

Learning to Give

ADDENDUM • 2005-2006



Learning to Give

Evaluation Report, Addendum 2006

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**MICHIGAN STATE
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University Outreach
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Michigan State University
East Lansing

September 2006
Reprinted October 2007

**Copies of this report are available
from**

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Funding

This report was supported in part by a
contract between the Council of
Michigan Foundations and Michigan
State University.

Michigan State University is an
affirmative-action, equal-opportunity
institution.

The Learning to Give program and evaluation was funded by a generous grant from the W.K. Kellogg Foundation.

Kellogg Foundation

The W.K. Kellogg Foundation supports children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society.



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Participation of the CHESP schools (Community, Higher Education, and School Partnerships) in this evaluation was supported by Learn and Serve America, an initiative of the Corporation for National and Community Service.

Learn and Serve America

Learn and Serve America is the service-learning initiative of the Corporation for National and Community Service that integrates service into the academic life by providing funding that enables young people to take part in activities that both provide service that meets community needs and advances academic learning, personal growth, and civic responsibility. CHESP is a program of Learn and Serve America.



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Overview and Reflections

Robert L. Church

with Robert E. Floden and Diane L. Zimmerman

This report is best understood as an addendum to the final report that the Michigan State University evaluation team submitted to the Learning to Give project staff in September 2005. This overview summarizes the three evaluation tasks that were yet to be completed at the end of the 2004-2005 school year and ends with a few reflections on the evaluation process and the overall findings.

Standard Setting

The first of the tasks to be completed in 2005-2006 was validation and standard setting for the multiple choice tests that the team had developed to assess the extent to which participation in the Learning to Give curriculum increases student knowledge of philanthropy and civic responsibility. The second task was administration and analysis of a second round of school climate surveys to see whether students in LTG classrooms evidenced any change in their attitudes toward their school and their experience in it. The third was gathering information from building/curriculum administrators regarding their experience in implementing the LTG curriculum in their schools.

Professor Edward W. Wolfe (formerly of Michigan State University and now at Virginia Polytechnic Institute and State University) focused on two issues regarding the student testing instruments. First, he worked with a group of consultants to establish the “passing” or “cut” score for the tests at each level (elementary, middle, and high school)—that is, the number of questions a student must answer correctly in order to be considered to have achieved a minimally acceptable level of proficiency with the material taught in the curriculum. This was a day-long process involving three psychometricians and fifteen teachers who were very familiar (through writing and teaching LTG curriculum materials) with the goals of the program. Working through all the test questions, the groups reached consensus on the cut score for each test level. A summary of the process and the application of the standard to the results of the testing in 2004-2005 are included in his report. Wolfe’s full technical report has been submitted to the LTG administrators but is not included in this addendum.

CHESP School Performance: Standardized Tests

Second, Professor Wolfe worked to see if an additional administration of the standardized tests at the middle and high school levels would clarify the somewhat confusing results from testing during the two prior years. This confusion may have resulted from problems with the test administration rather than from poor student performance. In 2003-2004 and 2004-2005 the tests were administered to small numbers of students at all levels in a pre-test/post-test mode. Elementary students showed significant gains in proficiency in answering questions based on the LTG curriculum, middle school students showed no gain either year, and high school students showed gains the first year and registered a slight decrease in achievement in the 2004-2005 administration. Because of the difficulties associated with administering the middle and high school tests that year, it was determined that it would be useful to administer another round of testing at those grade levels during the 2005-2006 academic year. However, the schools involved did not want to have their students taking so many tests, so the evaluation team did not administer this year's tests in a pre-/post-test mode. Instead, the tests were given late in the school year and comparisons were drawn between scores on the 2004-2005 tests and scores on the tests administered in the spring of 2005. Where possible, the team compared the achievements of students who had been in, say, the 9th grade in 2004-2005 with the scores of students enrolled in the 10th grade in 2005-2006. The groups are not exactly comparable: not all the 10th grade students had been in that school the previous year, and not all of those taking the post-test in the spring of 2005 proceeded to enroll in courses using the LTG curriculum in 2005-2006 and sit for the tests in the spring of 2006.

With this caveat about the methodology, the high school results were encouraging, showing that while 66% displayed minimal proficiency in the spring of 2005, 74% did so a year later—a significant gain. Results for the cohorts from the two middle schools are less heartening: one school showed a gain from 38% to 40%, the other a decrease from 89% to 70% (see Table 1). The results suggest that the curriculum was successful in increasing proficiency at the high school level. The continued flat or indeed slightly downward trend in proficiency gains in the middle school remains troubling, although it should be noted that the numbers participating in the testing at the middle school level were small—135 students as compared to the larger, and thus more reliable, sample of approximately 600 students at the high school level.

**Table 1. Proficiency Standard Comparison,
2004-2005 and 2005-2006**

	2004-2005	2005-2006
Middle school		
Number of tests analyzed	136	136
Percent exceeding minimal proficiency standard	74	60
High school		
Number of tests analyzed	626	593
Percent exceeding minimal proficiency standard	66	74

School Climate Survey

Throughout the evaluation process members of the evaluation team and LTG staff members were struck by how often teachers, in both conversation and survey replies, mentioned that they detected a more caring and civil environment in their classrooms and indeed in their school buildings, changes that they associated with the introduction of the LTG curriculum and its service learning component. The LTG staff asked the evaluation team to seek to document such changes in a more quantitative, less anecdotal way, using some of the measurement tools being developed on the issue of “school climate,” a topic of growing interest across the nation in the very first years of the 21st century. Professor Jean Baker agreed to head an assessment effort.

One aspect of the assessment was a series of classroom observations, which were reported fully in last year’s report. The observers noted how the LTG curriculum helped “students make connections with their own experiences,” a very effective strategy for encouraging active student engagement. Further, because the topics and concepts upon which LTG focuses—giving, sharing, personal responsibility to the group, tolerance, etc.—apply to so many of the situations that regularly occur in a child’s life, teachers had many opportunities to tie the larger concepts to the children’s everyday experience. Similarly, the curriculum’s emphasis on sharing and giving presented many chances for teachers to help children enact those traits with their classmates as the lesson progressed.

These 2004-2005 observations suggested, then, that the LTG curriculum, in the hands of good teachers, quite possibly contributed to creating a more civil and caring classroom.

A second aspect of Professor Baker’s assessment effort was to conduct a “school climate” survey of students enrolled in LTG classrooms. The survey was administered in about a dozen schools in the Community Higher Education School Partnership (CHESP) grant program which were relatively new to the LTG curriculum in 2004-2005. As applicants for grants in this field, however, the schools were probably not new to the idea of encouraging civic responsibility and caring in their students. The survey instrument, constructed and validated by Baker, used a variety of

questions that had been recently developed for other national surveys of school climate, choosing especially those most focused on interpersonal respect, commitment to the common good, giving, and service to others. The survey was administered to about 700 students in the spring of 2005 and in the spring of 2006.¹

The two sets of results were analyzed to see if an additional year of student experience with the LTG curriculum resulted in any differences in the students' assessment of

- their satisfaction with adult-student relationships, peer relationships, and rules and expectations in their school;
- their sense of safety and belonging at the school; and
- their commitment to the common good and helping others.

Overall, no such changes were detected. At some grade levels in some schools, student perceptions of their school's climate became more positive; in others, they became less so. Overall the scores remained essentially unchanged from the first year to the second. Such an outcome is not unexpected. An adage of curriculum evaluation is that positive effects are far more likely to occur in those areas toward which an intervention is explicitly directed. As the LTG program was not designed to address issues of school climate (although it surely touches on some of them), it is not surprising that no change was detected in the attitudes of LTG students towards their overall school experience over the course of a year. As well, the LTG curriculum represents only a small portion of the students' experience in their school and probably cannot be expected to foster a comprehensive change in overall attitude among most students.

Reflections of School Administrators

Conducted under Dr. Diane Zimmerman's leadership, the evaluation team's third initiative was completed during the spring of 2006. Evaluators surveyed about a dozen building leaders in schools that had been using LTG materials for a number of years. This informal survey was supplemented by a structured, focus-group like conversation with two principals—one new to a school that had long used the LTG curriculum and one who had been involved with LTG as a teacher and administrator for more than eight years. The material gathered offers a number of insights into the process of building the LTG program into a school and a number of suggestions for improvement.

¹ It should be noted that no effort could be made to track individual students from the first year to the second; rather, each year's survey was given to the students experiencing the LTG curriculum that year; thus the school climate survey is not a perfect pre-/post-test design.

Two themes running through all the responses bear special mention. As the summary of the structured conversations suggests, the administrators felt that implementation of LTG materials in the classroom requires serious commitment from teachers. Because the LTG materials do not fit into any specific curriculum, teachers need to adapt them to the objectives of their individual classroom and school. This flexibility was a great strength, the administrators argued, because it encouraged their teachers to clarify their curricular objectives, to discuss among themselves how they could use the LTG materials to enhance those objectives, and to share strategies for teaching and assessing their effects. They also mentioned that the LTG program's flexibility fostered the crossing of disciplinary boundaries. But since these activities represent extra work for teachers, extra commitment is required. Ninety percent of the survey responses listed "the attitude of teachers and their willingness to incorporate the curriculum into their classes" as a crucial influence toward the success of LTG in their schools.

While the administrators saw this flexibility and requirement for teacher input as a great strength, they also saw it as a potential weakness. They were concerned about how the support for teachers—provided by LTG over the years—was to be sustained so as to maintain teacher commitment, especially among new teachers, in the face of state mandates for additional requirements in other areas of the curriculum. They especially mentioned the need for a continuing supply of materials, on the Web and in print, and teacher workshops led by teachers who had designed and/or successfully used the LTG materials.

A second theme emphasized by those interviewed was the crucial role that LTG played in giving structure to their schools' commitment to community service. One mentioned how LTG provided the curricular support for his school's already enacted service learning component. Another talked about how the program had facilitated the school's networking with local nonprofit and governmental organizations. As one put it:

I would challenge schools [with these questions]: Are you interested in outreach? Interested in working outside your classrooms? Exploring how this is relevant in your community? Then I'd use the LTG curriculum to show how this can happen!

Closing Thoughts

Enthusiastic support for LTG occurred again and again throughout the team's evaluation of the project. Over the nine years of the project, the evaluation strategy has changed somewhat from an initial focus on teachers and their attitudes toward and uses of the materials to a later

emphasis on student outcomes. With the greater emphasis on anonymous, paper and pencil surveys and multiple choice tests, it is sometimes easy to lose sight of the passion that using the LTG materials inspires in those who teach them and those students who apply their enlarged understanding of their civic responsibility in their communities. As evaluators we carry away the sense of how deeply this program has influenced some of those we surveyed or spoke with. We remember the teacher from the early years who remarked,

I want all students to be lifelong philanthropists. I will teach, show, give, help from the heart and hope my students will role model after me.

And, near the end of the program, a teacher wrote that she

saw my students were finally able to make a connection to what we were doing in the classroom and the local community. Many of them for the first time in their lives had the feeling that they were a valued member of the community.

A young person described his art work, titled “Connections” (shown on the back cover of this document),

The earth is to show that people volunteer all over the globe. The hand raised is what I believe to be the global sign of volunteering. The shadowy figures show that at some point, each person will need help. The blended colors in the background show how everyone on earth is affected by volunteerism.

And an elementary student told us simply that,

I care more and I share more.

Learning to Give, a thoughtfully complex project that employs a comprehensive set of strategies, aspires to provide teachers and schools with the tools to broaden students’ understanding of and commitment to sharing their time, talent, and treasure with others in order to build a stronger and more caring society. No evaluation can predict how today’s students will behave as adults; however, the findings of this evaluation suggest strongly that the LTG approach is building a strong foundation in students and in the schools where it has been implemented. These results encourage the evaluators to believe that the program can be successfully propagated nationally, where it will continue to generate the enthusiasm and commitment that have so impressed the evaluators throughout this process.

Standard Setting Report

Edward W. Wolfe

This report summarizes the standard setting process undertaken on August 2, 2006 at the Kellogg Center on the campus of Michigan State University in East Lansing, Michigan. The standard setting process was undertaken for the purpose of allowing content experts to designate a test score (called the cut score) that indicates a minimally acceptable level of proficiency with the Learning to Give curriculum. The report is divided into three sections: (1) panelists—a description of the qualifications of the panelists involved in the Learning to Give standard setting process, (2) process—a description of the process through which the cut score was set, and (3) results—a presentation of the results of the standard setting process.

Panelists

The panelists who participated in the standard setting included fifteen Learning to Give teacher consultants and three psychometric consultants. Of the teacher consultants, one was employed by Learning to Give and had served as a primary contact for teachers as well as the primary content expert during the instrument development efforts. This teacher consultant served as the primary content expert during the standard setting meeting and worked with all three grade level groups during the meeting. Three of the teacher consultants were designated as grade level group leaders because of their extensive experience working with the Learning to Give curriculum. Five were part of the original group of forty teachers who had helped to write the elementary, middle school, and high school Philanthropy Theme Standards and Benchmarks based on input from national nonprofit experts about what high school seniors should know and be able to do. Together, the fifteen teacher consultants had written about thirty-three of the Learning to Give curriculum units. All fifteen of the teacher consultants had attended a Learning to Give Summer Institute. In addition, seven of the teacher consultants had participated in writing the assessment items upon which the standard setting activities were based.

It is also worth noting that two of the teacher consultants had earned a Master's Degree in Curriculum and Instruction: Philanthropic Focus, a new master's degree that Learning to Give designed in partnership with Ferris State University. This is the only philanthropy education degree of its kind. Presently there are only seven teachers in the world who have completed this degree.

Process

The standard setting process followed the bookmarking procedure (Beretvas, 2005). In brief, this procedure requires panelists to review a booklet containing test items ordered from easiest to most difficult. For the Learning to Give standard setting meeting, each booklet contained all of the assessment items at a particular grade level, taken from both test forms at that grade level, with a separate standard setting booklet for each grade level. Each panel member reviewed a booklet and identified a cut score by placing a bookmark in the booklet where they thought a student who was minimally proficient would likely respond successfully to items preceding the bookmark. Opportunities were provided for review and revision of bookmark placement, and final cut scores were computed as the averaged item difficulty of the bookmarked item across panel members.

