



CHARACTERSTRONG IMPLEMENTATION INVENTORY

Description: The CSI captures the degree to which the four core components, and the practices within each of the components, are delivered as planned (that is, with fidelity). Specifically, the CSI rates the degree to which a school building as a whole is adhering to delivering the core components of CharacterStrong with fidelity.

Instructions: a rater with formalized training in conducting fidelity audits using the CSI tool spends a minimum of three hours in a building to gather information using different information gathering methods (e.g., walkthroughs, interviews, observations) to complete the below fidelity ratings.

CharacterStrong Core Components: CharacterStrong is comprised of four core components that, when combined together and implemented with fidelity, create a recipe that (1) enhances the culture and climate of a school through an increase in prosocial behaviors in staff and students and (2) enables students through the acquisition of social, emotional, and character skills and an elevated sense of safety, belonging, and purpose in school to function and perform better academically, socially, and behaviorally. In turn, improved academic, social, and behavioral functioning optimizes student academic potential and their eventual success in civic, home, and private aspects of adult life. Each of the core components are described below:

- 1. School-Wide Integration:** This component of CharacterStrong captures specific practice elements that aim to integrate it into a school's culture and climate. For example, school leadership must align it with the mission and vision of their school, a leadership team must strive to integrate CharacterStrong through visible signs, symbols, and rituals that become part of the school culture, CharacterStrong assemblies and trainings are integrated into an annual calendar, and a Tier 1 Team is meeting at least monthly to monitor and assess fidelity.
- 2. Adult Relationship Practices:** This component of CharacterStrong is about facilitating consistent adult behavior change to build intentional relationships between staff and students, foster the essential ingredient of trust in the classroom, and role model what character development looks like from the adults in the building. For example, daily greetings at the classroom door, weekly emotional check-ins with students, a monthly relational and equity-based classroom roster assessment, and ongoing personal development through practical, low-burden character challenges.
- 3. Advisory Curriculum:** This component of CharacterStrong includes specific practice elements that aim to ensure that each and every student receives explicit, quality instruction to learn social-emotional skills and develop strong character weekly or biweekly. For example, ongoing character challenges (CharacterDares) are presented authentically and consistently, intentional processing strategies are used to reflect on ongoing character growth, experiential learning activities are employed to foster engaged and deep relational learning, and lesson structure is adhered to in a way that starts and ends each lesson with intentionality.
- 4. Leadership Curriculum:** This component of CharacterStrong is delivered with a sub-group of students in the building who are socially connected to the various social networks in the building and serve to enact a servant-leadership model that aims to improve peer culture and climate. For example, there is a thoughtful process used to bring in a representative population from your school, there is daily instruction with this group to deeply teach a servant-leadership model, and there are opportunities for service and character development in a way that role models this work for the larger school population.



SCHOOL-WIDE INTEGRATION

<p>Item 1.1 - School leadership has integrated and communicated with staff the expectations and importance of CharacterStrong and incorporated it into the school's mission/vision and school improvement priorities.</p>	<p>1 = CS not integrated into the school's mission/vision or school priorities for the year 2 = CS was integrated into only the school's mission/vision or school priorities for the year (not both) and somewhat communicated to staff by leadership 3 = CS was integrated into both the school's mission/vision and school priorities for the year and communicated clearly to staff by leadership</p>
<p>Item 1.2 - Consistent and common use of CharacterStrong language across staff (e.g., reference to character traits, conversations or artifacts of staff CharacterDares, S.E.R.V.E. model vernacular commonly used, articulation of "why" teaching the Whole Child is important and relevant).</p>	<p>1 = Staff do not use common CS language 2 = Staff inconsistently use common CS language 3 = Staff consistently use common CS language</p>
<p>Item 1.3 - Integrated into the daily fabric of the school through visible signs, symbols, and rituals (e.g., use of imagery to promote the student CharacterDares, visuals or conversations about the staff CharacterDares, CharacterStrong posters and logos evident, greeting at the doors).</p>	<p>1 = No signs, symbols, rituals, or customs consistent with CS 2 = Some visible signs and symbols consistent with CS but no rituals or customs 3 = Signs, symbols, rituals, or customs consistent with CS are visible</p>
<p>Item 1.4 - A dedicated CharacterStrong school assembly with students and staff present implemented at least once per year.</p>	<p>1 = No CS assembly 2 = 1 CS assembly in the year</p>
<p>1.5 - At-least one half-day Staff Professional Development delivered annually by a certified CharacterStrong Presenter.</p>	<p>1 = No staff professional development delivered this year to staff by certified CS trained 2 = Staff professional development was delivered this year to staff by certified CS trainer</p>
<p>1.6 - Tier 1 Team made up of an administrator(s), counselor(s), teacher leader(s), student leadership advisor, and a classified staff member is present and meets at least monthly to discuss CS implementation and school-wide integration and uses the CharacterStrong structure and tools to identify targets and plans and how it intends to support those goals.</p>	<p>1 = No Tier 1 team comprised and dedicated to meeting monthly to discuss CS implementation and school-wide integration 2 = Team comprised to meet about CS implementation and school-wide integration but does not meet on a regular basis 3 = Team comprised to meet about CS implementation and school-wide integration and meets on at-least a monthly basis</p>
<p>1.7 - All Tier 1 Team members have received training in the philosophy and CharacterStrong implementation including the school-wide S.E.R.V.E. Model</p>	<p>1 = Tier 1 team did not receive additional training on CS philosophy and implementation 2 = Tier 1 team received additional training on CS philosophy and implementation</p>
<p>1.8 - S.E.R.V.E. Model resources are disseminated monthly to staff as prompts and reminders.</p>	<p>1 = No SERVE resources are disseminated to staff as prompts and reminders 2 = SERVE resources shared with staff infrequently 3 = SERVE resources shared with staff on a monthly basis</p>



