

# Are We an Asset-Building School Community?

Read each statement and decide how important you think each statement is for your school (3 = very important, 2 = moderately important, 1 = a little important). Then, decide how well you think your school does what the statement describes (3 = we do it very well, 2 = we do it moderately well, and 1 = we don't do it well at all).

Next, look at the items that you labeled as being very important. How well are you doing on all of those? Items that are very important and that you're doing well on are successes. Celebrate them! And make sure you have an explicit plan to keep on being successful with those. Items that are very important, but that you're not doing well on might be appropriate to focus on in your asset-building agenda.

And remember—you're describing your school, not just your "own" students or classes. If you don't know how to describe your school on an item, ask the relevant people for their input.

**How Important  
Is This?**

3 = very important  
2 = moderately important  
1 = a little important

**How Well Do  
We Do This?**

3 = we do it very well  
2 = we do it moderately well  
1 = we don't do it well at all

**Relationships**

- |  |       |       |
|--|-------|-------|
| 1. The great majority of adults on the school staff are interested in their students as persons.   | _____ | _____ |
| 2. There is a feeling of collegiality among administrators, faculty, and other staff.  | _____ | _____ |
| 3. Parents are genuine partners in children's learning and schooling.  | _____ | _____ |
| 4. We effectively promote caring relationships among students, teachers, and other school staff.   | _____ | _____ |
| 5. Each student is known by name and talked with several times a week by at least several adults on staff.   | _____ | _____ |
| 6. The main decision-making style is for teachers, administrators, other school staff, and students to share in decision making.   | _____ | _____ |
| 7. We foster close teacher-student relationships by doing things like breaking the school into small "houses" or teams and using advisor-advisee or teacher-based guidance programs. | _____ | _____ |
| 8. Counselors explicitly talk about future plans, short and long term, with every student several times a year.  | _____ | _____ |

**How Important  
Is This?**

3 = very important  
2 = moderately important  
1 = a little important

**How Well Do  
We Do This?**

3 = we do it very well  
2 = we do it moderately well  
1 = we don't do it well at all

**Environment**

- |  |       |       |
|--|-------|-------|
| 9. Students feel valued and cared for.   | _____ | _____ |
| 10. Students feel they belong in and are connected to the school.  | _____ | _____ |
| 11. All students get encouragement and care.   | _____ | _____ |
| 12. All staff get encouragement and care.  | _____ | _____ |
| 13. Adults and students consistently express high expectations for student performance and behavior.   | _____ | _____ |
| 14. Adults consistently express high expectations for each other's performance and behavior.   | _____ | _____ |
| 15. The great majority of students consistently put forth great effort in their schoolwork.  | _____ | _____ |
| 16. We effectively maintain student motivation and engagement.   | _____ | _____ |
| 17. We effectively strengthen the social expectations among teachers and students that promote achievement.  | _____ | _____ |
| 18. It is common to see and hear laughter, interest, smiles, and other indications of pleasure and joy in the majority of students.                  | _____ | _____ |
| 19. All staff, not only teachers, feel student success is their personal responsibility.   | _____ | _____ |
| 20. School staff, parents, district personnel, and community members share a commitment to building assets among all students.                       | _____ | _____ |
| 21. We ensure staff and student safety (freedom from harassment as well as violence) through consistent rule enforcement and positive role modeling. | _____ | _____ |
| 22. In this school, students routinely contribute to the determination of rules and consequences.  | _____ | _____ |
| 23. We provide challenging curriculum to all students as an expression of our high expectations for them.  | _____ | _____ |

<b>Programs and Practices</b>	<b>How Important Is This?</b>	<b>How Well Do We Do This?</b>
	3 = very important 2 = moderately important 1 = a little important	3 = we do it very well 2 = we do it moderately well 1 = we don't do it well at all
24. Commitment to asset building is a criterion used to select new school staff, including teachers and administrators.	_____	_____
25. The annual review of teachers includes assessment of their commitment to and engagement in asset building.	_____	_____
26. There are plentiful and systematic opportunities for students to learn key social and decision-making skills.	_____	_____
27. All students are asked to contribute to the betterment of the school community.	_____	_____
28. Average and underachieving students have as many chances to be leaders and contributors as do above-average students.	_____	_____
29. Students are treated as valuable resources and active players in building our school community.	_____	_____
30. There is very little "tracking" of students into courses grouped by ability levels.	_____	_____
31. Most instruction is offered through interdisciplinary teacher teams.	_____	_____
32. We don't have a rigid departmental organization.	_____	_____
33. The great majority of students have to synthesize and interpret more than they have to memorize.	_____	_____
34. Most students can connect what they're learning to the world beyond school, through things like service-learning and internships with community resources.	_____	_____
35. Cocurricular programs are usually run cooperatively with youth-serving organizations, congregations, and other community groups, not just by the school.	_____	_____
36. This school is a significant partner in a community-wide coalition or initiative on behalf of children and youth.	_____	_____

	<b>How Important Is This?</b>	<b>How Well Do We Do This?</b>
	3 = very important 2 = moderately important 1 = a little important	3 = we do it very well 2 = we do it moderately well 1 = we don't do it well at all
37. We often use cooperative learning strategies to provide constructive group interaction.	_____	_____
38. We typically keep students in the same teams for several years to help nurture deeper relationships.	_____	_____
39. We train numerous children and youth—and not only the highest-achieving students—to be peer tutors and mediators.	_____	_____
40. All students are actively recruited for participation in school- or community-sponsored after-school programs.	_____	_____
41. We collaborate with a wide range of community resources to expand the types and operating hours of school- and community-sponsored youth programs.	_____	_____
42. All students participate in health and sexuality education that focuses on fostering personal and social health and wellness.	_____	_____
43. Our parent communications emphasize suggestions for supporting learning at home (e.g., talking about what goes on at school, expressing the value of education) even more than parents' attendance at school functions.	_____	_____
44. We often collect data on students' needs through strategies like surveys and focus groups.	_____	_____
45. We know and often celebrate what is currently being done to build assets.	_____	_____
46. We annually assess our current organization, structures, and strategies in light of asset building.	_____	_____