The standard setting meeting began with an introduction to the participants and the purpose of the meeting. Panelists then reviewed a single form of the test for the grade level group to which they were assigned in order to familiarize themselves with the test items and the constraints of the assessment. Next, as a group, participants discussed the meaning of the term “minimally proficient” and then met in grade level groups to discuss the meaning of that term in the context of the Learning to Give standards. After a short break and a brief orientation to the ordered item booklets, the grade level groups reviewed them to discuss the characteristics of individual assessment items that made them more or less difficult than the other items in the book. At this time, participants individually placed their first round bookmarks using the bookmarking form. These forms were returned to the lead psychometrician who summarized the first round of impact and agreement data while the panelists ate lunch.

Following lunch, panelists were presented with this impact and agreement data, and were provided with more detailed instruction concerning the item statistics shown in the ordered item books upon which the impact statistics were based. The grade level groups then met a second time to discuss the concept of minimal proficiency in light of their agreement and impact data and completed their second round ratings individually. The impact and agreement data for the second round were summarized and presented to the panelists, who then met briefly in their grade level groups to discuss these data. Panelists were given another opportunity to revise their bookmark placement prior to the conclusion of the meeting.

Results

Agreement and Impact Data

The agreement and impact data for the five elementary school panelists across the three rounds of bookmark placement are shown in Table 1. The placement agreement data indicate that agreement after the initial bookmark placement was fairly low, with the difference between the two extreme bookmark placements being ten items apart (out of a possible distance of 42). After the second bookmark placement, the difference was reduced to only four items and did not change after the third opportunity for bookmark placement.

Similarly, the impact statistics following the initial bookmark placement indicate that the initial cut score was fairly low—less than 8% of the CHESP and norming sample students would have failed to meet the initial standard. The cut scores from the second and third bookmark placements raised this percentage to about 42% for both samples.

Table 1. Elementary Level Bookmarking Agreement and Impact

Round	Placement Agreement			Impact Percentiles		
	1	2	3	1	2	3
Min	11	25	25			
Max	21	29	29			
Average	15.6	26.8	26.8			
CHESP				7.9	42.8	42.8
Norming				7.8	41.3	41.3

The agreement and impact data for the six middle school panelists across the three rounds of bookmark placement are shown in Table 2. The placement agreement data indicate that agreement after the initial bookmark placement was fairly low, with the difference between the two extreme bookmark placements being 16 items apart (out of a possible distance of 42). After the second bookmark placement, the difference was reduced to only four items, and the final placements were all on adjacent items in the ordered item booklet.

Similarly, the impact statistics following the initial bookmark placement indicate that the initial cut score was only slightly higher than the final cut score, and there was only a small difference between the second and third round cut scores with respect to student impact. It should be noted that the CHESP and norming sample percentiles were fairly different at the middle school level. Learning to Give staff indicated that this difference was expected because of differences in compliance with Learning to Give implementation levels between these two groups. For the sake of

interpreting impact data, the norming sample can be considered to have been exposed to the Learning to Give curriculum at a moderate level, while the CHESP percentiles would be indicative of students with minimal exposure to the Learning to Give curriculum. The initial percentages of those failing to meet the standard at the middle school level (45% for the CHESP sample and 22% for the norming sample) changed only slightly at the final bookmark placement (to 40% for the CHESP sample and 24% for the norming sample).

Table 2. Middle School Level Bookmarking Agreement and Impact

Round	<i>Placement Agreement</i>			<i>Impact Percentiles</i>		
	1	2	3	1	2	3
Min	11	18	19			
Max	27	22	20			
Average	19.0	19.3	19.2			
CHESP				45.4	40.3	39.5
Norming				22.4	24.9	23.9

The agreement and impact data for the six high school panelists across the three rounds of bookmark placement are shown in Table 3. The placement agreement data for the initial bookmark placement contain an anomaly—it was discovered at the conclusion of the round that, due to a photocopying error, only 13 of the 42 items had been included in the ordered item booklet. The agreement data from the second round, which included all items, indicate a very high level of agreement (all items were placed on adjacent items), with perfect agreement following the third round of bookmark placement.

Table 3. High School Level Bookmarking Agreement and Impact

Round	<i>Placement Agreement</i>			<i>Impact Percentiles</i>		
	1	2	3	1	2	3
Min	9	18	18			
Max	13	19	18			
Average	10.3	18.7	18.0			
CHESP				25.4	32.3	39.3
Norming				5.7	35.4	34.4

Similarly, the impact statistics following the second and third bookmark placement rounds reveal only small changes. As was true for the middle school impact data, the high school CHESP and norming sample percentiles were fairly different due to differences in compliance with Learning to Give implementation levels between these two groups. For the sake of interpreting impact data, the norming sample can be considered to

have been exposed to the Learning to Give curriculum at a moderate level, while the CHESP percentiles would be indicative of students with minimal exposure to the Learning to Give curriculum. The final percentages of those failing to meet the standard at the high school level were 34% for the norming sample and 39% for the CHESP sample.

Elementary, Middle, and Secondary Norms scores and ranks are found in Appendix A.

CHESP School Performance Report: Standardized Tests

Edward W. Wolfe

This report summarizes the performance of CHESP middle and high schools across two years of participation in the Learning to Give program. The data were collected during the 2004-2005 and 2005-2006 school years. The report is divided into three sections: (1) instruments—a description of the standardized tests upon which the results are based, (2) administration and analyses—a description of the process through which the measures reported here were collected and analyzed, and (3) results—a presentation of the performance of the CHESP schools across these school years.

Instruments

Four standardized test forms, two at each of two grade levels (middle and high school), were administered to students in classrooms in CHESP schools that used the Learning to Give curriculum during the 2004-2005 and 2005-2006 school years (see Appendix B). These standardized tests went through a rigorous development process, and a validation study was conducted during the 2004-2005 school year (see *Final Evaluation Report 2004-2005*, “Standardized Tests of Philanthropic Knowledge”). A standard setting process was conducted at the end of the 2005-2006 school year to determine cut scores for defining “minimal student proficiency” with the Learning to Give curriculum at each grade level (see “Standard Setting Report,” earlier in this document). Those studies provided evidence to strongly support the validity and reliability of measures from these instruments for depicting student understanding of concepts relating to philanthropy as presented in the Learning to Give curriculum.

Administration and Analyses

CHESP schools were contacted by Learning to Give staff during each school year, and test forms for the appropriate test form level (middle or high school) were sent to the schools for administration toward the end of

each school year. Teachers administered these tests during their regularly scheduled classes, and the completed test forms were returned to Learning to Give and then forwarded to the author of this report for analysis.

Once data were entered into a database, validation routines were conducted to verify that data entry was completed accurately. Specifically, a random pull of booklets was entered for the sake of verifying that key-entry mistakes were minimal. Any differences between the item-level scores obtained in this random pull were corrected, and it was noted that the entry error rate was minimal (less than 1% of the scores disagreed between the original and random pull entries). In addition, descriptive statistics were computed for each item to determine the number of missing responses and aberrant data points. Again, these analyses revealed only minimal error rates (less than 1%), and any identified errors were corrected and re-entered into the database.

Data were scaled to a common rating scale through the following procedure. First, data from the two test forms within a grade level were merged so that each student record contained three sections—(a) items unique to that test form, (b) items unique to the other test form, and (c) items common to both forms. Each student record contained a series of responses to either (a) or (b) (with missing data for the remaining items) as well as responses to (c). The 2004-2005 data were scaled simultaneously at each grade level using a partial-credit Rasch model (Wright and Masters, 1982): $\text{LN}(\pi_x/\pi_{x-1}) = \theta_n - \delta_i - \tau_k$. Specifically, that model scaled each dichotomous item to the classic “Rasch” model, which depicts the log of the odds of a correct answer versus an incorrect answer [$\text{LN}(\pi_x/\pi_{x-1})$], given a student with a particular level of achievement (θ_n) will answer an item with a particular level of difficulty (δ_i). These two parameters are estimated through a maximum likelihood procedure, given actual item responses. The polytomous items were scaled using the partial credit extension of this model, which takes into account the relative difficulties of successive levels of performance within the rating scale that is used to assign scores to the student responses [τ_k].

Once the 2004-2005 data were scaled to the Rasch partial credit model, the log-odds scale was linearly transformed to a scale with a mean of approximately 50 and standard deviation of approximately 10. Data from the 2005-2006 school year were then scored, and the raw scores were transformed to the same scale as the 2004-2005 data through a one-to-one mapping of raw scores (i.e., via a correspondence table).

Scaled scores from the two school years within the two grade levels were then compared within schools to determine relative levels of performance across time. Specifically, average scaled scores were compared using t-tests, and percentages of students exceeding the standard were computed. However, it should be emphasized that these initial comparisons of the average scaled scores within a school across school years are unsuitable

indicators of student growth over time because no apparent attempt was made to draw comparable samples within a school across school years.

To allow for such comparisons, within schools, cohort analyses were also conducted in which samples from the same group of students were compared across school years (e.g., students who were 9th graders during the 2004-2005 school year were compared to students who were 10th graders during the 2005-2006 school year). However, even these comparisons cannot be interpreted as direct indicators of student growth over time because the number of students in common within a school between school years is very small, and there was no apparent attempt to randomly sample students within a school during each of the two school years.

Results

The results are reported in two formats. First, the average scaled scores are reported for each grade level across all CHESP schools, by school district, and by school, and these statistics are subjected to a t-test to determine whether any observed differences between scores for the 2004-2005 school years are greater than would be expected due to chance variation. Second, the percentage of students exceeding the cut score that was determined by the standard setting panel is reported for these same groupings. Note that responses from all CHESP schools are included in the grade level summaries, but only schools that provided responses to one of the two grade-level test forms in both years are included in the district summaries.

Table 1 displays the descriptive statistics for the scaled scores at the middle school grade level at the grade level and at district/school levels for the two school years during which data were collected. In general, the middle school data provide inconclusive results. One school's scores decreased by a statistically significant amount in the second year, but both at the other school and overall, the score differences were not statistically significant. This trend is reflected in the rates of proficiency—the overall percent decreased, while the percent increased slightly in one school and decreased substantially in the other school. More relevant is the fact that within cohorts at the school for which these comparisons were possible (Honey Creek Middle School), there was no appreciable change in scores of students in the 2004-2005 sixth grade cohort. However, there was a fairly large increase in the scores and percent exceeding the cut score in the seventh grade cohort at this school.

Table 1: Middle School Scaled Score Summary

<i>Grade District/School</i>	<i>2004-2005</i>	<i>2005-2006</i>
Middle school		
Mean	49.45	47.47
SD	12.68	13.43
N	136	136.24
t-statistic		1.22
Percent exceeding standard	74	60
^A Carson City Crystal/Carson Middle School		
Mean (All students)	53.92	49.63
SD	8.18	11.37
N	96	86
t-statistic		2.89*
Percent exceeding standard	89	70
Honey Creek/Honey Creek Middle School		
Mean (all students)	38.73	42.43
SD	15.05	16.56
N	40	35
t-statistic		-1.01
Percent exceeding standard	38	40
^B Mean (2004-2005 6th grade students)		
Mean	36.36	36.70
SD	14.32	11.05
N	14	10
Percent exceeding standard	29	10
^B Mean (2005-2006 7th grade students)		
Mean	47.57	51.14
SD	14.37	20.07
N	14	14
Percent exceeding standard	64	71

* This difference is statistically significant at $\alpha = .05$.

^A Cohort data are not summarized for Carson Middle School because only 8th grade students were tested during each of the school years.

^B t-statistics are not reported for these comparisons because undocumented dependence exists between school years, and sample sizes are small.

Table 2 displays the same descriptive statistics for the high school grade level. At the high school level, unlike the middle school results, all schools showed an increase in scaled scores, with the overall and district/school-level increases during the second year of the study being statistically significant in all but one school. The one school in which the increase was not statistically significant provided only ten and four cases in the two years of the study, so this comparison has very low statistical power. In addition, all the within-school cohort also reflect these substantial increases, indicating the likelihood that students in all schools exhibited substantial increases in knowledge about philanthropy between the 2004-2005 and 2005-2006 school years.

Table 2: High School Scaled Score Summary

<i>Grade District/School</i>	<i>2004-2005</i>	<i>2005-2006</i>
High school		
Mean	49.93	53.43
SD	9.91	12.59
N	626	593
t-statistic		-5.39*
Percent exceeding standard	66	74
Bath/Bath High School		
Mean (all students)	50.54	57.18
SD	10.86	8.30
N	181	116
t-statistic		-5.95*
Percent exceeding standard	66	88
^B Mean (2004-2005 9th grade students)	50.66	57.13
SD	8.92	7.31
N	70	63
Percent exceeding standard	67	87
^B Mean (2004-2005 10th grade students)	48.87	56.80
SD	11.42	9.18
N	54	41
Percent exceeding standard	61	90
^B Mean (2004-2005 11th grade students)	51.04	58.75
SD	12.51	10.43
N	49	12
Percent exceeding standard	65	83
Carson City Crystal/Crystal High School		
Mean (all students)	48.84	52.48
SD	10.19	10.86
N	80	101
t-statistic		-2.30*
Percent exceeding standard	66	70
^B Mean (2004-2005 9th grade students)	46.38	51.38
SD	10.60	12.23
N	47	13
Percent exceeding standard	60	62
^B Mean (2004-2005 10th grade students)	50.19	57.00
SD	9.70	15.06
N	16	7
Percent exceeding standard	69	71
^B Mean (2004-2005 11th grade students)	54.94	59.48
SD	6.84	10.67
N	16	23
Percent exceeding standard	88	91

Table 2 is continued.

