

APPENDIX VII
PRINCIPAL INTERVIEW

A. Background information

Citation: SACD-Activities workgroup developed

Respondent: Principal

Items:

A1. Title of Respondent

- Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor, Teacher, School Psychologist, Other

A2. Indicate other school staff present for interview

- Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor, Teacher, School Psychologist, Other

A3. Who are the people in this school who are primarily responsible for coordinating social and character development programs or activities with students?

- Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor Teacher, School Psychologist, Other, Leadership team charged with coordinating

A4. How long have you been principal at this school? (in years)

Revision and Notes:

B. Programs/Activities at school

Citation: SACD-Activities workgroup developed

Respondent: Principal

Items:

RESPONDENT LOOKS AT PIE CHART. The pie chart shows six broad goals of social and character development. Respondents are asked to find out about programs and activities you use at this school to promote these goals. Choices include: violence prevention, social and emotional character development, character education, tolerance/diversity, risk prevention/health promotion, civic responsibility and community service, behavior management, other, none.

B1a. Can you give me the name of any programs or activities related to these goals that you are doing at this school?

B1b. Can you give me a brief description of how this program/activity is conducted? Looking at the pie chart again, which of these areas or goals does this program/activity address?

Responses Violence Prevention/Peace Promotion, Risk Prevention/Health Promotion, Social and Emotional Development, Civic Responsibility and Character Education, Community Service, Tolerance/Diversity, Other (*Please Specify*)

Z

B1D. Which students participate in this program/activity?

Responses: ALL STUDENTS IN THE SCHOOL, ALL STUDENTS IN CERTAIN GRADES ((SPECIFY GRADES) SOME STUDENTS (How is it decided which students to include?)

B1e. And which staff delivers or runs this program/activity?

Responses Teacher in class, other teachers, guidance counselor, administrator, Outside personnel, other

B1f. Was this program/activity first introduced in your school . . .

Responses This year, last year, or was it started more than a year ago?

B1g. Did the teachers and/or other staff receive any special training in this program/activity?

Responses: Yes, or no (if yes, describe)

B1h. In some social and character development programs, parents play an active role in either creating or delivering the program to students. Are parents at your school actively involved with this specific program or activity? Could you describe how parents are involved: Yes, or no (if yes, describe)

Revisions and Notes:

- The same questions are asked 10 times in order for the respondent to document any other programs. The questions are B2, B3, B4, B5, B6, B7, B8, B9, B10.

C. Behavior Management

Citation: SACD-Activities workgroup developed

Respondent: Principal

Items:

C1a. Principals are asked about behavior management programs or activities that take place at the school. Behavior management includes strategies or techniques designed to maximize positive behaviors and minimize negative behaviors. Typical examples are sticker or star charts, point or token programs, time out for disruptive behavior, and daily and weekly reward programs. Principals are asked to describe any behavior management programs or activities going on at your school and to describe the name of the program or activities.

1b. Can you give me a brief description of how this program/activity is conducted?

C1c. Using the pie chart listing six goals of social and character development, the principal is asked whether the behavior management program or activity is used as a strategy to meet any of the overall goals on the chart? If yes, the Which goal(s)?

Responses: Violence Prevention/Peace Promotion, Risk Prevention/Health Promotion, Social and Emotional Development, Civic Responsibility and Character Education, Community Service, Tolerance/Diversity, Other

Z

C1d. Which students participate in this behavior management program/activity?

C1e. And which staff delivers or runs this behavior management program/activity?

C1f. Was this program/activity first introduced in your school . . .

C1g. Did the teachers and/or other staff receive any special training in this program/activity?

C1h. Are parents at your school actively involved with this specific program or activity? (IF NEEDED: in either creating or delivering the program/activity to students)

IF YES: Could you describe how parents are involved.

Revisions and Notes:

- The same questions are asked 3 times in order for the respondent to document any other programs. The questions are C2, C3.

- e. How often does this school actively encourage parents to get involved in their children's social and character development?

All or almost all the time? Most of the time? Some of the time? Hardly ever? Or never?

DON'T KNOW/CAN'T RATE

- f. And how often do discipline strategies focus on promoting development rather than merely punishing for misbehavior?

All or almost all the time? Most of the time? Some of the time? Hardly ever? Or never?

DON'T KNOW/CAN'T RATE

D4. Did any of your staff participate in professional development activities or training relating to social and character development within the last year? (Please include staff development that might have taken place during the summer months.)

D5. In total, how many teachers and staff received social and character development related training last year? Your best guess is fine.

RECORD NUMBER. IF RANGE GIVEN TAKE MID-POINT

D6. And how many hours of training or professional development, on average, did each receive? Again, your best guess is fine.

RECORD HOURS PER PERSON. IF RANGE GIVEN TAKE MID-POINT

Revisions and Notes:

