Developing Student Character

For Success in School & Beyond

Tec de Monterrey, Campus Toluca

Tom Lickona

Center for the 4th and 5th Rs
SUNY Cortland  www.cortland.edu/character
Why do we teach?

Education is the business of changing lives.

We change lives by changing character.
7 Reasons to Educate for Character

(White Book, p.2)
1. To consider, “What legacy do I wish to leave my students?”
Jeff Eben Story

Turn to page 209 in your Smart & Good High Schools book
2. To learn how to use the 4 KEYS to develop performance character (best work), moral character (best ethical self), and the 8 Strengths of Character.
8 Strengths of Character (see p. 23, S & Good)

- The 8 Strengths are **broad psychological assets** that operationally define performance character and moral character.

- The 8 Strengths are the **target goals**—the developmental outcomes—of a Smart & Good School.

- They are the assets needed for a productive, ethical, and fulfilling life in school and beyond.
3. To *be*, in our time here, a **Professional Ethical Learning Community (PELC)** whose members support and challenge each other.
Seminar Teaching & Learning Methods

• Listen and record ideas.
• Read and record ideas.
• Learn experientially.
• Journal.
• Pair & share.
• Discuss in small groups.
• Q & A
• Plan for personal and/or team action.
Seminar Learning Resources

- **Smart & Good High Schools** (pls. bring every day)
- **Developing Student Character for Success in School and Beyond** (“White Book”; pls. bring every day)
- **excellence & ethics** education letter (handout)
- **Fourth and Fifth Rs** newsletters emailed to you (pls. bring to class on Thurs.: “Raising Children of Character” and “10 Emotional Dangers of Premature Sexual Involvement”)
- Other articles emailed to you and our Center’s free online resources, www.cortland.edu/character.
• Keep a “Just Do It” Action Ideas List
• You have permission to copy and share the handouts.
• For free additional online resources, including this PPT and the *Smart & Good* report: [www.cortland.edu/character](http://www.cortland.edu/character) (Click “Smart & Good Schools Initiative”)
• Hand signal for quiet
The mission of every school is to develop performance character and moral character within an Ethical Learning Community (ELC).
Character has two major parts: performance character and moral character.
See Performance Character and Moral Character ball on back page of excellence & ethics
Performance Character: 
*Needed to Do Our Best Work*

Moral Character: 
*Needed to Be Our Best in Relationships*

(p. 19)
The 4 KEYS: a Master Strategy for Developing Moral and Performance Character

(p. 28, White Book)
4 KEYS to Developing Performance Character and Moral Character

- An ethical learning community that supports and challenges (build a team culture)
- Self-study (self-assessment, goal-setting)
- Other-study (learning from others)
- Public performance/presentation
KEY 1 example:
The Coach Barta Story

Turn to page 6 in *excellence & ethics* education letter

How does Coach Barta build an Ethical Learning Community?
Who’s here?

STAND IF YOU . . . .
FRIENDS

Friends, friends
1, 2, 3
All my friends are here with me
You’re my friend
You’re my friend
You’re my friend
You’re my friend
Friends, friends
1, 2, 3
All my friends are here with me.
2-Minute Interview

1. Find a partner (someone you do not already know). Shake hands and briefly introduce yourself (name, school, and role).

2. Using the 5 q’s on p. 120 in the S & G book, take 2 minutes to interview your partner, recording the answers.

3. Switch roles at the 2-minute signal.
Class Interview

• Ask me any question, personal or professional, that you’re curious about.

(p. 10, White Book)
Just Do It

If you think you might want to use the **2-Minute Interview** and/or the **Class Interview**, add those to your **Just Do It** list.
KEY 1: Support & Challenge

• This key begins with building relationships.

• Research shows the power of “connectedness”—feelings of closeness to others (p. 34, Smart & Good).
WELCOMING FRESHMAN

One high school’s story

(p. 38, Smart & Good)
Your children who have ridiculed me, who have treated me like I am not worth their time, are now dead.

—Columbine High School shooter Eric Harris's email suicide note to the Littleton community
There were some people who were really mean to him and would push him down and laugh at him. He didn’t speak English very well, and they would really make fun of him.

— A middle school classmate speaking about Cho Seung-Hui, the Virginia-Tech shooter who killed 32 persons and himself.
School Self-Study

Discuss with colleague(s) (5 min.):

• How does our school welcome new students?

• How might we do so more effectively so as to integrate newcomers into our Ethical Learning Community?
Giraffe Heroes Project

- [www.giraffe.org](http://www.giraffe.org)
- KEY 3: Other-Study
- As you watch the video, consider:
- What do these heroes have in common?
THE GIRAFFE PROJECT

• P. 99, White Book

• Consider, “When have I, at least to some degree, been a Giraffe—sticking out my neck for others?” (KEY 2: Self-Study)

• Stand and share: Tell your Giraffe story to another person. (2 min. each) (KEY 4: Public Presentation)

• Discuss: How can you use this with students?
Outcome 5, Respectful and Responsible Moral Agent

• Turn to page 147 in your Smart & Good book

• RESPECT: Showing regard for the intrinsic worth of someone or something.

• RESPONSIBILITY: fulfilling our positive obligations—including intervening to stand up for what is right and correct what is wrong.
Developing Moral Agency through the Curriculum

• Pp. 156 – 157, Smart & Good book

• *Facing History* and Ourselves
THE SMART & GOOD PHILOSOPHY
2 Great Goals

“Throughout history, and in cultures all over the world, education rightly conceived has had two great goals: to help students become smart and to help them become good.”

—*(Smart & Good High Schools, Executive Summary, p. xxi)*
What is the purpose of education?

• To educate is “to give someone intellectual, moral, and social instruction” (Webster’s, 2005).

• “The aim of education is human development.” —John Dewey

• “Education worthy of the name is essentially education of character.” —Martin Buber
The Science of Character Education:

What Works?

(pp. 4-6, White Book)
At all grade levels, students who have experienced quality character education outperform comparison groups not only on measures of *social behavior* but also on measures of *academic performance*.

The Evolution of Our Work

12-point Comprehensive Approach to Character Education (see wheel, p. 11, White Book)

- Defines moral character in terms of two universal moral values: *respect* ("don’t hurt") and *responsibility* ("do help").
- The 12-point model is described in *Educating for Character* (Bantam Books, 1991).
10 Essential Virtues

*Character Matters* (Touchstone, 2004) defines the “content of character” in terms of **ten essential virtues** affirmed by cultures and philosophical traditions around the world (pp. 11-14).

Describes **10 schoolwide approaches** to developing these virtues (p. 14).

Lays out **step-by-step plan** (Chapter 11, *Character Matters*) for becoming a “school of character.” (This chapter was emailed to you.)
The Smart & Good Schools Initiative (p. 16) is based on the 2005 research study *Smart & Good High Schools* by Tom Lickona & Matt Davidson.

Integrating Excellence & Ethics for Success in School, Work, and Beyond

www.cortland.edu/character
Smart & Good
Research Methodologies (pp. xxii-xxiv)

1. A comprehensive literature review

2. Site visits (focus groups & observations) at 24 award-winning high schools

3. Guidance from:
   • Experts Panel
   • Student Leaders Panel
The mission of every school is to develop performance character and moral character within an Ethical Learning Community (ELC).
Character has two major parts: performance character and moral character.
Performance Character:  
*Needed to Do Our Best Work*

Moral Character:  
*Needed to Be Our Best in Relationships*

(p. 19)
The 2 sides of character are interdependent.

Without moral character, people may lie, cheat, and steal in pursuit of their performance goals.
Without performance character, moral character is often ineffective.

We may have good intentions, but we can’t execute.
To be a person of character is to be the best person we can be. A person of character embodies both performance character and moral character.
The 3 A’s of Moral and Performance Character

(p. 20)
The Head, the Heart, and the Hand

- **Awareness** is the “head part” of character—knowing what it means to strive for excellence and knowing what it means to do the right thing.

- **Attitude** is the “heart part”—wanting to do things well and wanting to treat others well.