Table 2: High School Scaled Score Summary (continued)

<i>Grade District/School</i>	<i>2004-2005</i>	<i>2005-2006</i>
^A Manistee/Cassman High School		
Mean (all students)	39.40	51.00
SD	8.54	12.41
N	10	4
t-statistic		-2.03
Percent exceeding standard	20	50
Shelby/Shelby High School		
Mean (all students)	51.59	59.83
SD	9.74	11.45
N	75	156
t-statistic		-5.37*
Percent exceeding standard	72	92
^B Mean (2004-2005 11th grade students)	51.59	58.24
SD	9.74	10.77
N	75	38
Percent exceeding standard	72	89

* This difference is statistically significant at $\alpha = .05$.

^A Cohort data are not summarized for Cassman High School because the sample sizes were insufficient to make meaningful interpretations of score trends across school years.

^B t-statistics are not reported for these comparisons because undocumented dependence exists between school years, and sample sizes are small.

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School Climate Survey

Jean A. Baker and Jana L. Aupperlee

Purpose and Methodology

This report summarizes the results of the school climate survey administered to students and teachers in CHESP (Community Higher Education School Partnership) grant schools. School climate refers to the structural, interpersonal, and instructional variables that affect the mores and norms in a learning environment. This academic year, twelve schools participated in the study: one elementary school, five middle schools, and six high schools. In the first year, eleven schools participated (three elementary schools, four middle schools, and four high schools). This year's survey represents a follow-up to last year's test. It should be noted that the design of this study did not permit a valid pre- and post-test evaluation of the effectiveness of LTG lessons in these schools. This was because individual children's perceptions were not tracked between the two years. Instead, data were gathered for whole classrooms. Thus, it is possible that different children were evaluated in each year, prohibiting a clear assessment of between-year or longitudinal change.

The school climate student survey was intended to reflect the LTG curriculum. It was developed from publicly available existing measures including the Opinion Survey for Students (available online at <http://bdsphd.tripod.com/srv/oss-form.htm>) and Vessels' School Climate Scale for Children (Vessels, 1998). The selected items reflect general interpersonal and instructional variables related to school climate with specific coverage of interpersonal respect, commitment to the common good, giving, and service to others. Huebner's School Satisfaction scale (Huebner, 1994) was also included; school satisfaction refers to students' cognitive appraisal of the quality of their school experiences. All items were rated on a 4-point Likert-type scale. Participants rated items by indicating how often they thought the statement was true of themselves and their school (i.e., Never, Sometimes, Often, and Almost Always). Please see Appendix C for the survey instrument.

In order to evaluate the adequacy of the school climate measure, the items were subjected to a factor analysis, using the principal components procedure, during the 2004-2005 school year. This procedure permitted researchers to identify similar constructs or groups of ideas within the school climate survey. The factor analysis yielded five interpretable factors that together accounted for 53% of the variance in the scale. The

measures were reanalyzed during the 2005-2006 school year to confirm their adequacy as scales.

The following five factors were identified: Adult-Student Relationships; Commitment to the Common Good and Helping; Peer Relationships; Rules and Expectations; and Safety and Belonging. The School Satisfaction measure was also interpreted. Table 1 lists the subscale items.

Table 1: School Climate Survey Subscale Items

Adult-Student Relationships	Rules and Expectations
<ul style="list-style-type: none"> • The adults at my school want me to do my best. • The adults at my school really listen to what I have to say. • The adults at my school give me individual help when I need it. • The adults at my school make learning fun and interesting. • The adults at my school believe that I can learn. • I can talk to the adults at my school about private things. • The adults at my school respect me and care about me. • Good behavior and good choices are rewarded at this school. 	<ul style="list-style-type: none"> • This school is a good place for me to learn. • I know how I should act at school. • I think it is important to obey class and school rules. • The adults at my school treat me fairly. • I try to do my best work in school. • Students know what the rules are at this school. • Students who break the school rules get in trouble. • I am able to study and work in my classrooms.
<p>Common Good, Giving, Helping</p> <ul style="list-style-type: none"> • It is good to hear the ideas other people have, even if you disagree with them. • Giving to others is important at this school. • At this school, we help our community. • It is important for me to make the community a better place to live. • I have a responsibility to help others. • I try to help people who are going through a rough time. • I can make a difference in my community. • I have a lot to contribute to my community. 	<p>Safety and Belonging</p> <ul style="list-style-type: none"> • This school is a friendly place. • I feel safe at this school. • The adults at my school make me feel good about myself. • I feel that I belong at this school. • I am an important part of the school community. • I get along with the adults at this school. • I am an important person at this school.
<p>Peer Relationships</p> <ul style="list-style-type: none"> • Students in my classes help each other. • Students in my classes like each other. • Students at this school show respect for each other. • Respecting other people is important at this school. • People should try to get to know all different types of people. • Other students and teachers like my ideas. • I get along well with other students in this school. 	<p>School Satisfaction</p> <ul style="list-style-type: none"> • I like being in school. • I learn a lot at school. • There are many things about school I don't like. • I enjoy school activities. • School is interesting. • I look forward to going to school. • I wish I didn't have to go to school. • I feel bad at school.

The Adult-Student Relationships subscale measures students' perceptions of the adults in their school in terms of their supportiveness and warmth. When reanalyzed, the eight items were significantly and moderately correlated. The internal consistency reliability (Cronbach's alpha) for the subscale was .87, indicating that the items on this subscale measure this construct well.

The Commitment to Common Good and Helping subscale measures students' beliefs and behaviors about helping others in their community. The scale also measures students' perceptions about the value their schools place on helping. The eight items were significantly and moderately correlated. The internal consistency reliability (Cronbach's alpha = .87) for the subscale was also high.

The Peer Relationships subscale measures students' perceptions of their peers as supportive and respectful. The seven items were significantly and moderately correlated. The internal consistency reliability (Cronbach's alpha = .78) for the subscale was good.

The Rules and Expectations subscale measures students' perceptions that rules and expectations are known and valued and that consequences are consistently applied. The eight items were significantly and moderately correlated. The internal consistency reliability (Cronbach's alpha = .81) for the subscale was strong.

The Safety and Belonging subscale measures students' psychological safety and their sense of belonging at school. The seven items were significantly and moderately correlated. The internal consistency reliability (Cronbach's alpha = .83) for the subscale was good.

The eight-item School Satisfaction subscale measures students' appraisal of the quality of their school life. For the current sample, the internal consistency reliability (Cronbach's alpha = .80) for the subscale was good.

In addition, a seventy-three item school climate survey for teachers was created. Like the child survey, this survey was also intended to reflect the LTG curriculum. The selected items reflected interpersonal and instructional variables related to school climate with specific coverage of interpersonal respect, commitment to the common good, giving, and service to others. Further, the scale covered teacher perceptions of school climate at the staff level and at the student level. All items were rated on a 4-point Likert-type scale.

Results

Table 2 provides descriptive information about the participants. Individual school results are found in Appendix D.

Table 2: LTG School Climate Survey Participants, 2005-2006

	Total Sample N = 731		Elementary School N = 56		Middle School N = 229		High School N = 429	
Gender	Male	44%	Male	44%	Male	43%	Male	44%
	Female	56%	Female	56%	Female	57%	Female	56%
Race	White	64%	White	72%	White	72%	White	58%
	Other	36%	Other	28%	Other	28%	Other	42%

Analyses were conducted to examine whether the school climate subscales varied from year to year. Two-way between-groups analyses of variance (ANOVA) were conducted to explore the effects of school level and school year on the school climate subscales. Participants were divided into three groups by school level (Group 1: elementary school students; Group 2: middle school students; Group 3: high school students). The second point of comparison was school year (Group 1: 2004-2005 and Group 2: 2005-2006). Prior to running the ANOVAs, preliminary analyses were conducted to verify that assumptions of ANOVA were met, ensuring valid results. These analyses revealed that the assumption of homogeneity of variance was not met for the peer relationships and the school satisfaction subscales. However, ANOVA is reasonably robust to violations of this assumption (Howell, 2002). All descriptive data used in these analyses are presented in Table 3. Table 4 provides a summary of the comparisons conducted.

Table 3: School Climate Subscales by School Level and Academic Year

		2004-2005			2005-2006			
		N	Mean	SD	N	Mean	SD	
Adult-Student Relationships	Elementary	148	25.5	4.6	Elementary	54	24.3	5.8
	Middle	226	22.9	5.2	Middle	221	22.7	5.1
	High	365	21.6	5.2	High	422	20.3	5.2
	Total	739	22.8	5.3	Total	697	21.4	5.4
Common Good and Helping	Elementary	148	25.0	5.0	Elementary	54	25.9	5.5
	Middle	226	21.8	5.4	Middle	221	21.4	5.4
	High	365	21.6	5.3	High	422	21.3	5.3
	Total	739	22.3	5.5	Total	697	21.6	5.4
Peer Relationships*	Elementary	148	21.2	3.6	Elementary	54	20.2	4.5
	Middle	226	18.4	4.3	Middle	221	17.6	4.0
	High	365	17.7	3.9	High	422	17.2	3.5
	Total	739	18.6	4.2	Total	697	17.6	3.8
Rules and Expectations	Elementary	148	27.3	4.5	Elementary	54	26.1	5.2
	Middle	226	25.3	4.5	Middle	221	24.8	4.6
	High	365	24.4	4.6	High	422	23.5	4.3
	Total	739	25.3	4.6	Total	697	24.1	4.5
Safety and Belonging*	Elementary	148	21.4	4.7	Elementary	54	20.5	4.6
	Middle	226	19.2	4.6	Middle	221	18.5	4.8
	High	365	18.8	4.4	High	422	17.7	4.4
	Total	739	19.5	4.7	Total	697	18.2	4.6
School Satisfaction	Elementary	148	24.6	5.3	Elementary	54	21.8	5.1
	Middle	226	21.5	4.5	Middle	221	21.5	4.6
	High	365	20.7	4.6	High	422	20.7	4.3
	Total	739	21.7	4.9	Total	697	21.0	4.5

* Subscales contain 7 items, rather than 8 items.

Table 4: School Climate Analysis of Variance Results

<i>School Climate Subscale</i>	<i>Analyses</i>	<i>Effect Size (η^2)</i>	<i>Significant Comparisons</i>
Adult-Student Relationships			
Year	F (1, 1400) = 6.0, p = .02	.004	1 > 2
School Level	F (2, 1400) = 42.9, p < .001	.06	E > M > H
Interaction	F (2, 1400) = 1.90, p = .15		
Common Good and Helping			
Year	F (1, 1403) = .05, p = .82		
School Level	F (2, 1403) = 34.5, p < .001	.05	E > M & H
Interaction	F (2, 1403) = .78, p = .45		
Peer Relationships*			
Year	F (1, 1419) = 8.4, p = .004	.004	1 > 2
School Level	F (2, 1419) = 42.1, p < .001	.06	E > M & H
Interaction	F (2, 1419) = .34, p = .71		
Rules and Expectations			
Year	F (1, 1392) = 7.8, p = .005	.006	1 > 2
School Level	F (2, 1392) = 25.3, p < .001	.04	E > M > H
Interaction	F (2, 1392) = .50, p = .61		
Safety and Belonging*			
Year	F (1, 1410) = 8.7, p = .003	.006	1 > 2
School Level	F (2, 1410) = 22.0, p < .001	.03	E > M > H
Interaction	F (2, 1410) = .29, p = .75		
School Satisfaction			
Year	F (1, 1430) = 8.8, p = .003	.003	1 > 2
School Level	F (2, 1430) = 20.7, p < .001	.03	E > M > H
Interaction	F (2, 1430) = 6.5, p = .002	.009	

Year = 2004-2005 school year versus 2005-2006 school year

School level = Elementary school versus middle school versus high school

Interaction = Interaction: Year times school level

E = Elementary school students; M = Middle school students; H = High school students

Adult-Student Relationships

The survey indicated that adult-student relationships changed between the two years. The average score on this subscale was higher during the 2004-2005 school year than it was for the 2005-2006 year. Although the difference was statistically significant, the effect size was very small, indicating very little practical difference between the two years.

In addition, students at various grade levels reported differences in their perceptions of adult-student relationships. As is typical in the school climate literature, elementary-aged students reported the most positive relationships, followed by middle school-aged students, with high school-aged students reporting the least positive relationships with adults. This pattern of effects was similar for both years in the analysis.

Commitment to Common Good and Helping

The survey suggested that students' reports of their commitment to the common good and helping remained about the same in the first and second years of the analysis. Elementary school students rated their commitment to the common good and helping others higher than their middle and high

school peers. This suggests that elementary school students value giving and helping those in the community more than their older counterparts. This pattern of effects was consistent for both years.

Peer Relationships

Results of the study showed that students' appraisals of their relationships with other students changed between the two years. While the scores were higher in year one, this difference is too small to be significant on a practical level.

Also, students at various grade levels reported differences in their relationships with their peers. Again, consistent with the literature on school climate, elementary school students rated their relationships with their peers as more positive than did those in middle and high school. The pattern of effects was similar for both years of the analysis.

Rules and Expectations

The survey indicated that student perceptions of their schools' rules and their expectations regarding school changed between the 2004-2005 and 2005-2006 school years. While this difference was statistically significant, it should be interpreted with caution given the small effect size.

The survey also indicated that student perceptions of rules and expectations varied by student school level. Younger students rated their perceptions of rules and expectations as significantly higher than older students did. This finding is highly consistent with the school climate literature, and makes sense given the time and energy devoted to conveying rules and expectations regarding schooling in younger grades. Further, given the decreased structure and consistency in higher grades, this finding is also logical. This pattern of findings was similar in both years of the study.

Safety and Belonging

Student reports of safety and belonging varied from year to year. While the average scores were higher in the first year of the study than in the second year, these differences are of little practical significance given the small effect size. In addition, student reports of their sense of safety and belonging at school changed by school level. Again, consistent with the school climate literature, younger students rated their sense of safety and belonging as higher than did their older peers. Again, this makes sense given the emphasis on creating school communities in younger grades. In addition, older students may report feeling less safe because of the increase in dangerous or illicit behaviors in schools as students become older. This pattern was similar in both years of the study.

School Satisfaction

Student reports of their quality of school life differed from year one to year two. The year one scores were significantly higher, although this should be interpreted with caution given the extremely small effect size of the difference.

Student perceptions of school satisfaction also varied by grade level. Consistent with literature on school satisfaction, younger students rated their satisfaction as higher than their older peers did. Average scores for elementary school students were significantly higher than for middle school students, and middle school averages were significantly higher than high school averages. The effect size or importance of this finding is moderate, which means that the difference is of practical significance. In addition, the pattern of scores varied significantly between years one and two. This is likely due to the dramatically higher school satisfaction scores of elementary school students in year one versus year two.

Analysis of Teacher Climate Surveys

Results were also analyzed for the teacher school climate surveys. Sixteen school professionals, including one administrator and fifteen teachers, completed the seventy-three item survey. Four (25%) were elementary school teachers, three (19%) were middle school teachers, and the remaining nine (56%) worked at the high school level. The average school climate score for school staff members was 2.90 out of 4 possible points (SD = .29). The lowest average score was 2.19 and the highest was 3.27. Factor analysis could not be run because of the small sample size and the large number of items.

The teacher school climate responses suggest that teachers view their schools positively. They perceive an overall atmosphere of respect and caring between the staff and the students. More data collection is necessary to reveal details about staff perceptions of school climate and the LTG project.

Conclusions

Elementary school students rated their perceptions of school climate significantly higher than did their peers in middle and high school. The elementary school students were found to have more positive reports than middle and high school students across the six subscales, which suggests that the school experiences of elementary school students are qualitatively different from those of their older counterparts. The vastly different structures of elementary, middle, and high schools may contribute to these differences. In particular, elementary schools tend to be smaller, students

are assigned to one primary instructor per year, activities tend to be more social and interactive, and student socialization is an explicit focus.

These factors may affect the opportunities students have to foster meaningful relationships with their teachers. Middle and high school students in large schools with multiple teachers may not be afforded sufficient opportunities to establish strong and meaningful relationships with adults (Ormrod, 2003). Interestingly, middle school students were found to have significantly more positive adult relationships than high school students. This may be due to greater incidence of approaches like teaming that provide a “school within a school.” These approaches afford students more interaction with a smaller number of teachers, thus facilitating adult relationships.

Stronger relationships with teachers may also facilitate students’ sense of safety and belonging within the school environment. When students feel well-connected to and supported by those around them, they are also more likely to experience a stronger sense of membership and belonging to their classroom and school (Osterman, 2000). In addition, the middle school students in this sample experienced a significantly greater sense of the rules and expectations than their high school peers. This too could be a function of their assignment to a particular teacher as well as their greater contact with other adults in the building compared with high school students.

Elementary students perceive more connectedness with peers than do students in middle and high school (Isakson & Jarvis, 1999). This is likely related to school structural factors such as classroom size and a one-teacher versus multiple-teacher structure. Also, school goals such as an explicit emphasis on creating community and fostering academic socialization also likely play a role.

More positive relationships and an increased sense of expectations and belonging also likely affect students’ quality of school life. In addition, being able to meaningfully interact with ideas in the classrooms through social activities may lead students to rate their school experiences more positively as they are more likely to be engaged and interested in their learning. Further, increased interaction with their peers also likely increased elementary school students’ perceptions of their school lives.

Elementary school students may uphold school rules and expectations more fully than their older counterparts because of the higher likelihood that rules will be consistently applied in smaller settings. With more teachers in high school, the likelihood of conflicting messages being sent to students about their school-related behavior increases. While middle school students’ ratings of rules and expectations were significantly lower than their elementary school peers’ ratings, middle school ratings were significantly higher than the ratings of high school students. This too could

be related to conflicting messages about appropriate behavior and achievement.

Elementary school students also rated their commitment to LTG ideas, such as the common good, helping, and giving, significantly higher than middle and high school students did. One reason for this difference may again stem from the fact that elementary students are typically based in one classroom rather than five to seven. As a result, their exposure to LTG ideas may be more intensive. An elementary school teacher using LTG curriculum can extend the ideas outside of the lessons, thus providing students with more exposure throughout the day. However, middle and high school students may have only one teacher integrating LTG ideas, providing less exposure to both formal and informal LTG concepts.

The second set of analyses included in this report examined the change in school climate subscale scores from years one to two. These data showed that five of the six subscales, including adult-student relationships, peer relationships, safety and belonging, rules and expectations, and school satisfaction, decreased from the 2004-2005 school year to the 2005-2006 school year. However, in all of these cases, the difference was so small as to be of no practical significance. Students' personal and school-wide commitment to the common good was consistent across both years.

As a caveat, the 2005-2006 school climate results should be interpreted with some caution due to the unequal sample sizes. Elementary school students accounted for only eight percent of the total sample. While this was statistically adequate, it may have skewed the results somewhat.

Additionally, given that the LTG curriculum was only in its first or second year in some schools and classrooms, it is unreasonable to expect large differences in school climate. The effect may not yet be apparent due to rather limited exposure to the LTG ideas. In addition, since LTG is only applied in some classrooms, school-wide changes may be slow to appear.

In conclusion, the findings of this report indicate that elementary students had more positive perceptions of school climate than middle and high school students did. These findings suggest that more time should be spent on facilitating older students' school experiences. This can be accomplished by promoting practices that allow students to establish meaningful relationships and to experience consistent messages regarding rules, expectations, and values espoused by LTG.

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Reflections of School Administrators: Principals' Focus Group

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with Diane L. Zimmerman*

Introduction

Two principals participated in a focus group discussion on February 8, 2006. Their experience with the Learning to Give (LTG) project reflected the two anchor points of a continuum: one had joined a school with an intact program one year previously; the other had over eight years of experience, first as a teacher of LTG units and later as a principal. In this report, these two are referred to as the novice (little program experience) and the veteran (much program experience). The two schools these principals represented varied on several dimensions: the novice was the principal of an elementary school; the veteran, a middle school. At the time of the interview the elementary school had a multi-age program covering all grades and approximately ten teachers were involved in the LTG program. In the middle school, the history faculty had assumed responsibility for the LTG program. Appendix E contains the focus group questions. Appendix F is a short survey administered to the principals invited to participate as a means of gathering information to develop the focus group session.

Responses

Principals' Roles

The two levels of experience were apparent in the principals' answers to the question, "What role have you personally played with the LTG project in your school?" The novice's role was that of cheerleader. The veteran had been a member of the faculty that assumed responsibility for teaching the LTG curriculum and then also reinforced the LTG curriculum as a way for the school to meet its mission. They both felt that they could have participated more in the LTG program. Again, their experience made a difference in the type of participation they noted. The novice expressed

regret about not having participated in one of the three day workshops to get a foundation in the program and also about not having requested an initial status/progress report from the LTG staff when joining the school. The veteran also had regrets about not having developed units and lessons for LTG. We think that attendance at the LTG day-long conference, combined with this conversation with an experienced principal, may prompt the novice principal to get more concrete information about the school's program.

School Structures that Support LTG

To date, the MSU evaluation of LTG has appropriately emphasized student learning, classroom practices that promote teaching and learning, teachers' perspectives on the LTG program, and insights into school climate. The majority of questions asked in this focus group were designed to extend information obtained in the climate survey. These questions included:

- Which teachers are teaching LTG?
- What approaches for introducing and establishing LTG have worked particularly well?
- Are there regular school structures that you have used to support the LTG program?
- Did you develop any special structures as a result of having LTG in your school?
- How can or will LTG be sustained in your school?

Several teacher-related structures were mentioned. The veteran, who also headed the history department, assured us that LTG was introduced during each year's orientation meeting and was a topic for the monthly department meetings. The novice had incorporated it into teachers' performance reviews. (LTG provides in-service training and professional development opportunities for teachers.)

The LTG program supports—or could support—these schools' curricular approaches. The middle school had a community service mission (students were required to complete 20 hours of community service) but had not previously developed a curriculum with units and lessons to support it. LTG filled this need. The elementary school used a curricular mapping approach, and that principal recognized the usefulness of LTG for curricular planning in that system, i.e., where a lesson could fit into a particular area that would address a benchmark. Finally, LTG had shaped some of the courses that individual teachers had taught. The veteran gave an example of a teacher who focused on philanthropists from their community in an elective course titled People in History.

These principals reported concrete ways in which they felt the LTG program had enhanced and/or supported their school's climate and mission. Having the LTG program in one's school was seen as a way of encouraging teachers to talk to each other about teaching in a non-threatening way. It also fostered an interdisciplinary approach. Further, it offered a concrete way to enact a school's commitment to or mission of community service and facilitated networking with local nonprofit and governmental organizations. The LTG program also helped focus end-of-year celebrations on students' community service accomplishments.

LTG Program Sustainability

When the issue of sustainability was raised, the veteran principal suggested that if schools were given additional mandated performance requirements the LTG programs might be cut. However, this principal also offered the opinion that the best teachers would probably still use the units or lessons to enhance their educational objectives. Having a principal who serves as the cheerleader for the program was seen as an important factor in LTG program continuance.

These principals also named features of the LTG program that would have to be maintained for the schools to sustain their efforts. They mentioned both print and electronic materials as one key element. They also thought that moving to a payment system for materials would be a deterrent. The LTG Web site was characterized as user friendly and helpful. The LTG program's emphasis on teachers' roles was highlighted. The principals saw having teachers available to talk about the materials—what worked in the exercises, for example—who are actively involved in the design of units as invaluable. Interactions among teachers, in the workshops and in other venues, were also cited. These two principals were not sure that the teacher incentives were absolutely necessary, but agreed that “they got people's attention.”

Improvements to the LTG Curriculum

One strength of the LTG curriculum was also identified as a potential weakness: LTG does not fit into any specific curriculum. While it is very flexible, teachers have to identify their school's objectives, evaluate what they are doing in the classroom, and use LTG within that context. These principals felt that some teachers would need support and encouragement to look for LTG units that fit for them.

Two areas for program development were identified. First, the veteran said that the LTG curriculum does not readily support the objectives of advanced placement (AP) programs since these tend to be prescriptive. This lack could be addressed by inviting AP faculty to develop units or lessons that include strong writing or critical thinking components. The second opportunity for curriculum development was related to the

Michigan Department of Education standards. In the future there will be an emphasis on world history. At the time of the interview there were some target lessons available, but this is an area where more units could be developed to anticipate a need.

Summary

The principals identified several benefits that LTG brought to their schools:

- LTG encourages teachers' classroom creativity in a non-threatening way and may also make them better teachers in their other subjects.
- Having teachers involved in unit design sessions helps them write better course objectives and think more clearly about the courses.
- Having teachers work together toward a common goal benefits the culture and climate of the school.
- LTG promotes core democratic values.
- It provides concrete evidence of accomplishing the school's outreach/service mission.
- Kids have said, "This has been really fun! It didn't seem like work." And in the process they learn about what makes a healthy community.

These principals were enthusiastic about the LTG program. They suggested using word of mouth—principals and teachers who are working with the program—to get more schools involved. The veteran said: "I would challenge schools [by asking the questions]: Are you interested in outreach? Interested in working outside your classroom? Exploring how this is relevant in your community? Then I'd use the LTG curriculum to show how this can happen!"

APPENDICES

Appendix A

Standard Setting Norms

Edward W. Wolfe

Standard Setting Norms

Elementary Norms

Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	20*	0
1	0.08*	21*	1
2	0.15*	22*	2
3	0.23*	23*	3
4	0.31*	24*	4
	0.38*	25*	5
5	0.46	26	
	1.08	27	6
6	1.24	28	
	1.85	29	7
7	2.47	31	
	2.47	31	8
	2.94	32	9
8	3.55	32	
	4.79	34	10
9	5.26	34	
	6.65	35	11
10	7.42	36	
	8.5	37	12
11	9.89	37	
	11.44	38	13
12	12.21	39	
	14.37	39	14
13	16.07	40	
	17.47	41	15
14	19.78	41	
	21.33	42	16
15	23.18	43	
	26.58	43	17
16	29.37	44	

Form A Score	Percentile Rank	Scaled Score	Form B Score
	32.3	45	18
17	36.32	45	
CUT A ↓	38.18	46	19
18	40.65	47	↑ CUT B
	43.89	48	20
19	46.68	48	
	49.46	49	21
20	53.32	50	
	55.18	51	22
21	58.42	51	
	62.13	52	23
22	66.15	53	
	69.4	54	24
23	72.8	55	
24	76.04	56	
	78.67	57	25
25	79.91	59	
	83.77	59	26
26	86.24	61	
	90.57	62	27
27	92.12	64	
	96.29	66	28
28	97.22	68	
	98.92	72	29
29	99.07	74	
	99.69	83	30
30	100	85	

* These values were interpolated because the associated scores were not observed in the validation study.

Middle School Norms

Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	0*	0
	0.16*	1*	1
	0.32*	3*	2
1	0.48	4	
2	0.73	13	
	0.97	16	3
3	1.21*	17*	4
	1.45	20	4
4	1.69	22	
	1.94	24	5
5	2.18	26	
	2.66	27	6
6	3.39	29	
	4.84	30	7
7	5.33	31	
8	6.05	34	
	7.26	35	9
9	7.75	36	
	9.93	37	10
10	11.14	38	
	13.80	39	11
11	15.01	40	
	18.40	41	12
12	19.61	42	
CUT A ↓	23.00	43	13
			↑
13	24.70	44	CUT B
	29.30	45	14

Form A Score	Percentile Rank	Scaled Score	Form B Score
14	30.99	46	
	37.29	47	15
15	39.47	48	
	44.55	49	16
16	47.70	50	
	53.03	51	17
17	55.45	52	
	59.32	53	18
18	62.95	54	
	67.07	55	19
19	71.67	55	
	74.82	57	20
20	80.63	57	
21	85.71	59	
	88.62	60	21
22	91.53	61	Y
	93.46	62	22
23	97.09	64	
	97.58	65	23
24	98.79	66	
25	99.52	69	
26	99.76	72	
27	100.00	76	
28	100.00*	80*	24
29	100.00*	84*	25
30	100.00*	88*	26
	100.00*	92*	27
	100.00*	96*	28
	100.00*	100*	29

* These values were interpolated because the associated scores were not observed in the validation study.