ADULT RELATIONSHIP PRACTICES

Item 2.1 - Start Intentionally: 4 at the Door + 1 More happening daily at each classroom	1 = 4 at the Door + 1 More not being delivered 2 = 4 at the Door + 1 More partially being delivered as planned 3 = 4 at the Door + 1 More being fully delivered as planned
Item 2.2 - Engage Relationally: Temperature Check implemented weekly in each classroom	1 = Temperature Check not being delivered 2 = Temperature Check partially being delivered as planned 3 = Temperature Check being fully delivered as planned
Item 2.3 - Respond with Empathy: PROMPT Method implemented when responding to student behavior	1 = PROMPT Method is not being used when responding to behavior 2 = PROMPT Method is partially being used when responding to behavior 3 = PROMPT Method is being used fully and consistently when responding to behavior
Item 2.4 - Values Practiced Consistently: Staff CharacterDare Workout implemented weekly	1 = Staff CharacterDare is not being implemented 2 = Staff CharacterDare is being implemented but infrequently 3 = Staff CharacterDare is being implemented weekly
Item 2.5 - Exit Intentionally: EMR Method implemented monthly in each classroom	1 = EMR Method is not being implemented 2 = EMR Method is being partially implemented 3 = EMR Method is being implemented monthly and as planned
Item 2.6 – Use collaborative time with colleagues at-least once a month (e.g., PLC) to reflect on which students need S.E.R.V.E. practices the most	1 = Collaborative time is not being used to identify students who need SERVE practices the most 2 = Collaborative time is being used but infrequently to focus on students who need SERVE practices the most 3 = Collaborative time is being used as planned to focus on students who need SERVE practices the most

Character Strong

ADVISORY CURRICULUM

<p>Item 3.1 - All CS Advisory Lessons delivered throughout the year in a weekly or bi-weekly sequence.(Content)</p>	<p>1 = no lessons delivered 2 = lessons delivered infrequently (once a month or less) 3 = lessons delivered regularly at least 2 times per month</p>
<p>Item 3.2 – At the beginning of each lesson, the previous CharacterDare is reviewed using the Truth or Dare Process (Content)</p>	<p>1 = not delivered 2 = delivered sometimes at the beginning of each lesson 3 = delivered consistently at the beginning of each lesson</p>
<p>Item 3.3 – Instructors uses a variety of instructional strategies that encourage active student engagement and participation in the lesson (e.g., evocative questions, opportunities to respond, cold calling, choral response, think-pair-share)</p>	<p>1 = little to no variety of instructional strategies resulting in lack of engagement. 2 = some variety of instructional strategies resulting in varied engagement. 3 = several instructional strategies resulting in active student engagement.</p>
<p>Item 3.4 - New CharacterDare introduced each week (Content)</p>	<p>1 = new character dares not or rarely introduced with each lesson 2 = new character dares sometimes introduced with each lesson 3 = new character dares consistently introduced with each lesson</p>
<p>Item 3.5 – Examples of the current week’s CharacterDare presented and discussed with students (Process)</p>	<p>1 = no examples of character dares provided and discussed 2 = examples of character dares sometimes provided and discussed 3 = examples of character dares consistently provided and discussed with students</p>
<p>Item 3.6 – “Set The Stage” videos played before each lesson (Content)</p>	<p>1 = no videos played 2 = videos are sometimes played to set the stage 3 = videos are consistently played to set the stage</p>
<p>Item 3.7 - Delivered the content of the SEL/Character Skill lesson as designed (Content)</p>	<p>1 = SEL/character skill not or rarely presented with each lesson 2 = SEL/character skill sometimes presented with each lesson 3 = SEL/character skill consistently presented with each lesson</p>
<p>Item 3.8 - Exit Intentionally portion of the lesson is delivered (Content)</p>	<p>1 = Exit intentionally portion not or rarely delivered with each lesson 2 = Exit intentionally sometimes delivered with each lesson 3 = Exit intentionally portion consistently delivered with each lesson</p>