- **Action** is the “hand part”—having habits of doing one’s best and habits of acting ethically.
What Science Says

• Multiple lines of research show the contributions of performance character and moral character to human development and achievement. (p. 21, White Book)
3 Profiles of Character

1. Identify a new partner.

2. Individually and silently, read (3 minutes) the “Profiles of 3 Teens,” p. 21, Smart & Good.

   - How did Roxanne, Ernesto, and Craig each demonstrate the integration of performance character (PC) and moral character (MC)?
   - How did they demonstrate the 3 A’s (awareness/knowing, attitude/caring, and action)?

With your partner, discuss (3 minutes).
Teaching Moral and Performance Character

1. Individually, read “Why Not Your Best” (pp. 21-23, White Book) from Hal Urban’s, Lessons from the Classroom. Add to your Just Do It list any ideas you wish to harvest.

2. How did Hal promote performance character and moral character in his students? What’s one thing you might consider adopting or adapting? Discuss in 3’s. (3 min.)
Q & A
4 KEYS to Developing Performance Character and Moral Character

- A community that supports and challenges (group expectations)
- Self-study (self-assessment, goal-setting)
- Other-study (learning from others)
- Public performance/presentation
The Season:
De La Salle Football
151: The Greatest Streak

ESPN Productions
Bristol, Connecticut
February 24, 2005
Where did you see evidence of the 4 KEYS in the De La Salle video?

Community that Supports & Challenges
Self-Study
Other-Study
Public Performance
SMART & GOOD SCHOOLS INITIATIVE
MAXIMIZING THE POWER OF CHARACTER

4 KEYS to Developing Performance Character and Moral Character

- A community that supports and challenges (group expectations)
- Self-study (self-assessment, goal-setting)
- Other-study (learning from others)
- Public performance/presentation
4 KEYS Audit
(pp. 29-30, Smart & Good book):

16 Strategies
Finding the 4 KEYS in a Math Class

• Read Mark Schumacker’s article, “Born Again Teacher.”

• As you read, note in the margins all the places where he is using one or more of the 4 KEYS.

• Add to your Just Do It list any ideas you might adopt or adapt.

• Share with a partner where you saw Mark using the 4 KEYS.
Day 1 Feedback

• One of the principles of the Ethical Learning Community is “Have a voice; take a stand.”
• Feedback is one way of encouraging voice.

Please write and turn in (don’t sign your name):

1. What was valuable from Day 1?
2. What would make the Seminar more valuable for you?
3. A question you have at this point?
Day 1 Closing Activity (4-5 pm)

• Read Chapter 3 in *Smart & Good*: “The Ethical Learning Community.” (Begin by scanning the chapter to see what most interests you.)

• Or, if you’ve read chapter 3, read another selection that you have not yet read from *Smart & Good* or the White Book.

• Add to your Just Do It list ideas you may use.

• Use the last 15 minutes to:
  – Make a journal entry or
  – Discuss the chapter with colleagues.
DAY 2 AGENDA

• Chapter 5, Outcome 8: Spiritual Person/ Sense of Purpose
• Chapter 5, Outcome 5: Respectful and Responsible Moral Agent
• Chapter 3, Developing the Ethical Learning Community (ELC)
• Chapter 4, Developing the Professional Ethical Learning Community
Class Meeting on the Feedback

• Decisions:

To make more time for participants to share experiences.
To make more time for practical examples.
Compact for Excellence

• White Book, p. 47
• Shipley School, pp. 42-43, White Book
# Toluca Compact for Excellence

<table>
<thead>
<tr>
<th>To help everyone feel welcome, respected, and cared about:</th>
<th>To help everyone do their best work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS will...</td>
<td>STUDENTS will...</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The TEACHER (Tom) will...</th>
<th>The TEACHER (Tom) will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
Toluca Seminar Compact-4-Excellence

• To help us do our best work and treat each other with respect and care, Tom will:
  1. Give time for community
  2. Increase the challenge
  3. Approach students personally

• To help us do our best work and treat each other with respect and care, participants will:
  1. Be on time and not multi-task.
  2. Help each other to understand.
  3. Share knowledge.
  4. Treat everyone as a VIP.
The Daily 4

1. Who has good news?

2. What is something you’re thankful for today?

3. Give a public compliment to someone in the class.

4. Make us laugh (the joke must be clean).

-- Hal Urban, Lessons From the Classroom: 20 Things Good Teachers Do

www.halurban.com
Feedback from Day 2
Everything can be taken from us except one thing—the freedom to choose our attitude in any set of circumstances.