Secondary Norms

Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	0*	0
1	0.03*	4*	1
2	0.06*	8*	2
3	0.10*	12*	3
4	0.13*	16*	
	0.16	20	4
	0.32	24	5
5	0.48	25	
	1.12	26	6
6	2.24	27	
	2.88	29	7
7	3.99	30	
	4.95	31	8
8	5.43	32	
	6.71	33	9
9	7.67	35	
	8.95	36	10
10	10.54	37	
	12.94	38	11
11	14.86	39	
	17.57	40	12
12	19.49	41	
	22.20	42	13
	27.16	44	14
13	27.32	44	
14	28.75	45	

Form A Score	Percentile Rank	Scaled Score	Form B Score
CUT A ↓	32.59	45	15
			↑
15	34.19	46	CUT B
	38.02	47	16
16	41.37	48	
	46.49	49	17
17	50.00	50	
	54.15	51	18
18	58.63	52	
	62.62	53	19
19	67.41	54	
	73.32	55	20
20	76.52	57	
	80.83	58	21
21	85.78	59	
	89.46	60	22
22	91.69	62	
	93.93	64	23
23	96.01	66	
	98.24	68	24
24	98.88	71	
	99.52	76	25
25	100.00	78	
26	100.00*	80*	26

* These values were interpolated because the associated scores were not observed in the validation study.

Appendix B

Standardized Test Instruments: Forms A and B, Middle and High School Levels

Edward W. Wolfe

Learning To Give
Middle School Level Assessment
Form A

(April 2005)

Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
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 - Others ask for more detail or more thinking. These questions also provide you with more room for your answer.

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- Read each question carefully and think about your answer.
- If answer choices are given, choose the best answer by circling the letter in front of your answer.
- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Sandra and her family serve meals at the local homeless shelter. What aspect of **philanthropy** does this show?
 - A. Self discipline
 - B. Giving of one's time
 - C. Proper manners
 - D. Family togetherness

2. Which of these is the best example of a **philanthropic** act?
 - A. Collecting cans for the food bank
 - B. Selling cookies to attend camp
 - C. Raising money for a class trip
 - D. Babysitting for spending money

3. Giving one's time, treasure, and talents for the common good is a definition of which of these?
 - A. Philanthropy
 - B. Ecology
 - C. Hypocrisy
 - D. Anthropology

4. What is the primary purpose of a **non-profit** organization?
 - A. To provide service to the community
 - B. To invest money in the stock market
 - C. To support a political party
 - D. To pay for public services such as fire and police departments

5. When a person volunteers philanthropically, what should that person expect in return?
 - A. New career opportunities
 - B. Money
 - C. Public recognition
 - D. Nothing

Continue

6. Which of the following philanthropic acts best describes the Core Democratic Value of **common good**?
- A. Feeding the neighbor's dogs
 - B. Reading the newspaper
 - C. Cleaning the neighborhood park
 - D. Storing old newspapers in the garage
7. Which of these is an example of **philanthropic** reallocation of capital?
- A. Purchasing a house
 - B. Paying income taxes
 - C. Creating a foundation
 - D. Winning the state lottery
8. Which of the following activities in U.S. history is an example of **philanthropic** action impacting history?
- A. The underground railroad
 - B. The American Revolution
 - C. The annexation of Texas
 - D. The migration west
9. Which of these events provides an important contribution to society and is usually funded by the **nonprofit** sector?
- A. A carnival
 - B. A strike
 - C. A fire drill
 - D. A blood drive

Continue

10. Which action best enables a private citizen to reform his or her government?
- A. Disrupting a court proceeding
 - B. Seeking signatures on a petition
 - C. Complaining about a politician
 - D. Breaking a law intentionally
11. Philanthropic behavior is most often associated with which of the following **Core Democratic Values**?
- A. Individual freedom
 - B. Pursuit of happiness
 - C. Common good
 - D. Popular Sovereignty
12. Which of these is a characteristic of **non-profit** organizations?
- A. They include private citizen action and giving.
 - B. They manage the formal operations of a political body.
 - C. They sell shares in their organization on the stock market.
 - D. They are managed by elected officials.
13. Which of these best describes the **mission** of Habitat for Humanity?
- A. Building homes for families who need shelter
 - B. Offering recreational activities for juveniles to keep them off the streets
 - C. Distributing money to individuals who are unemployed
 - D. Collecting and distributing food to help those in need
14. Clara Barton founded which organization?
- A. The Salvation Army
 - B. The Red Cross
 - C. The Sierra Club
 - D. The Peace Corps

Continue

15. What is **civic virtue**?
- A. Placing the common good above individual wants and needs
 - B. The right to a fair trial
 - C. Freedom to practice religion as described in the Bill of Rights
 - D. The responsibility of the government to maintain public parks.
16. What is the primary purpose of a **mission statement**?
- A. Identify goals and functions
 - B. Specify how earnings will be invested
 - C. Report progress toward a goal
 - D. Honor the founding individual(s)
17. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park
18. The Tarik family experienced a financial setback due to medical expenses related to an illness. A local religious organization came to their rescue and paid the bills. Two years later, the family donated a large sum of money to the local religious organization that helped them through their time of need. Which motivation would best describe the philanthropic motivation of the Tarik family?
- A. The Repayer
 - B. The Devout
 - C. The Investor
 - D. The Communitarian

Continue

19. Success in which sector depends on providing order and stability in society?
- A. Business Sector
 - B. Government Sector
 - C. Nonprofit Sector
 - D. Philanthropic Sector
20. What does a **non-profit** organization do with its profits?
- A. It reinvests it into the organization
 - B. It uses it to build new roads
 - C. It purchases stock options for its employees
 - D. It awards scholarships for underprivileged students
21. Identify one philanthropic act that Horace Mann did.

22. Which of these is the best example of **private funds**?
- A. Profits earned by a local grocery store
 - B. Money given for an education scholarship
 - C. Taxes voted by city council
 - D. Dues collected by a professional organization

Continue

23. A primary purpose of **foundations** is to do which of these?
- A. Give grants to individuals and groups in a community.
 - B. Provide volunteer experiences for children.
 - C. Help the elderly with medical expenses.
 - D. Inform citizens about governmental agencies.
24. Which of these provides an example of a for-profit corporation demonstrating **community stewardship** through philanthropy?
- A. A land development company building a shopping mall
 - B. A waste company paying fines for improper disposal of garbage
 - C. A furniture company granting scholarships to college students
 - D. A manufacturing company selling finished products for a profit
25. A hospital would be considered a **non-profit** organization if which of these conditions are met?
- A. Patients are treated with courteous service.
 - B. Any form of insurance is accepted at no cost to the patient.
 - C. Profits are put back into hospital operations.
 - D. Workers are required to volunteer 2 hours per week.
26. In the 1800s several religious groups helped enslaved people escape into Canada. Which philanthropic principle does this illustrate?
- A. Enlightened self-interest
 - B. Altruism
 - C. Stewardship
 - D. Egoism

Continue

27. Identify one philanthropic act that Benjamin Franklin did.

28. Elizabeth was planning to buy a candy bar. On her way to the store, someone asked her to contribute to UNICEF, an organization that helps feed children around the world. She donated all her candy money and went home. In this situation, her decision to give up the candy represents which of these ideas?

- A. In-kind contribution
- B. Common property
- C. Matching gift
- D. Opportunity cost

29. Identify one grant making foundation and describe its purpose.

Grant making Foundation: _____

Purpose: _____



Learning To Give
Middle School Level Assessment
Form B

(April 2005)

Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
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- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Which of the following is the best example of a **philanthropic** act?
 - A. Wrapping a present for a friend
 - B. Donating clothes to a needy family
 - C. Buying lunch at a local restaurant
 - D. Taking pictures during a nature walk

2. Which of these identifies a **Core Democratic Value** that encourages philanthropy?
 - A. Common Good
 - B. Checks and balances
 - C. Civilian control of the military
 - D. Separation of powers

3. Which sector is usually responsible for selling goods to the community for a **profit**?
 - A. Business
 - B. Tax-exempt
 - C. Government
 - D. Non-profit

4. Giving one's time, treasure, and talents for the common good is a definition of which of these?
 - A. Philanthropy
 - B. Ecology
 - C. Hypocrisy
 - D. Anthropology

5. When a person volunteers philanthropically, what should that person expect in return?
 - A. New career opportunities
 - B. Money
 - C. Public recognition
 - D. Nothing

Continue

6. Which of the following actions best serves the **common good**?
- A. Offering to shovel a neighbor's driveway
 - B. Giving blood to the blood bank
 - C. Donating old clothes to a neighbor
 - D. Sharing potato chips with a friend
7. Which of these is an example of **philanthropic** reallocation of capital?
- A. Purchasing a house
 - B. Paying income taxes
 - C. Creating a foundation
 - D. Winning the state lottery
8. Of these motivations, which provides the best example of a **philanthropic** reason for a student to volunteer?
- A. To fulfill a graduation requirement
 - B. To impress classmates
 - C. To help other citizens
 - D. To boost one's self esteem
9. Identify one philanthropic act that Molly Pitcher did.

Continue

10. Which of these events provides an important contribution to society and is usually funded by the **nonprofit** sector?
- A. A carnival
 - B. A strike
 - C. A fire drill
 - D. A blood drive
11. Philanthropic behavior is most often associated with which of the following **Core Democratic Values**?
- A. Individual freedom
 - B. Pursuit of happiness
 - C. Common good
 - D. Popular Sovereignty
12. Which of the following voluntary actions best portrays acting for the **common good**?
- A. John picked up his clothes in his bedroom.
 - B. Tiffany cut her neighbor's grass.
 - C. Saliom baked cookies for his grandmother.
 - D. Steven passed out juice and cookies at the blood bank.
13. Which of these is a role of the **governmental** sector?
- A. Providing mail delivery
 - B. Setting up churches
 - C. Granting wishes for dying children
 - D. Establishing humane societies for pets
14. Which of these is a characteristic of **non-profit** organizations?
- A. They include private citizen action and giving.
 - B. They manage the formal operations of a political body.
 - C. They sell shares in their organization on the stock market.
 - D. They are managed by elected officials.

Continue

15. Which of these best describes the **mission** of Habitat for Humanity?
- A. Building homes for families who need shelter
 - B. Offering recreational activities for juveniles to keep them off the streets
 - C. Distributing money to individuals who are unemployed
 - D. Collecting and distributing food to help those in need
16. Clara Barton founded which organization?
- A. The Salvation Army
 - B. The Red Cross
 - C. The Sierra Club
 - D. The Peace Corps
17. What is **civic virtue**?
- A. Placing the common good above individual wants and needs
 - B. The right to a fair trial
 - C. Freedom to practice religion as described in the Bill of Rights
 - D. The responsibility of the government to maintain public parks.
18. What is the primary purpose of a **mission statement**?
- A. Identify goals and functions
 - B. Specify how earnings will be invested
 - C. Report progress toward a goal
 - D. Honor the founding individual(s)
19. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park

Continue

20. Which is an act of **corporate** philanthropy?
- A. Creating a foundation
 - B. Employing a local workforce
 - C. Meeting clean air standards
 - D. Producing a high quality product
21. What does a **non-profit** organization do with its profits?
- A. It reinvests it into the organization
 - B. It uses it to build new roads
 - C. It purchases stock options for its employees
 - D. It awards scholarships for underprivileged students
22. Identify one philanthropic act that Horace Mann did.

23. The southeastern United States experienced a huge loss of property due to flooding and wind damage. Local entertainers held a free concert to support the cleanup effort. How would the voluntary donation of money at this concert be classified?
- A. Profit
 - B. Community capital
 - C. Mutual funds
 - D. Gross earnings

Continue

24. Of the seven motivations for philanthropic behavior, which one is described as, “Doing good is God’s will?”
- A. Altruist
 - B. Dynast
 - C. Devout
 - D. Investor
25. Which sector depends on **voluntary** actions to meet the needs of society for the common good?
- A. Business Sector
 - B. Government Sector
 - C. Nonprofit Sector
 - D. Environmental Sector
26. A hospital would be considered a **non-profit** organization if which of these conditions are met?
- A. Patients are treated with courteous service.
 - B. Any form of insurance is accepted at no cost to the patient.
 - C. Profits are put back into hospital operations.
 - D. Workers are required to volunteer 2 hours per week.
27. What act by Chief Seattle led others to call him a philanthropist?
- A. He was a courageous warrior.
 - B. He was a famous Native American.
 - C. He asked the government to take care of the land for future generations.
 - D. His family members and tribe respected him.

Continue

28. Ted learned that many elementary students in his school district went home to empty homes after school because their parents worked. Ted discussed the issue with his teacher and classmates at his middle school. They decided to start an after-school tutoring program to assist and supervise the younger children. Ted and his classmates volunteered to tutor the elementary students for two hours every day after school.

Identify one skill a volunteer needs to be successful as a tutor.

29. Elizabeth was planning to buy a candy bar. On her way to the store, someone asked her to contribute to UNICEF, an organization that helps feed children around the world. She donated all her candy money and went home. In this situation, her decision to give up the candy represents which of these ideas?
- A. In-kind contribution
 - B. Common property
 - C. Matching gift
 - D. Opportunity cost

Stop

Learning To Give
High School Level Assessment
Form A

(April 2005)

Directions to the Student

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- If you finish early, you may check your work.

Wait

This article appeared in a local paper. *Answer Question 1 based on this information.*

Kids Help Kids

Students at Washington High School have formed a Translators Club. Students in the club help other students learn to speak and understand English through conversation. They translate written information for students and parents.

1. Identify the specific philanthropic action taken by students at Washington High School.

2. Which of these provides the best example of a person participating in the **non-profit** sector?
 - A. A member of the State Legislature
 - B. A judge presiding in a court of law
 - C. A police officer working for the county
 - D. A volunteer for the Red Cross

3. Which of these best illustrates **stewardship**?
 - A. Recycling newspapers to raise money
 - B. Throwing away old clothes
 - C. Forgetting to pay taxes when they are due
 - D. Leaving work early when the boss is out of town

Continue

4. Which of these is the best illustration of an individual's **gift-giving** behavior?
- A. Jesse donated money to the United Way.
 - A. Kira was elected president of the chess club at school.
 - C. Mario bought an alarm clock to make sure he got to school on time.
 - D. Samantha stayed after school to clean her desk.

