.6 Parent Participation in School Activities

Student and Faculty/Staff Survey

Safe, Supportive, and Engaging Climate

1.1 Student Safety

How often do the following things happen in this school?

1=Almost never, 2=Rarely, 3>About once a month, 4>About once a week, 5=A few times a week

-
- 68) ... someone gets drunk or high.
-
- 69) ... someone verbally abuses or harasses another person.
-
- 70) ... someone steals from another person.
-
- 71) ... someone physically assaults another person.
-
- 72) ... someone uses e-mail, text messaging, or websites to bully or harass others.
-

1.2 Faculty & Staff Support for & Engagement of Students

Do you agree or disagree with the following statements?

1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree

-
- 58) Faculty involve students in shaping classroom norms and expectations.
-
- 59) Faculty/staff provide support for growth and improvement of all students.
-
- 60) Faculty/staff challenge all students to do their personal best.
-
- 61) Faculty/staff give students a voice in important school issues.
-
- 62) Faculty/staff help students feel safe and cared for.
-
- 63) Faculty/staff prevent negative student traditions or interactions, such as student hazing or peer cruelty.
-
- 64) Faculty/staff cultivate academic integrity among students.
-
- 65) Faculty/staff help students develop positive relationships among each other.
-
- 66) Faculty/staff are trusted by students.
-
- 67) Faculty/staff always treat students with respect.
-

1.3 Culture of Health and Life Balance

-
- 55) ... know how to balance their school and other commitments.
-
- 56) ... often do things that are unhealthy, even though they know they are bad for them.
-
- 57) ... think it's no big deal to use drugs and alcohol.
-

2. Culture of Excellence: Academic Engagement & Support for Learning

Student Behaviors

Please think about students in this school. Do you agree or disagree with the following statements?

Most students in this school...

- 27) ... often spend their time doing what they want to do, instead of what they should be doing.
- 28) ... push themselves to meet high standards.
- 29) ... put off doing things they don't like to do.
- 30) ... do just enough to get by on their schoolwork.
- 31) ... dismiss new or unfamiliar ideas.
- 32) ... set goals for doing better in school and keep track of whether they are improving.
- 33) ... take pride in the quality of their work.
- 34) ... show a can-do attitude when faced with a new challenge.
- 35) ... need constant reminding to do what they are supposed to do.
- 36) ... work hard to overcome their challenges.
- 37) ... take initiative to get things done without being asked or reminded.
- 38) ... continue trying hard, even when things are not easy.
- 39) ... fail to complete their homework.
- 40) ... are open to suggestions for improvement.

Faculty & Staff Practices

Please think about teachers/staff in this school/what you do as a teacher. Do you agree or disagree?

Most teachers I've had in this school.../ I ...

- 1) ... teach students how to manage their time.
- 2) ... have students study examples of high quality work and factors that contribute to that quality.
- 3) ... assign work requiring creativity or original thinking.
- 4) ... provide feedback that helps students improve.
- 5) ... teach students how to set goals and keep track of their progress.
- 6) ... help students learn from their mistakes.
- 7) ... challenge students to express and defend their ideas.
- 8) ... insist students revise their work until it meets the teacher's standard for quality.
- 9) ... help students understand and overcome their limitations.
- 10) ... help students discover and develop their talents.
- 11) ... teach students different strategies for solving problems.
- 12) ... help students learn how and when to ask for help.
- 13) ... give students opportunities to work on real-life challenges.
- 14) ... have students discuss the work presented by their peers.

3. Culture of Ethics: Social Engagement & Support for Positive Behavior

Student Behaviors	Faculty & Staff Practices
41) ... get picked on or excluded, if they are not part of the popular groups.	15) ... give students individual attention and assistance when they need it.
42) ... are willing to help, when they see someone having a problem.	16) ... help students learn how to manage their emotions.
43) ... work well with those from different ethnic, religious, cultural, or political perspectives.	17) ... establish clear expectations for how students should treat each other.
44) ... try to stop their friends from spreading rumors or gossip about others.	18) ... teach students how to apply ethical thinking to real-life challenges.
45) ... treat teachers and staff with respect, even when they disagree with them.	19) ... teach students how to solve conflicts fairly and peacefully.
46) ... would support you if you tried to do something good.	20) ... ask for student input when setting up rules.
47) ... resolve conflicts without fighting, insults, or threats.	21) ... help students understand and do what is right.
48) ... when seeing someone being picked on, try to stop it.	22) ... provide students with opportunities to give input on class or school issues.
49) ... take an active role in helping solve school problems.	23) ... challenge students to hold each other accountable for doing the right thing.
50) ... encourage each other to follow the rules.	24) ... involve students in different leadership roles in the school.
51) ... are willing to confront team members who are off task.	25) ... take time to discuss important ethical issues in our school, community, or world.
52) ... cheat on tests and assignments.	26) ... involve students in various service projects or activities.
53) ... care only about themselves.	
54) ... help others on schoolwork, without letting them copy or cheat.	

Faculty/Staff Survey: Professional Community and School/Home Partnership

Do you agree or disagree with the following statements?