—Viktor Frankl, *Man’s Search for Meaning*
Other-Study / Self-Study

1. What does the quote mean?
2. How well do you put this wisdom in to practice?
3. What is one specific action you could take to improve?
PELC Activity: 100 Ways  (71-72, W. Book)

- Identify a partner (new person).
- Read the list individually. (7 min.)
- Put a check next to those things you already do or have done.
- Circle things you’d be will to try.
- With your partner, share one thing you circled and say why you chose that.
- What was valuable about this activity?
Experiencing the 4 KEYS

What Behaviors Do You Appreciate in a Group Discussion? (p. 40, White Book)

1. Form groups of 3.
2. Do the top writing task silently.
3. Then go around, reading your positives and briefly saying why those are important to you.
4. Then go around again, reading your negatives.
5. Keep a list of positives and negatives mentioned.
6. Choose one behavior that you can improve on and write, “I resolve to (talk less, contribute more...)”
4 KEYS Practice Exercise

• In a group of 3 (choose new teammates), list under each key the steps for using that key to maximize the impact of Viktor Frankl’s quote:

“Everything can be taken from us except one thing—the freedom to choose our attitude in any set of circumstances.”
8 Strengths of Character

1. Lifelong learner and critical thinker
2. Diligent and capable performer
3. Socially and emotionally skilled person
4. Ethical thinker
5. Respectful and responsible moral agent
6. Self-disciplined person who pursues a healthy lifestyle
7. Contributing community member and democratic citizen
8. Spiritual person engaged in crafting a life of noble purpose
Where do the 8 Strengths of Character come from?

- Classical philosophy about living a meaningful and fulfilling life
- Cross-cultural wisdom
- Positive psychology’s focus on the assets needed for a flourishing life
- Our own grounded theory research.
Self-Study: Developing Sense of Purpose

Pair-Share (2 min’s) (different partner):

Which of these practices might you use in your work for developing students’ sense of purpose and ability to set life goals?
The Ethical Learning Community
(KEY 1 of the 4 KEYS)

In a Smart & Good School, character education is the process of using the 4 KEYS to maximize the development of performance character, moral character, and the 8 Strengths of Character.
The 6 Principles of the ELC:

1. Develop shared purpose and identity.
2. Align practices with desired outcomes and relevant research.
3. Have a voice; take a stand.
4. Take personal responsibility for continuous self-development.
5. Practice collective responsibility.
6. Grapple with the tough issues.
ELC PRINCIPLE 1:

Develop shared purpose and identity.

Promising Practice:

Build a unified school culture around excellence and ethics through consistent high expectations for learning and behavior.
• Most schools suffer from “loose coupling”—high levels of inconsistency in expectations and values.

• A Smart & Good School is characterized by *tight coupling.*
New Hampton School: Other-Study

• Form groups of 3.
• Individually, read the New Hampton story.
• Discuss:
  • How did New Hampton create “tight coupling”—a unified school culture and shared sense of purpose?
  • What did they do that your school might adopt or adapt?
The lesson of success stories:

• We shape the culture.

• The culture shapes character.
Another way to achieve tight coupling:

A School Touchstone—a “way” of doing our work and treating others.
One High School’s Motto (Touchstone):

Work hard.
Be your best.
Do the right thing.
THE PLACE WAY

At Place School, we pursue excellence in scholarship and character. We celebrate and honor each other by being respectful, honest, kind, and fair.

We give our best inside and outside the classroom.

This is who we are, even when no one is watching.
THE ROOSEVELT WAY

“There’s a way that students here are expected to act, and a way that they expected not to act.”

—High School Counselor
USING TOUCHSTONE RUBRICS

p. 60, White Book
One school’s honor code, developed by students through participatory student government:
1. I will be honest in all my actions.
2. I will treat others the way I want to be treated.
3. I will extend courtesy and kindness to all people.
4. I will respect our school building and every individual’s personal property.
5. I will take pride in our school programs.
6. I will have the courage to report bullying, drugs, and weapons in our school.
7. I will uphold this Honor Code and exhibit these behaviors when I represent our school off campus.
ETHICAL LEARNING COMMUNITY PRINCIPLE 2:
Align practices with desired outcomes and relevant research.