This article appeared in a local paper. *Answer Questions 5 and 6 based on this information.*

A track team is organizing a fund-raiser. It will be a road race called "Fun Run." The team will use the proceeds for two purposes: 1) to purchase new track equipment for the school to be used by all and 2) to hold a banquet upon completion of the fund-raiser.

5. What was the primary need identified by the track team?
- A. A need to have fun
 - B. A need to celebrate the year's successes
 - C. A need for new track equipment
 - D. A need to teach people how to exercise safely
6. Which of the following would be a violation of acceptable safety procedures when conducting this event?
- A. Forgetting to provide participants with water or other fluids
 - B. Providing first-aid to anyone who gets injured
 - C. Encouraging people to run as fast and as far as they can
 - D. Holding the race in the rain

Continue

7. Of these organizations, which was created to be philanthropic?
- A. The National Basketball Association
 - B. The United Auto Workers
 - C. The Red Cross
 - D. The American Dental Association
8. What should a person expect to receive in exchange for a **philanthropic** activity or service?
- A. Payment
 - B. Nothing
 - C. Fame
 - D. Professional advancement
9. Which of these examples best illustrates the idea of **philanthropic** gift giving?
- A. Giving a birthday present to a good friend
 - B. Donating money to the local public library
 - C. Organizing a bowling tournament for the bowling club
 - D. Babysitting for a neighbor after school
10. Which of these is the best description of the **nonprofit** sector?
- A. Self-governing, private, voluntary organizations that benefit the public
 - B. Patriarchic, commercial organizations that benefit sports teams
 - C. Autocratic, civic organizations that benefit state and local government
 - D. Democratic, public organizations that benefit private industry

Continue

This article appeared in a local paper. *Answer Questions 11-13 using this information.*

The Key Club has decided to begin a service project. This project will involve working with the elderly after school for three afternoons a week. The members of the club will be asked to visit with the residents of a nearby retirement home and spend quality time with them. As part of their responsibilities they will be asked to provide companionship, play various board games, and keep them informed on current events in their neighborhood.

11. Of the following, which is the most important skill for the students participating in this service project?
- A. Keeping up with current events
 - B. Connecting with and enjoying the company of diverse people
 - C. Arriving on time
 - D. Making sure that the other volunteers are enjoying themselves
12. Which of these is a **philanthropic** outcome of this Key Club project?
- A. Members of the Key Club stay out of trouble three afternoons each week.
 - B. Key Club members increase their chances of getting into college.
 - C. The elderly have an opportunity to connect with young people.
 - D. The students have an opportunity to refine their board game playing skills.
13. Because of the special safety precautions often required in retirement homes, students participating in this project should be especially careful to AVOID doing which of the following?
- A. Making eye contact during conversations
 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor

Continue

14. Which of these is the best example of a positive outcome resulting from a foundation grant intended for the **common good** of a community?
- A. Remodeling of a local restaurant
 - B. Funding of a literacy program
 - C. Expansion of a private school
 - D. Annexation of township property for industry
15. Identify one example of how Dr. Martin Luther King used the democratic process to respond to the negative forces in segregation in the South during the 1950s.
-
-
16. Which piece of evidence best illustrates the impact of the **nonprofit sector** on the economy of a local community?
- A. Total number of hours residents volunteer
 - B. Total number of families in the neighborhood
 - C. Average household income
 - D. Average size of household
17. **Altruism** can best be defined as which of these?
- A. Acting to benefit others
 - B. Supporting a Constitutional amendment
 - C. Behaving selfishly
 - D. Working hard to earn a day's wage

Continue

18. Which of these historical events best illustrates a **citizen action** that affected the **common good**?
- A. Andrew Carnegie building a steel empire
 - B. Bill Gates establishing a software company
 - C. Thomas Edison inventing the light bulb
 - D. Jane Addams being an advocate for the poor
19. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
20. Which activity is an example of **civil disobedience** used during the Civil Rights Movement to create a more civil society?
- A. Voter registration drives
 - B. Writing letters to the local newspaper
 - C. Sit-ins
 - D. Freedom Rides
21. List one career opportunity in the non-profit sector. Indicate how this work would benefit the common good.

Opportunity: _____

Benefit: _____

Continue

22. Which is the best definition of an individual's **reserved powers**?
- A. Powers guaranteed to individuals by law
 - B. Powers not delegated by the Constitution to the federal government
 - C. Powers granted to the individual by the Judicial Branch
 - D. Powers legislated by the President
23. Which of these is a **philanthropic** reason that would motivate a high school student in the United States to volunteer?
- A. To help to improve the common good
 - B. To win a scholarship for college
 - C. To gain parental approval
 - D. To meet the requirements for graduation
24. Of the following, which is a characteristic of a **private** foundation?
- A. Distributes a percent of its assets
 - B. Is funded by the local government
 - C. Has stockholders that vote on important issues
 - D. Pays taxes to the Federal Government
25. Which of the following individuals was responsible for establishing the Pure Food and Drug Act?
- A. Ida B. Wells
 - B. Margaret Sanger
 - C. Ida Tarbell
 - D. Upton Sinclair

Stop

Learning To Give
High School Level Assessment
Form B

(April 2005)

Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
- Some questions will ask you to write your answer in the space provided.
 - Some of these questions are short. They ask you to write an answer and to explain your thinking.
 - Others ask for more detail or more thinking. These questions also provide you with more room for your answer.

Here are some important things to remember as you take this test:

- Read each question carefully and think about your answer.
- If answer choices are given, choose the best answer by circling the letter in front of your answer.
- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Which of the following individuals was responsible for initiating bus integration in the south?
 - A. Medgar Evers
 - B. Bull Cohnors
 - C. Rosa Parks
 - D. George Wallace

2. Which of these provides the best example of a person participating in the **non-profit** sector?
 - A. A member of the State Legislature
 - B. A judge presiding in a court of law
 - C. A police officer working for the county
 - D. A volunteer for the Red Cross

3. Which of these best illustrates **stewardship**?
 - A. Recycling newspapers to raise money
 - B. Throwing away old clothes
 - C. Forgetting to pay taxes when they are due
 - D. Leaving work early when the boss is out of town

4. Which of these is the best illustration of an individual's **gift-giving** behavior?
 - A. Jesse donated money to the United Way.
 - A. Kira was elected president of the chess club at school.
 - C. Mario bought an alarm clock to make sure he got to school on time.
 - D. Samantha stayed after school to clean her desk.

Continue

This article appeared in a local paper. *Answer Questions 5 and 6 based on this information.*

A track team is organizing a fund-raiser. It will be a road race called “Fun Run.” The team will use the proceeds for two purposes: 1) to purchase new track equipment for the school to be used by all and 2) to hold a banquet upon completion of the fund-raiser.

5. What was the primary need identified by the track team?
- A. A need to have fun
 - B. A need to celebrate the year’s successes
 - C. A need for new track equipment
 - D. A need to teach people how to exercise safely
6. Which of the following would be a violation of acceptable safety procedures when conducting this event?
- A. Forgetting to provide participants with water or other fluids
 - B. Providing first-aid to anyone who gets injured
 - C. Encouraging people to run as fast and as far as they can
 - D. Holding the race in the rain
7. Of these organizations, which was created to be philanthropic?
- A. The National Basketball Association
 - B. The United Auto Workers
 - C. The Red Cross
 - D. The American Dental Association

Continue

8. Which of these activities best illustrates **philanthropic** service to the community?
- A. Rezoning land from residential to commercial
 - B. Helping to build houses for Habitat for Humanity
 - C. Purchasing health insurance from a telemarketer
 - D. Selling clothes at a neighborhood yard sale
9. Which of these examples best illustrates the idea of **philanthropic** gift giving?
- A. Giving a birthday present to a good friend
 - B. Donating money to the local public library
 - C. Organizing a bowling tournament for the bowling club
 - D. Babysitting for a neighbor after school
10. Which of these is the best description of the **nonprofit** sector?
- A. Self-governing, private, voluntary organizations that benefit the public
 - B. Patriarchic, commercial organizations that benefit sports teams
 - C. Autocratic, civic organizations that benefit state and local government
 - D. Democratic, public organizations that benefit private industry

Continue

This article appeared in a local paper. *Answer Questions 11-13 using this information.*

The Key Club has decided to begin a service project. This project will involve working with the elderly after school for three afternoons a week. The members of the club will be asked to visit with the residents of a nearby retirement home and spend quality time with them. As part of their responsibilities they will be asked to provide companionship, play various board games, and keep them informed on current events in their neighborhood.

11. Of the following, which is the most important skill for the students participating in this service project?
- A. Keeping up with current events
 - B. Connecting with and enjoying the company of diverse people
 - C. Arriving on time
 - D. Making sure that the other volunteers are enjoying themselves
12. Which of these is a **philanthropic** outcome of this Key Club project?
- A. Members of the Key Club stay out of trouble three afternoons each week.
 - B. Key Club members increase their chances of getting into college.
 - C. The elderly have an opportunity to connect with young people.
 - D. The students have an opportunity to refine their board game playing skills.
13. Because of the special safety precautions often required in retirement homes, students participating in this project should be especially careful to AVOID doing which of the following?
- A. Making eye contact during conversations
 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor

Continue

14. Which of these is the best example of **stewardship**?
- A. Buying lunch for a friend
 - B. Recycling cans and bottles from the lunchroom at school
 - C. Throwing away broken toys
 - D. Watching television instead of studying for an exam
15. Which of these is the best example of a positive outcome resulting from a foundation grant intended for the **common good** of a community?
- A. Remodeling of a local restaurant
 - B. Funding of a literacy program
 - C. Expansion of a private school
 - D. Annexation of township property for industry
16. Identify one example of how Dr. Martin Luther King used the democratic process to respond to the negative forces in segregation in the South during the 1950s.
-
-
17. Which piece of evidence best illustrates the impact of the **nonprofit sector** on the economy of a local community?
- A. Total number of hours residents volunteer
 - B. Total number of families in the neighborhood
 - C. Average household income
 - D. Average size of household

Continue

18. **Altruism** can best be defined as which of these?
- A. Acting to benefit others
 - B. Supporting a Constitutional amendment
 - C. Behaving selfishly
 - D. Working hard to earn a day's wage
19. Which of these historical events best illustrates a **citizen action** that affected the **common good**?
- A. Andrew Carnegie building a steel empire
 - B. Bill Gates establishing a software company
 - C. Thomas Edison inventing the light bulb
 - D. Jane Addams being an advocate for the poor
20. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
21. List one career opportunity in the non-profit sector. Indicate how this work would benefit the common good.

Opportunity: _____

Benefit: _____

Continue

22. U.S. tax law provides which of these **tax incentives** for individuals that donate money to charity?
- A. Deduction
 - B. Exemption
 - C. Penalty
 - D. Refund
23. Which individual raised most of the money needed to found and sustain the Tuskegee Institute?
- A. Booker T. Washington
 - B. W.E.B. DuBois
 - C. Marcus Garvey
 - D. Harriet Tubman
24. Which of these documents reflected the idea of **popular sovereignty** in post-Civil War America?
- A. 19th Amendment
 - B. Payne-Aldrich Tariff
 - C. 5th Amendment
 - D. Gulf of Tonkin Resolution
25. Which of these companies provides the best example of encouraging **philanthropic** action by their employees?
- A. Company A has a profit sharing program for its employees.
 - B. Company B gives company profits directly to charity.
 - C. Company C releases its employees to mentor students in reading.
 - D. Company D passes out health care literature at work.

Stop

Appendix C

Student Climate Survey Instruments: Elementary and Middle/High School Levels

Jean A. Baker

About my school

Directions. Here are some things that students have said about school. We are interested in how **you** think about **your** school. Use the answer sheet to tell us how often you think each statement is true for you or your school. On the answer sheet, **A** means it is never true for you or your school, **B** means it is sometimes true, **C** means it is often true, and **D** means it is almost always true.

For example, if you thought going on field trips was really fun, you would "bubble in" **D** on the answer sheet for the following question, like this:

"Bubble" on the answer sheet:	A	B	C	D
I like going on field trips.	Never	Sometimes	Often	Almost always
Answer form:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

It is important for us to know what you really think, so please answer the way you really feel, not how you think you should. This is **NOT** a test. There are **NO right or wrong** answers. Your answers will not affect your grade, and no one will be told your answers. Please use the answer sheet and "bubble in" only 1 answer per question. Please mark your answer clearly.