1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree

4.1 Leadership Practices

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- b1) Fostering the culture of excellence and ethics is important to the building administrators.
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- b2) Good work is noticed and appreciated by the building administrators.
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- b3) Building administrators support and encourage faculty and staff.
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- b4) Building administrators are committed to the professional development of faculty and staff.
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- b5) Building administrators consistently seek input from faculty and staff.
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- b6) Building administrators involve faculty and staff in decision-making.
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4.2 Faculty/Staff Beliefs & Behaviors

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- b7) Faculty and staff regularly study and discuss the research and practice of high quality teaching.
-
- b8) Faculty and staff show trust and respect for their colleagues.
-
- b9) Faculty and staff regularly observe and critique each other's work.
-
- b10) Faculty and staff engage in open dialogue with their colleagues about important issues facing the school.
-
- b11) Faculty and staff feel personally responsible for student achievement.
-
- b12) Faculty and staff feel personally responsible for developing students' emotional intelligence and ethical behavior.
-
- b13) Faculty and staff engage in continuous self-development.
-
- b14) Faculty and staff work together to improve the quality of their teaching.
-

-
- b15) Faculty and staff seek feedback on student work from their colleagues.
-
- b16) Faculty and staff regularly discuss the substance and application of school discipline policies.
-
- b17) Faculty and staff are comfortable discussing difficult or controversial school issues.
-
- b18) Faculty and staff study and discuss strategies for effective student engagement.
-
- b19) Faculty and staff study and discuss strategies for social-emotional learning and character development.
-

4.3 School/Home Communication & Support

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- b20) Faculty and staff do a good job educating parents about ways to support their children's learning at home.
-
- b21) Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn.
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- b22) Faculty and staff work with parents when their child is having social, emotional, or character challenges.
-
- b23) Faculty and staff contact parents to let them know if their child has done something well or is making improvement.
-
- b24) Faculty do a good job teaching parents how to monitor their child's progress in school.
-
- b25) The school asks parents to volunteer at the school.
-
- b26) The school provides consistent and timely communication to parents.
-
- b27) The school invites parents to participate in school committees such as curriculum, budgets, and school improvement.
-
- b28) The school helps parents find services in the community to support student needs.
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Parent Survey

Do you agree or disagree with the following statements?

1=Completely disagree, 2=Somewhat disagree, 3=Not sure, 4=Somewhat agree, 5=Completely agree

1.4 School Climate of Safety and Health Perceived by Parents

- 2) The school provides a safe environment.

- 11) Incidents of peer cruelty (bullying or hazing) are rare in this school.

- 9) The school does a good job teaching my child to make healthy choices.

2.3 School Culture of Academic Engagement Perceived by Parents

- 1) The school provides a rigorous academic curriculum.

- 3) Teachers and staff are committed to maximizing my child's potential for success.

- 4) Teachers and staff provide my child with additional support when needed.

- 6) The school does a good job teaching my child to be creative in their work.

- 7) The school does a good job teaching my child organizational skills.

- 12) Students work together on school assignments, class projects or presentations.

3.3 School Culture of Prosocial Engagement Perceived by Parents

- 5) Developing students' character is no less important to teachers and staff than academic learning.

- 8) The school does a good job teaching my child to act responsibly.

- 10) Parents support the school's mission and policies.

- 13) Students exclude those who are different (for example, kids who belong to a different race, religion, or culture).

- 14) Students who are not part of the popular groups get picked on (or excluded).

- 15) The school involves students in making decisions about things that affect them.

2.4 Learning Supports at Home

-
- 33) I encourage my child to set and pursue high goals in their life.
-
- 34) I regularly discuss with my child their school assignments.
-
- 35) I help my child review material and/or practice skills in preparation for a test.
-
- 36) I help my child monitor progress toward their goals in school.
-
- 37) I assist my child in preparing for class projects and presentations.
-
- 38) I make sure my child's homework is done.
-
- 39) I ask my child to redo work that is poorly done.
-
- 40) I encourage my child to keep trying when s/he can't do something well.
-

3.4 Social Engagement and Positive Behavior Supports at Home

-
- 41) I regularly talk with my child about their interests and concerns.
-
- 42) I teach my child how to be honest and trustworthy.
-
- 43) I encourage my child to do what is right even when it is difficult.
-
- 44) I explain to my child the reasons for rules and/or consequences.
-
- 45) I hold my child accountable for their actions.
-
- 46) I teach my child how to treat others with respect and care.
-
- 47) I teach my child how to solve conflicts fairly and peacefully.
-
- 48) I monitor how my child and her/his peers treat each other.
-

4.4 School Partnership with Parents in Support of Learning

- 16) The school identifies what I can do to help my child master the skills being learned at school.
 - 17) The school shows me how to monitor my child's progress in school.
 - 18) The school assigns my child homework that requires my input and/or participation.
 - 22) The school contacts me to share if my child has done something well or improves.
-

4.5 School Partnership with Parents in Support of Social Development

- 19) The school helps me understand what social and emotional skills my child needs to learn.
 - 20) The school sends home news about things happening at school.
 - 21) The school contacts me if my child is having social or emotional problems.
 - 23) The school invites me to participate in programs and activities at the school.
 - 24) The school provides opportunities for me to volunteer at the school.
 - 25) The school PTA/PTO seeks my input.
 - 26) The school invites me to participate in school committees such as curriculum, budgets, and school improvement.
 - 27) The school provides information on community services and resources that I may want to use.
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4.6 Parent Participation in School Activities

- 28) I regularly talk with my child's teacher at school, on the phone, or via email.
 - 29) I regularly attend special events at the school.
 - 30) I regularly volunteer at school or in my child's classroom.
 - 31) I regularly attend parent or school committee meetings.
 - 32) I regularly use community services and resources to aid my child's development.
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