**Evaluation Strategy**

 The counselors and classroom teachers will conduct much of the evaluation of the Character Education program. Because much of the focus of the program is based on good behavior, behavior referrals to the office will also be tabulated with the help of the principal. The counselors and classroom teachers along with the building principal will be responsible for the formative evaluation.

 The counselors shall gather information based on student responses and teacher evaluations for each different sub-unit within the Character Education program. The collected data will be used to determine if the intended learner outcomes were met. Students could be asked to complete mini-quizzes on character after each sub-unit to be used as indicators that the desired learner outcomes were met through the classroom guidance curriculum.

 The teachers could pre-test the students with a short quiz about the topics to be discussed in the sub-units before they are taught. The counselors would have the students complete the mini-quizzes as post-assessments immediately following the classroom instruction. These assessments could address directly the terms and ideas that are the focus of the learner outcomes and they would give feedback to the counselor and teacher as to what areas could be improved upon.

 The formative evaluations should be followed up with summative evaluations after three to five years. The main focus of this curriculum is character and it should be understood by the evaluators and counselors that character itself may not change drastically in three to five years, but the means of assessing the learner outcomes and the means of instruction must be able to change. In order for the evaluations to be beneficial and help the curriculum grow there must be an open line of communication and understanding about the curriculum between the counselors, classroom teachers, the building principal, and the students.