"Bubble" on the answer sheet:	A	B	C	D
1. I like being in school.	Never	Sometimes	Often	Almost always
2. This school is a friendly place.	Never	Sometimes	Often	Almost always
3. I feel safe at this school.	Never	Sometimes	Often	Almost always
4. The work in my classes really makes me think. I feel challenged.	Never	Sometimes	Often	Almost always
5. I learn a lot at school.	Never	Sometimes	Often	Almost always
6. There are many things about school I don't like.	Never	Sometimes	Often	Almost always
7. I enjoy school activities.	Never	Sometimes	Often	Almost always
8. School is interesting.	Never	Sometimes	Often	Almost always
9. This school is a good place for me to learn.	Never	Sometimes	Often	Almost always
10. I look forward to going to school.	Never	Sometimes	Often	Almost always
11. I feel bad at school.	Never	Sometimes	Often	Almost always
12. The adults at my school want me to do my best.	Never	Sometimes	Often	Almost always
13. The adults at my school really listen to what I have to say.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
14. The adults at my school make me feel good about myself.	Never	Sometimes	Often	Almost always
15. I feel that I belong at this school.	Never	Sometimes	Often	Almost always
16. I am an important part of the school community.	Never	Sometimes	Often	Almost always
17. I wish I didn't have to go to school.	Never	Sometimes	Often	Almost always
18. Students in my classes help each other.	Never	Sometimes	Often	Almost always
19. Students in my classes like each other.	Never	Sometimes	Often	Almost always
20. Students at this school show respect for each other.	Never	Sometimes	Often	Almost always
21. Respect for people is important at this school.	Never	Sometimes	Often	Almost always
22. It is good to hear the ideas other people have, even if you disagree with them.	Never	Sometimes	Often	Almost always
23. Students at this school respect those who are different than they are.	Never	Sometimes	Often	Almost always
24. I know how I should act at school.	Never	Sometimes	Often	Almost always
25. I think it is important to obey class and school rules.	Never	Sometimes	Often	Almost always
26. The adults at my school give me individual help when I need it.	Never	Sometimes	Often	Almost always
27. The adults at my school make learning fun and interesting.	Never	Sometimes	Often	Almost always
28. The adults at my school believe that I can learn.	Never	Sometimes	Often	Almost always
29. I can talk to the adults at my school about private things.	Never	Sometimes	Often	Almost always
30. The adults at my school treat me fairly.	Never	Sometimes	Often	Almost always
31. The adults at my school respect me and care about me.	Never	Sometimes	Often	Almost always
32. Other students and teachers like my ideas.	Never	Sometimes	Often	Almost always
33. I try to do my best work in school.	Never	Sometimes	Often	Almost always
34. Students know what the rules are at this school.	Never	Sometimes	Often	Almost always
35. Students who break the school rules face consequences.	Never	Sometimes	Often	Almost always
36. Good behavior and good choices are rewarded at this school.	Never	Sometimes	Often	Almost always
37. All students who break school rules are treated the same.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
38. I am able to study and work in my classrooms.	Never	Sometimes	Often	Almost always
39. I get along with the adults at this school.	Never	Sometimes	Often	Almost always
40. I know I can ask the adults at my school for help if I need it.	Never	Sometimes	Often	Almost always
41. I get along well with other students in this school.	Never	Sometimes	Often	Almost always
42. I am an important person at this school.	Never	Sometimes	Often	Almost always
43. Giving to others is important at this school.	Never	Sometimes	Often	Almost always
44. At this school, we help our community.	Never	Sometimes	Often	Almost always
45. It is important for me to make the community a better place to live.	Never	Sometimes	Often	Almost always
46. I have a responsibility to help others.	Never	Sometimes	Often	Almost always
47. I try to help people who are going through a rough time.	Never	Sometimes	Often	Almost always
48. I can make a difference in my community.	Never	Sometimes	Often	Almost always
49. I have a lot to contribute to my community.	Never	Sometimes	Often	Almost always

THANK YOU!!!

Now, please tell us a little about yourself (remember your answers will be private):

1. Are you: _____Male _____Female

2. What grade are you in? _____grade

3. What race/ethnicity are you?

_____ African American	_____ Native American
_____ Asian American	_____ White (European American)
_____ Hispanic American	_____ Other: _____

4. What kinds of grades do you usually get in school?

_____ Mostly A's	_____ B's and C's	_____ Mostly D's	
_____ A's and B's	_____ Mostly C's	_____ D's and F's	
_____ Mostly B's	_____ C's and D's	_____ Mostly F's	

5. How often do you get in trouble at school?

_____ Almost never	_____ About once a week
_____ Every once in awhile	_____ A couple of times in a week
_____ About once in a month	_____ About every day
_____ A couple of times in a month	

Name of your school _____

Name of your teacher _____

About my school

Directions. This survey asks about your thoughts and feelings about your school. Use the answer sheet to tell us how often you think each statement is true for you or your school. On the answer sheet, **A** means it is "never" true for you or your school, **B** means it is sometimes true, **C** means it is often true, and **D** means it is almost always true. For example, if you were very opposed to extending the school day, you would "bubble in" **A** on the answer form, like this:

"Bubble" on the answer sheet: A B C D
 I think school should be 30 minutes longer each day Never Sometimes Often Almost always

Answer form:

It is important for us to know what you really think, so please answer the way you really feel, not how you think you should. This is **NOT** a test. There are **NO right or wrong answers**. Your answers will not affect your grade, and no one will be told your answers. Please use the answer sheet and "bubble in" only 1 answer per question. Please mark your answer clearly.

"Bubble" on the answer sheet:	A	B	C	D
1. I like being in school.	Never	Sometimes	Often	Almost always
2. This school is a friendly place.	Never	Sometimes	Often	Almost always
3. I feel safe at this school.	Never	Sometimes	Often	Almost always
4. The work in my classes really makes me think. I feel challenged.	Never	Sometimes	Often	Almost always
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13. The adults at my school really listen to what I have to say.	Never	Sometimes	Often	Almost always
14. The adults at my school make me feel good about myself.	Never	Sometimes	Often	Almost always
15. I feel that I belong at this school.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
16. I am an important part of the school community.	Never	Sometimes	Often	Almost always
17. I wish I didn't have to go to school.	Never	Sometimes	Often	Almost always
18. Students in my classes help each other.	Never	Sometimes	Often	Almost always
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21. Respect for other people is important at this school.	Never	Sometimes	Often	Almost always
22. It is good to hear the ideas other people have, even if you disagree with them.	Never	Sometimes	Often	Almost always
23. Students at this school respect those who are different than they are.	Never	Sometimes	Often	Almost always
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33. I try to do my best work in school.	Never	Sometimes	Often	Almost always
34. Students know what the rules are at this school.	Never	Sometimes	Often	Almost always
35. Students who break the school rules face consequences.	Never	Sometimes	Often	Almost always
36. Good behavior and good choices are rewarded at this school.	Never	Sometimes	Often	Almost always
37. All students who break school rules are treated the same.	Never	Sometimes	Often	Almost always
38. I am able to study and work in my classrooms.	Never	Sometimes	Often	Almost always
39. I get along with the adults at this school.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
40. I know I can ask the adults at my school for help if I need it.	Never	Sometimes	Often	Almost always
41. I get along well with other students in this school.	Never	Sometimes	Often	Almost always
42. I am an important person at this school.	Never	Sometimes	Often	Almost always
43. Giving to others is important at this school.	Never	Sometimes	Often	Almost always
44. At this school, we help our community.	Never	Sometimes	Often	Almost always
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47. I try to help people who are going through a rough time.	Never	Sometimes	Often	Almost always
48. I can make a difference in my community.	Never	Sometimes	Often	Almost always
49. I have a lot to contribute to my community.	Never	Sometimes	Often	Almost always

THANK YOU!!!

Now, please tell us a little about yourself (again, all your answers will be private):

1. Are you: _____ Male _____ Female

2. What grade are you in? _____ grade

3. What race/ethnicity are you?

_____ African American

_____ Native American

_____ Asian American

_____ White (European American)

_____ Hispanic American

_____ Other: _____

4. What kinds of grades do you usually get in school?

_____ Mostly A's

_____ B's and C's

_____ Mostly D's

_____ A's and B's

_____ Mostly C's

_____ D's and F's

_____ Mostly B's

_____ C's and D's

_____ Mostly F's

5. How often do you get in trouble at school?

_____ Almost never

_____ About once a week

_____ Every once in awhile

_____ A couple of times in a week

_____ About once in a month

_____ About every day

_____ A couple of times in a month

To help us keep track of which classes completed the form, please tell us:

Name of your school _____

Name of your teacher for this period _____

Appendix D

School Climate Surveys: Individual School Results

Jean A. Baker

Individual School Results of School Climate Surveys

School Climate Survey Results for Adams Middle School

		<i>2005-2006 CHESP Middle School Sample N = 229</i>		<i>Adams Middle School N = 35</i>	
<i>Gender</i>	Male	43.4		Male	51.4
	Female	56.6		Female	48.6
<i>Race</i>	White	72.1		White	71.4
	Other	27.9		Other	28.6
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		22.7	5.1	22.7	5.0
Commitment to common good		21.4	5.4	21.5	5.6
Peer relationships		17.6	4.0	17.2	4.6
Rules and expectations		24.8	4.6	25.7	4.1
Safety and belonging		18.5	4.8	18.5	4.9
School satisfaction		21.5	4.6	22.2	4.6

Students surveyed at Adams Middle School indicated similar perceptions of the quality of adult-student relationships, their commitment as well as their school's commitment to the common good and helping, support, care, and respect from their peers, their understanding of school rules and expectations and the consistency with which rules are applied to students, sense of safety and belonging, and satisfaction with school compared to students in other CHESP middle schools who took part in the LTG evaluation.

School Climate Survey Results for Bath Community School

		<i>2005-2006 CHESP Middle School Sample N = 229</i>		<i>Bath Community Schools: Middle School N = 57</i>		<i>2005-2006 CHESP High School Sample N = 423</i>		<i>Bath Community Schools: High School N = 7</i>	
<i>Gender</i>	Male	43.4		Male	45.6	Male	44.4	Male	28.6
	Female	56.6		Female	54.4	Female	55.6	Female	71.4
<i>Race</i>	White	72.1		White	73.7	White	58.3	White	71.4
	Other	27.9		Other	26.3	Other	41.7	Other	28.6
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		22.7	5.1	23.2	5.4	20.3	5.2	24.3	5.8
Common good, helping		21.4	5.4	21.9	5.4	21.3	5.3	19.9	6.7
Peer relationships		17.6	4.0	17.8	3.7	17.2	3.5	17.1	3.0
Rules and expectations		24.8	4.6	25.0	4.9	23.5	4.3	24.2	3.3
Safety and belonging		18.5	4.8	18.8	4.8	17.7	4.4	21.1	4.3
School satisfaction		21.5	4.6	20.4	5.0	20.7	4.3	21.0	2.5

Students surveyed at Bath Community School were split into a middle school (grades six through eight) and a high school sample (grade ten) so that comparisons could be made with their same-aged peers in the 2005-2006 CHESP sample. The sixth through eighth graders at Bath Community School reported significantly lower school satisfaction [$t(216) = 2.00, p = .047$] than their middle school peers from other CHESP sites. However, they indicated similar perceptions of the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, and their sense of safety and belonging compared to students in other CHESP middle schools.

Students in grade ten had a significantly more positive sense of safety and belonging at school [$t(403) = 2.04, p = .042$] than their peers at other CHESP high schools. Also, they indicated similar perceptions of their relationships with adults and their peers, commitment to the common good and helping, understanding of school rules and expectations, and school satisfaction. However, all of these comparisons should be interpreted with caution given the small number of students who were surveyed at Bath Community Schools.

School Climate Survey Results for Carson City Crystal Middle School

		2005-2006 CHESP Middle School Sample N = 229		Carson City Crystal Middle School N = 48	
Gender	Male	43.4		Male	50.0
	Female	56.6		Female	50.0
Race	White	72.1		White	91.7
	Other	27.9		Other	8.3
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		22.7	5.1	21.7	5.2
Commitment to common good		21.4	5.4	19.4	5.5
Peer relationships		17.6	4.0	16.5	3.9
Rules and expectations		24.8	4.6	24.1	4.5
Safety and belonging		18.5	4.8	17.1	4.7
School satisfaction		21.5	4.6	21.7	2.7

Carson City Crystal Middle School students reported significantly more individual and school-wide commitment to the common good and helping [$t(212) = 2.78, p = .006$] and feelings of safety and belonging in the school environment [$t(217) = 2.42, p = .017$] than their participating middle school peers. Their perceptions of their relationships with adults and their peers, their sense of belonging, and school satisfaction were similar to those of their peers who were included in the LTG evaluation project.

School Climate Survey Results for Carson City Crystal High School

		2005-2006 CHESP High School Sample N = 423		Carson City Crystal High School N = 51	
Gender	Male	44.4		Male	40.0
	Female	55.6		Female	60.0
Race	White	58.3		White	89.8
	Other	41.7		Other	10.2
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		20.3	5.2	20.2	5.2
Commitment to common good		21.3	5.3	23.7	5.1
Peer relationships		17.2	3.5	18.0	3.6
Rules and expectations		23.5	4.3	24.9	4.0
Safety and belonging		17.7	4.4	19.0	4.8
School satisfaction		20.7	4.3	21.8	3.8

Students from Carson City Crystal High School experienced significantly more personal and school-wide commitment to the common good and helping [$t(409) = 3.48, p = .001$], understanding of the rules and expectations [$t(402) = 2.29, p = .022$], and feelings of safety and belonging [$t(406) = 2.14, p = .033$] than other CHESP high school students. Their impressions of adult-student relationships, peer relationships, and school satisfaction were similar to those of their high school peers who completed the school climate survey.

School Climate Survey Results for Casman Alternative Academy

		<i>2005-2006 CHESP Middle School Sample N = 229</i>		<i>Casman Alternative Academy N = 7</i>	
<i>Gender</i>	Male	43.4		Male	14.3
	Female	56.6		Female	85.7
<i>Race</i>	White	72.1		White	100.0
	Other	27.9		Other	0
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-Student Relationships		22.7	5.1	27.7	5.3
Commitment to Common Good		21.4	5.4	25.1	5.4
Peer Relationships		17.6	4.0	20.4	4.6
Rules and Expectations		24.8	4.6	26.6	6.1
Safety and Belonging		18.5	4.8	24.0	4.1
School Satisfaction		21.5	4.6	25.1	5.3

Students from Casman Alternative Academy (including seventh through ninth graders) indicated similar commitment to the common good and helping, relationships with their peers, understanding of the rules and expectations, and sense of safety and belonging at school as their middle school peers from other CHESP sites. However, their perceptions of their relationships with the adults in their building [$t(210) = 20.80, p < .001$ (unequal variance assumed)] and school satisfaction [$t(219) = 2.33, p = .021$] were significantly more positive than for their peers from CHESP middle schools. These results should be interpreted with caution because of the small sample size.