Character Strong

LEADERSHIP CURRICULUM

<p>4.1 - A minimum of one class per semester with at least 25 students including a diverse representation of the student body</p>	<p>1 = less than 25 students involved in Leadership Curriculum across the year 2 = 25 – 50 students involved in Leadership Curriculum across the year 3 = Greater than 50 students involved in Leadership Curriculum across the year</p>
<p>4.2 - 80% or more of the community building exercises are implemented with fidelity in the first two weeks of the semester</p>	<p>1 = Less than 50% of community building exercises delivered within first two-weeks 2 = 50-80% of community building exercises delivered within first two-weeks 3 = 90% or more of the community building exercises delivered in the first two-weeks</p>
<p>4.3 - Initiated or completed the teaching of the servant-leadership triangle</p>	<p>1 = Servant leadership triangle not taught 2 = Servant leadership triangle introduced but not fully taught to ensure student comprehension 3 = Servant leadership triangle taught fully to ensure student comprehension</p>
<p>4.4 - Initiated or completed the 40 Day CharacterDare using the tracking form and only reflections are graded</p>	<p>1 = 40-day CharacterDare not but barely completed 2 = 40-day CharacterDare initiated but only moderately completed 3 = 40-day CharacterDare initiated and completed</p>
<p>4.5 - Teacher regularly references back to the servant-leadership triangle during instruction</p>	<p>1 = Teacher rarely or never references the servant leadership triangle 2 = Teacher sometimes references the servant leadership triangle 3 = Teacher consistently makes reference back to the servant leadership triangle</p>
<p>4.6 - Initiated each of the identified experiential learning activities included in the lessons</p>	<p>1 = Experiential learning activities rarely or never initiated as part of the lesson 2 = Experiential learning activities sometimes initiated as part of the lesson 3 = Experiential learning activities consistently initiated as part of the lesson</p>
<p>4.7 - The Exit Intentionally portion of each lesson is completed with fidelity</p>	<p>1 = Exit intentionally portion is rarely or never completed as part of the lesson 2 = Exit intentionally portion is sometimes completed as part of the lesson 3 = Exit intentionally portion is consistently completed as part of the lesson</p>



CSI SCORING SHEET

Component and Corresponding Items	Score
School-wide Integration	
1.1 - School leadership has integrated and communicated with staff the expectations and importance of CharacterStrong	
1.2 - Consistent and common use of CharacterStrong language across staff	
Item 1.3 - Integrated into the daily fabric of the school through visible signs, symbols, and rituals	
1.4 - A dedicated CharacterStrong school assembly with students and staff present implemented at least once per year.	
1.5 - At-least one half-day Staff Professional Development delivered annually by a certified CharacterStrong Presenter.	
1.6 - Tier 1 Team meets at least monthly to discuss CS implementation and school-wide integration	
1.7 - All Tier 1 Team members have received trained in CharacterStrong implementation	
1.8 - S.E.R.V.E. Model resources are disseminated monthly to staff as prompts and reminders.	
Adult Relationship Practices	
2.1 - Start Intentionally: 4 at the Door + 1 More happening daily at each classroom	
2.2 - Engage Relationally: Temperature Check implemented weekly in each classroom	
2.3 - Respond with Empathy: PROMPT Method implemented when responding to student behavior	
2.4 - Values Practiced Consistently: Staff CharacterDare Workout implemented weekly	
2.5 - Exit Intentionally: EMR Method implemented monthly in each classroom	
Item 2.6 – Use collaborative time with colleagues at-least once a month to reflect on students who need practices the most	
Advisory Curriculum	
3.1 - All CS Advisory Lessons delivered throughout the year in a weekly or bi-weekly sequence.(Content)	
3.2 – At the beginning of each lesson, the previous CharacterDare is reviewed using the Truth or Dare Process	
3.3 – Instructors uses a variety of instructional strategies that encourage active student engagement and participation in the lesson	
3.4 - New CharacterDare introduced each week (Content)	



CSI SCORING SHEET

Component and Corresponding Items	Score
School-wide Integration	
3.5 – Examples of the current week’s CharacterDare presented and discussed with students (Process)	
3.6 – “Set The Stage” videos played before each lesson (Content)	
3.7 - Delivered the content of the SEL/Character Skill lesson as designed (Content)	
3.8 - Exit Intentionally portion of the lesson is delivered (Content)	
Leadership Curriculum	
4.1 - A minimum of one class per semester with at least 25 students including a diverse representation of the student body	
4.2 - 80% or more of the community building exercises are implemented with fidelity in the first two weeks of the semester	
4.3 - Initiated or completed the teaching of the servant-leadership triangle	
4.4 - Initiated or completed the 40 Day CharacterDare using the tracking form and only reflections are graded	
4.5 - Teacher regularly references back to the servant-leadership triangle during instruction	
4.6 - Initiated each of the identified experiential learning activities included in the lessons	
4.7 - The Exit Intentionally portion of each lesson is completed with fidelity	
	_____ out of 53