How can we align the way we work with parents, so that they help us reach our desired outcomes?
What is missing in many schools is *an explicit compact*—an agreement between the school and parents to support each other in upholding shared character expectations.
Dear Parents,

Lincoln High School, as you know, takes pride in its commitment to fostering both intellectual and moral excellence...

I have read the Honor Code and discussed it with my child. I support the school’s effort to promote academic integrity and to hold students accountable to that standard.

Signed: __________________________
ACADEMIC INTEGRITY SURVEY

• P. 66, White Book
Is Honesty Still the Best Policy?

• Turn to p. 68 in W. Book
1. What would you want a teacher to say about your character in a letter of reference?

2. How do you gain the trust of another person? How do you destroy it?

3. What are some of the consequences of being dishonest?

4. What are some of the rewards of being honest?

(p. 144, Smart & Good)
Recommended Resource

• A Handbook for Developing and Sustaining Honor Codes
• David B.L. Gould
• www.csee.org
• P. 69 W. Book
PELC Activity: Assessing Excellence & Ethics

- Using a 5-point scale (1=Strongly disagree, 5=Strongly agree), rate “most students in this school” (middle column) for the excellence items (p. 76) and the ethics items (p. 77).

- Do the same for “most teachers in this school” (right column).

- Share with a colleague one item in each column where you gave a high rating and one where you gave a low rating.
PELC Activity:
Assessing Excellence & Ethics

• Using a 5-point scale (1=Strongly disagree, 5=Strongly agree), rate the items on pp. 79-80 for the Professional Ethical Learning Community in your school.

• Share with a colleague one item where you gave a high rating and one where you gave a low rating.
Using Data for Continuous Improvement

• Read the Glenholme School story, pp. 4-5, *excellence & ethics* education letter.

• Note how it used the CREE (old name for CEEA instrument) to drive school improvement.

• **Discuss with colleague(s):** “How could our school use the CREE (CEEA) Process to bring about school improvement?”
Day 2 Feedback

Please write and leave for Tom on stage (don’t sign your name):

1. What was valuable from Day 2?
2. Suggestions for tomorrow?
3. Questions?
Day 2 Closing Activity (4-5 pm)

• Read Ch. 4 in *Smart & Good*: “The Professional Ethical Learning Community.”  (Begin by scanning the chapter to see what most interests you)  **OR**  Read Ch. 5, Outcome 2, Outcome 3, or Outcome 4.

• Add to your Just Do It list ideas you may use.

• Use the last 15 minutes to:
  – Make a journal entry **or**
  – Discuss the chapter with colleagues.
DAY 3 AGENDA

• Chapters 3 and 4, Developing the ELC/PELC

• Chapter 5, Outcome 2: Diligent and Capable Performer

• Chapter 5, Outcome 3: Socially and Emotionally Skilled Person

• Chapter 5, Outcome 4: Ethical Thinker
ELC PRINCIPLE 3:
Have a voice; take a stand.
Next to prisons, high schools are the least democratic institutions in our society. They are cursed by a tradition of hypocrisy—teaching and espousing democratic doctrine within the classroom, while the actual practice of democratic principles is largely nonexistent anywhere in the school.

—Peggy Silva & Robert A. Mackin, *Standards of Mind and Heart*
On the importance of students’ having a voice:

“For students, it is very important that their voice be heard.

“This would show students that administrators and teachers respect them, and then students would be more likely to show respect in return.”

—High School Girl
On the importance of students’ *exercising* their voice:

“Teens have to realize that they must stand up for what they believe in.

“Developing character means being an individual and upholding your convictions with honesty, confidence, and courage. Apathy is perhaps the greatest problem facing teens.”

—High School Boy
ELC Principle 3: Have a voice; take a stand.