School Climate Survey Results for Honey Creek Community Schools

		<i>2005-2006 CHESP Elementary School Sample N = 56</i>		<i>Honey Creek Community Schools: Elementary School N = 42</i>		<i>2005-2006 CHESP Middle School Sample N = 229</i>		<i>Honey Creek Community Schools: Middle School N = 37</i>	
<i>Gender</i>	Male	44.4		Male	39.0	Male	43.4	Male	45.6
	Female	55.6		Female	61.0	Female	56.6	Female	54.4
<i>Race</i>	White	72.2		White	71.4	White	72.1	White	73.7
	Other	27.8		Other	28.6	Other	27.9	Other	26.3
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		24.3	5.8	24.9	5.3	22.7	5.1	24.0	3.8
Common good, helping		25.9	5.5	25.2	6.5	21.4	5.4	23.3	4.5
Peer relationships		20.2	4.5	20.5	4.2	17.6	4.0	20.0	3.2
Rules and expectations		26.1	5.2	26.2	5.2	24.8	4.6	24.5	4.7
Safety and belonging		20.5	4.6	21.1	4.5	18.5	4.8	20.6	4.2
School satisfaction		21.8	5.1	21.4	5.2	21.5	4.6	22.2	4.4

The Honey Creek Community School students were split into an elementary school (grades three through five) and a middle school (grades six through eight) sample to facilitate comparisons between the students and their same-age peers in the 2005-2006 CHESP sample. The third through fifth grade students indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their school satisfaction compared to students in other CHESP elementary schools. Again, these results should be interpreted with caution because of the small sample of students surveyed.

The sixth through eighth graders surveyed at Honey Creek Community School reported significantly more positive relationships with adults [$t(64) = 2.03, p = .047$ (unequal variance assumed)], relationships with peers [$t(55) = 4.74, p < .001$], commitment to the common good [$t(210) = 2.27, p = .024$], and safety and belonging [$t(215) = 2.84, p = .005$] compared to their middle school peers across the state. Their perceptions of rules and expectations and school satisfaction were similar to those of their middle school peers in the LTG evaluation.

School Climate Survey Results for Jackson High School

		2005-2006 CHESP High School Sample N = 423		Jackson High School N = 211	
Gender	Male	44.4		Male	48.3
	Female	55.6		Female	51.7
Race	White	58.3		White	45.9
	Other	41.7		Other	54.1
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		20.3	5.2	19.1	4.8
Commitment to common good		21.3	5.3	20.4	5.0
Peer relationships		17.2	3.5	16.7	3.4
Rules and expectations		23.5	4.3	22.8	4.3
Safety and belonging		17.7	4.4	16.8	4.1
School satisfaction		20.7	4.3	20.0	4.3

School climate ratings were significantly lower for students at Jackson High School than for their high school peers. In particular, their relationships with adults [$t(407) = 4.74, p < .001$], their relationships with peers [$t(415) = 2.78, p = .006$], and their personal and school-wide commitment to helping and the common good [$t(400) = 3.54, p < .001$] were lower than for their CHESP high school peers. In addition, their understanding of the school rules and expectations [$t(402) = 3.48, p = .001$], their sense of safety and belonging [$t(404) = 4.44, p < .001$ (unequal variance assumed)], and appraisal of their school lives [$t(420) = 3.10, p = .002$] were significantly lower than those of other high school students participating in this evaluation.

School Climate Survey Results for John Glenn High School

		2005-2006 CHESP High School Sample N = 423		John Glenn High School N = 45	
Gender	Male	44.4		Male	46.7
	Female	55.6		Female	53.3
Race	White	58.3		White	56.8
	Other	41.7		Other	43.2
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		20.3	5.2	22.0	4.6
Commitment to common good		21.3	5.3	21.4	4.9
Peer relationships		17.2	3.5	17.7	2.9
Rules and expectations		23.5	4.3	24.8	4.2
Safety and belonging		17.7	4.4	18.1	4.5
School satisfaction		20.7	4.3	22.0	3.7

John Glenn High School students reported similar levels of personal and school-wide commitment to the common good, support from their peers, and feelings of safety and belonging as other high school students in this study. On the other hand, they experienced significantly more positive relationships with adults [$t(407) = 2.40, p = .017$],

fairness and clarity of the school rules and expectations [$t(402) = 2.05, p = .041$], and appraisal of school life [$t(420) = 2.12, p = .035$] than their high school peers who were included in the LTG report.

School Climate Survey Results for John Marshall Middle School

		2005-2006 CHESP Middle School Sample N = 229		John Marshall Middle School N = 43	
Gender	Male	43.4		Male	23.3
	Female	56.6		Female	76.7
Race	White	72.1		White	60.5
	Other	27.9		Other	39.5
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		22.7	5.1	21.6	5.8
Commitment to common good		21.4	5.4	20.6	5.2
Peer relationships		17.6	4.0	16.5	3.7
Rules and expectations		24.8	4.6	24.2	4.4
Safety and belonging		18.5	4.8	17.9	4.6
School satisfaction		21.5	4.6	21.2	4.9

John Marshall Middle School students indicated similar perceptions of the support they receive from adults and peers at school and their personal and school-wide commitment to the common good and helping as other CHESP middle school students. Further, their reports of their understanding of school rules and expectations and the consistency with which rules are applied to students, their feelings of safety and belonging, and their satisfaction with school were also similar when compared to other middle school students who participated in the LTG evaluation.

School Climate Survey Results for Palo Elementary School

		2005-2006 CHESP Elementary School Sample N = 56		Palo Elementary School N = 14	
Gender	Male	44.4		Male	57.1
	Female	55.6		Female	42.9
Race	White	72.2		White	69.2
	Other	27.8		Other	30.8
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Adult-student relationships		24.3	5.8	21.9	7.2
Commitment to common good		25.9	5.5	26.3	4.9
Peer relationships		20.2	4.5	18.5	5.3
Rules and expectations		26.1	5.2	25.0	6.0
Safety and belonging		20.5	4.6	18.2	4.8
School satisfaction		21.8	5.1	22.8	5.0

Students from Palo Elementary School also indicated similar perceptions of their adult-student relationships, their commitment to the common good, their relationships with their peers, their sense of the rules and expectations at school, and their school satisfaction as other elementary school students in the LTG evaluation. However, they reported feeling somewhat less safety and belonging [$t(48) = 2.32, p = .024$] than their peers from other elementary schools who participated in the evaluation. However, this result should be interpreted with caution given the small number of students who provided data.

School Climate Survey Results for Palo Middle School

		<i>2005-2006 CHESP Middle School Sample N = 229</i>		<i>Palo Middle School N = 4</i>	
<i>Gender</i>		Male	43.4	Male	50.0
		Female	56.6	Female	50.0
<i>Race</i>		White	72.1	White	75.0
		Other	27.9	Other	25.0
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
	Adult-student relationships	22.7	5.1	24.0	3.2
	Commitment to common good	21.4	5.4	22.8	6.2
	Peer relationships	17.6	4.0	17.5	2.6
	Rules and expectations	24.8	4.6	25.8	3.0
	Safety and belonging	18.5	4.8	17.5	3.1
	School satisfaction	21.5	4.6	20.3	3.0

The students surveyed at Palo Middle School indicated similar perceptions of the quality of adult-student relationships, their commitment as well as their school's commitment to the common good and helping, support, care, and respect from their peers, their understanding of school rules and expectations and the consistency with which rules are applied to students, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP middle schools who were part of the LTG evaluation report.

School Climate Survey Results for Wayne Memorial High School

		<i>2005-2006 CHESP High School Sample N = 423</i>		<i>Wayne Memorial High School N = 110</i>	
<i>Gender</i>		Male	44.4	Male	40.4
		Female	55.6	Female	59.6
<i>Race</i>		White	58.3	White	66.4
		Other	41.7	Other	33.6
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
	Adult-student relationships	20.3	5.2	21.5	5.2
	Commitment to common good	21.3	5.3	22.0	5.2
	Peer relationships	17.2	3.5	17.6	3.8
	Rules and expectations	23.5	4.3	23.8	4.3
	Safety and belonging	17.7	4.4	18.5	4.4
	School satisfaction	20.7	4.3	20.9	4.6

Students from Wayne Memorial High School indicated significantly more positive relationships with the adults in their school [$t(407) = 2.79, p = .006$] and feelings of safety and belonging in the school environment [$t(406) = 2.05, p = .041$] than their high school peers from other CHESP sites. Their reports of personal and school-wide commitment to the common good and helping, support from their peers, understanding of the rules and expectations, and school satisfaction were similar to those of their high school peers from across the state.

Appendix E

Principals' Focus Group Questions and Answers

Celeste Sturdevant Reed and Miles A. McNall

Principals' Focus Group

February 8, 2006

1. What role have you personally played with the LTG project in your school?
 - a. Cheerleader.
 - b. Teacher & encouraged history department to take responsibility for it.
 - c. Set LTG as goal for school (fits our mission).
2. Which teachers are teaching LTG?
 - a. Elementary school: multi-age program (covers all grades); ~10 teachers.
 - b. Middle school: all history teachers.
3. Could you have participated more in the establishment of LTG/what would have made a difference?
 - a. I could have developed units and lessons.
 - b. I wish I had asked for a progress/status report when I started.
 - c. I could have participated in one of the three-day workshops to get a foundation.
4. Are there regular school structures that you have used to support the LTG program?
 - a. Regular performance conversations with the teachers.
 - b. As a topic of our monthly department meetings.
 - c. At the beginning of the year orientation to explain the LTG program.
 - d. The curriculum mapping that our district uses (i.e., which LTG lessons fit into particular areas that address specific benchmarks).
5. Did you develop any special structures as a result of having LTG in your school?
 - a. It has shaped or supported some of the courses we were already teaching.
 - i. Content for the courses.
 - ii. Our school requires 20 hrs of community service and LTG supported ways to accomplish this.
 - b. Facilitated networking with local nonprofit or government organizations.
 - c. Made specific professional development training opportunities available to teachers.
 - d. [Will develop] more celebrations of what we have accomplished through LTG at the end of the school year.
6. What approaches for introducing and establishing LTG have worked particularly well?
 - a. Linking LTG to the school's mission.
 - b. Ownership by the principal; vision from the leader.
 - c. We had a teacher who attended one of the first three-day workshops and came back as a champion for the program.
 - d. LTG provided a means for teacher-teacher interaction.
 - i. Interdisciplinary conversations among our faculty.
 - ii. Everyone knows something about the community and the ways that classes and courses can promote that; LTG provides a way to get kids connected to the community.
 - e. LTG has easy to use curricular units that are designed by teachers.
 - i. It's an enhancement of what teachers are currently doing.
 - ii. The majority of the lessons are established so little has to be done to incorporate them.

7. As principals, what benefits have you seen for your schools?
 - a. Encourages teachers' classroom creativity in a non-threatening way and may also make them better teachers in their other subjects.
 - b. Having my teachers involved in unit design has helped them write better course objectives and think more clearly about the courses.
 - c. Benefits the culture and climate of the school through teachers working together toward a common goal.
 - d. Promotes core democratic values.
 - e. Provides concrete evidence of accomplishing the school's (outreach/service) mission.
 - f. Kids have said, "This has been really fun! It didn't seem like work." In the process they learn what makes a healthy community.

8. How can or will LTG be sustained in your school?
 - a. Having more stringent mandated performance requirements might mean that LTG would be cut, but the best teachers would still see that it enhances their educational objectives.
 - b. Having a principal on board to be a flag waver.

9. *I think the principals also gave answers to "what features of the LTG program have to be sustained for us to keep doing this."*
 - a. Maintaining the LTG Web site as user friendly and available as it is now.
 - b. Free materials; having to pay for the materials would be a deterrent.
 - c. Interactions with teachers from other districts (through the workshops or otherwise).
 - d. Having teachers who are actively designing units available to talk about what exercises worked.
 - e. The teacher incentives were useful for getting people's attention but may not be absolutely necessary.

10. What essential piece of advice would you give to LTG to recruit more schools?
 - a. I would challenge schools: Are you interested in outreach? Interested in working outside your classroom? Exploring how this is relevant to your community? Then use the LTG curriculum to show how that can happen.
 - b. Use word of mouth; get schools/teachers that have used the program to talk about it.

11. *Improvements that could be made in the LTG curriculum:*
 - a. It does not readily support the objectives of advanced placement programs, which tend to be prescriptive. Some recommendations for strong writing or critical thinking components could be designed (maybe AP teachers just haven't written any units yet).
 - b. LTG does not automatically fit into any curriculum; teachers have to evaluate what they're doing and their school's objectives and use LTG within that context. Some teachers will need support and encouragement to look for LTG units that fit for them.
 - c. The Michigan Department of Education is changing its high school social studies standards to place a strong emphasis on world history. There are some target lessons now but this is an area where more units could be developed to anticipate this need.

Appendix F

Principals' Survey

Celeste Sturdevant Reed and Miles A. McNall

Principals' LTG Survey

You have been invited to a discussion about the *Learning to Give* pilot program at your school because you've been seen as successful. In addition to participating in the planned focus group, please answer the following questions to help us understand some of the factors that influenced your school's success.

1. The regular demands of one's job have an effect on participation. How involved with the *Learning to Give* pilot program have you been able to be? Check off the answer that best reflects your involvement.

Not at all involved <input type="checkbox"/>	Limited involvement <input type="checkbox"/>	Somewhat involved <input type="checkbox"/>	Very involved <input type="checkbox"/>
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2. Give a brief example that describes your level of involvement:

3. Have you personally used the *Learning to Give* Web site?

- No
 Yes; if "yes," what use:

4. Many factors can help new programs to be successful in schools. Which **THREE** of these were most influential in your school?

- The attitudes of teachers and their willingness to incorporate the curriculum into their classes
- The school's prior history with service learning
- The school's clear expectations for respect and fair treatment of each other by staff and students
- Keeping the Learning to Give pilot effort on regular staff meeting agendas
- Consistent training for all teachers using the Learning to Give curriculum
- Having a team of people (teachers, curriculum specialist, administrators) that were responsible for implementing the program
- Parent support for this kind of program
- Having a champion—curriculum specialist, teacher, or administrator—who kept this on everyone's radar
- Enough staff and students were involved to assure that the project was visible to everyone
- Participation in the Learning to Give pilot program gives us statistics that we can use to our benefit in things like meeting Michigan Department of Education standards, accreditation standards, and/or applying for grant funds.
- Something else. *Please briefly describe:*



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TO GIVE

AN ACTION OF THE HEART
A PROJECT FOR THE MIND