

## Kindness in the Classroom Implementation Assessment

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**Directions:** This assessment tool was developed to help schools monitor their Kindness in the Classroom (RAK) implementation processes over time. Within this assessment, users respond to several different items related to each of the common components of the RAK implementation process. This assessment can be completed by an individual or a team. If completed by a team, each member should complete the scale independently. The team’s average response to each item should be recorded and discussed.

Read each item and reflect on your school’s implementation process. Below each question write the most appropriate number for each item using the response key provided. After responding to all of the items, calculate the average score for each section.

For reference, the Kindness in the Classroom lesson plans can be downloaded from:  
<https://www.randomactsofkindness.org/for-educators>

### Component 1: Motivation to Implement RAK

Successful RAK implementation in every school relies on the motivation of school staff members to implement every aspect of the RAK program. Motivation to implement the RAK program strongly influences the degree to which staff members engage in activities associated with each of the curriculum components. Staff and administrative buy-in are contributing factors to staff motivation and the quality of the RAK implementation.

1 = Strongly Disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly Agree

1	Teachers and school faculty understand how the RAK program relates to the academic mission of the school and the students’ everyday lives.	1	2	3	4	5
2	The school has a good process by which teachers and school faculty can offer suggestions throughout RAK implementation.	1	2	3	4	5
3	Our teachers are motivated to make kindness work in their classrooms.	1	2	3	4	5
4	Our staff is convinced that RAK is a top priority for the administration at our school.	1	2	3	4	5
5	Teachers and school faculty are exposed to and prepared for the RAK program prior to implementation.	1	2	3	4	5

Component 1 Total & Average Score

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### Component 2: Staff Training

RAK programs provide training to introduce staff to the RAK process, the web-based guidance system, and to teach them how to facilitate the Kindness in the Classroom Lesson. Staff training is an important element of the RAK program because it supports the quality of facilitation and promotes teacher buy-in.

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

1	The school gathers feedback from teachers and school faculty to ensure that training opportunities are meeting the staff's needs.	1	2	3	4	5
2	Teachers are given opportunities to plan together and share teaching techniques.	1	2	3	4	5
3	Teachers and school faculty feel prepared to answer/resolve technical problems that emerge in class while using the web-based career guidance system.	1	2	3	4	5
4	Teachers and school faculty are provided with training to prepare them for the nontechnical aspects of facilitating SEL sessions.	1	2	3	4	5
5	Teachers and school faculty are provided with training throughout the school year, as needed.	1	2	3	4	5
6	The school principal provides resources and flexibility related to training.	1	2	3	4	5

Component 2 Total & Average Score

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### Component 3: Scheduling

Each school has several varying factors that impact scheduling. Accommodating RAK sessions into a school's existing schedule requires strong school leadership and commitment. Constraints in time and space are critical factors when developing a school's approach to scheduling.

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

1	School leaders are committed and willing to implement changes to the school's existing schedule to accommodate the RAK program.	1	2	3	4	5
2	The school's current schedule accommodates the RAK sessions well.	1	2	3	4	5
3	RAK sessions are delivered during periods that do not conflict with other programs.	1	2	3	4	5

Component 3 Total & Average Score

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### Component 4: SEL Session Structure

RAK lesson structures should foster the personalization that SEL is intended to achieve. While small group settings are desirable when delivering SEL content, schools can use alternative approaches (e.g. hybrid or large group) that encourage relationship building between students and staff and hold students accountable for participatory learning to address constraints in scheduling, time, and space.

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

1	RAK sessions are conducted in the approach (e.g. small/large/hybrid) that most benefits students and teachers at our school.	1	2	3	4	5
2	Teachers and school faculty feel comfortable with the school's RAK lesson approach.	1	2	3	4	5
3	Students are provided with opportunities to develop relationships with faculty/peer mentors.	1	2	3	4	5

Component 4 Total & Average Score

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### Component 5: Curriculum

Components of the RAK curriculum should systematically align with the school's existing curriculum and processes to make connections between the RAK program, the core curriculum, and the course selection process in the future.

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

1	The RAK curriculum provides teachers and students with opportunities to delve deeper into certain topic areas.	1	2	3	4	5
2	Teachers are provided with sufficient time to familiarize themselves with RAK lesson plans prior to delivering them.	1	2	3	4	5
3	Students express and demonstrate interest in their class work.	1	2	3	4	5

Component 5 Total & Average Score

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### Component 6: Adult Stakeholders

Adult stakeholders in the RAK program include teachers, counselors, administrators and parents. To support the comprehensive implementation of RAK programs, schools should clearly define and communicate the roles of various adults in the school community, including parents and other members of the community.

1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

1	The role of the program coordinator in the SEL implementation process is clearly defined.	1	2	3	4	5
2	The role of the teachers in the RAK implementation process is clearly defined.	1	2	3	4	5
3	The role of the school support in the RAK implementation process is clearly defined.	1	2	3	4	5
4	The role of the parents in the RAK implementation process is clearly defined.	1	2	3	4	5
5	Each group (i.e. teachers, school counselors, parents) fully understands the roles of all the other groups in the RAK implementation process.	1	2	3	4	5
6	The currently defined roles and associated tasks are appropriate for each group.	1	2	3	4	5

Component 6 Total & Average Score

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Notes: