

Virtue Questionnaire for Faculty and Staff

Below is a short series of questions that we hope will help us better understand your thoughts on virtue education. These questions are not intended to have right or wrong answers; rather, they seek merely to ascertain which of many viable options you would choose in a narrow set of circumstances and to provide avenues for further conversation.

1. You are on the team interviewing candidates for a senior administrative position at your school. Which of the following would make you MOST inclined to recommend a candidate for the position?
 - a. The candidate has a history of intercepting parents who are angry about teachers' weaknesses and explaining that teachers need the opportunity to learn and improve as well.
 - b. The candidate's references speak passionately about his/her/their honesty – particularly about the way they fearlessly own their mistakes, no matter who their audience is.
 - c. In your interview, the candidate describes a standing practice he/she/they have of the "Fire Committee"; this is a group of people from all across the school (students, teachers, staff, admin, parents, alums) who can be called on to brainstorm solutions to problems (putting out fires) and/or to propose new ideas for the school to explore (lighting inspirational fires).
 - d. In discussing the "Fire Committee," the candidate speaks of the need to involve people who have, in the past, openly disagreed with his/her/their decisions – only when his/her/their ideas are challenged can they be corrected, strengthened, or abandoned.
 - e. The candidate outlines an "accountability matrix" – a rubric offered to the school community that outlines their decision-making process and implementation practices for new initiatives; the community is invited to amend it, and then it is posted online for everyone to use to improve trust in their leadership.
2. Your school runs a successful annual professional-development conference attended by teachers and administrators from a wide radius. You've been asked to recommend a book that will be read by all attendees to help them understand your school before they attend a three day "immersive training" program in different classrooms. Which of these would you most likely recommend?
 - a. *Quiet* by Susan Cain, for the way it addresses the needs of more introverted learners
 - b. *Humankind* by Rutger Bregman, for its alternative and hopeful lens on the goodness in people
 - c. *Grit* by Angela Duckworth, for its fusion of passion with persistence
 - d. *Think Again* by Adam Grant, for its emphasis on intellectual humility
 - e. *The Demon-Haunted World* by Carl Sagan, for its promotion of rational questioning and skeptical thinking

3. Your school has asked academic departments to develop curricular standards that specifically address learning dispositions and values important to their discipline. Which of the following would you be most enthusiastic to see included in your department's learning standards? (NOTE: if your role is not assigned to a particular academic department, please select the answer that you believe has the greatest relevance for your school as a whole)
 - a. The student, when achieving success on an assessment or in reaching a discipline standard, acknowledges the role of others in the class who supported his learning.
 - b. The student demonstrates a consideration of the effects on the world if the unit topic did NOT exist or were NOT true.
 - c. The student has taken at least one component of the unit topic and found a way to connect it with or apply it to a current, real-world situation.
 - d. The student has explored ways in which the unit topic(s) might be seen as a reason for optimism or force for positive change, inside or outside the classroom.
 - e. When facing challenges in committing unit elements to memory or mastering unit skills and processes, the student actively pursues alternative learning strategies, both from adults and students, until recall/mastery improves.
4. All school employees are asked to participate in some way with your school's Learning Disposition Baseline Assessment Battery (LDBAB) administered to every student in the first six weeks of the school year. As an observer and monitor, which of the following activities do you think would tell you the most about a child's readiness to be happy and successful in your school community?
 - a. a collaborative project in which a group of 5 students of different ages, strengths, and backgrounds are asked to design and build a car that runs on a rubber band
 - b. a one-on-one assessment in which a child is given a bag of 60 Legos and asked to create something imaginary and then explain to you what it is
 - c. a pencil-and-paper task involving complex instructions, during which you frequently interrupt to ask students to switch seats, or to correct instructions on the paper, or to ring a bell, or distract in other ways
 - d. a small-group interview (3-4 same-age students) where you ask students to talk about their lives, looking for moments where students laugh and what they laugh about
 - e. a weekend service project at a large food bank, where students are given tasks and left to complete them with only infrequent monitoring

THANK YOU FOR YOUR TIME AND THOUGHTS!