Promising practices:

1. Develop student voice.
2. Develop faculty and staff voice.
3. Develop parent voice.
4. Develop community voice.
Increasing Student Voice

1. Develop student voice in the **classroom** (e.g., call on students randomly; conduct class meetings).

2. Annual **Student Engagement Survey**

3. Schoolwide small-group discussions (“What can we do to improve our school?”)

4. Democratic **schoolwide governance** (representative or direct).
In 3’s (3 min’s):

• How could your school increase meaningful opportunities for student voice?
SCHOOL CULTURE INVENTORY

- P. 63, White Book
- Complete Sections 1 (Positive Experiences) and Section 3 (Trouble Spots) with a partner.
- Consider side 2 (p. 64). What would be your two top issues?
- How could you use this PELC tool with your school?
2. Diligent and capable performer

- Strives for excellence; gives best effort
- Demonstrates initiative
- Knows standards of quality and creates high-quality products; takes pride in work
- Sets personal goals and assesses progress
- Perseveres despite difficulty.
Diligent and Capable Performer

• Involve students in meaningful learning experiences that challenge them to meet real-world standards.
A HIGH SCHOOL
SCIENCE RESEARCH CLASS

“These kids are doing original research, not cookbook science. We’re teaching problem-posing, problem-solving, cause-and-effect thinking, and teamwork.”
### The Use of Rubrics

**What makes this a strong rubric?**

<table>
<thead>
<tr>
<th>Leader to Detractor Scale for Levels of Academic Functioning (Adapted)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEADER (5):</strong> Demonstrates personal commitment and mastery, and encourages others by word and deed to do the same.</td>
</tr>
<tr>
<td>Arrives on time with materials; fixation with intensity and stamina; advances the goals of the class through personal contributions; and by assisting others in these areas.</td>
</tr>
<tr>
<td>Demonstrates exemplary organization, time management, and excellent note-taking; demonstrates strong work-processing, reading, and writing skills; actively assists others in these areas.</td>
</tr>
<tr>
<td>Demonstrates mastery of content requirements at highest level including ease and flexibility of using expected learner outcomes, assists others in these areas.</td>
</tr>
<tr>
<td>Demonstrates teamwork, initiative, and willingness to work with others; demonstrates the ability to organize and lead group toward stated goals, but also takes his/her part in the actual group task; encourages teamwork and leadership in others.</td>
</tr>
</tbody>
</table>

| PARTICIPANT (3): Carries out responsibilities in an adequate way, but does not take on a leadership role. |
| Arrives on time with materials; fixation adequate—but not leading, but not detracting. |
| Demonstrates adequate organization and time management, note-taking, work-processing, reading and writing skills—but not leading others, but not detracting either. |
| Demonstrates adequate mastery of content requirements, and some facility and flexibility in using expected learner outcomes—not leading others, but not detracting either. |
| Demonstrates adequate teamwork, and willingness to work with others; rarely, if ever, demonstrates the ability to organize and lead group toward stated goals, assumes adequate responsibility for group work—not leading others, but not detracting either. |

| DETRACTER (1): Doesn’t meet the standards personally, and detracts from others meeting the standards. |
| Does not arrive on time with materials; is not personally functioning at an adequate level, and detracts from the class’s ability to function adequately. |
| Does not demonstrate organization and time management, poor or incompetent note-taking, work-processing, reading and writing skills—detracts from the class’s ability to function adequately. |
| Demonstrates little or no mastery of content requirements and no facility or flexibility in using expected learner outcomes—detracts from the class’s ability to function adequately. |
| Demonstrates poor teamwork and an inability to work with others; demonstrates an inability to organize and lead group toward stated goals, assumes no responsibility for group tasks, and detracts from the class’s ability to function adequately. |

*Note: An individual who is progressing toward a higher rating (e.g., a 3 or a 5), but who has not fully arrived (i.e., demonstrates some but not all of the criteria, or demonstrates criteria inconsistently) can be identified as a 2 or a 4.*
An Ethic of Excellence: 
Building a Culture of Craftsmanship with Students 

(see article in binder)
Work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. After students have had a taste of excellence, they’re never quite satisfied with less.

—Ron Berger
5 Practices that Create a Classroom Culture of Excellence

1. Work that matters.
3. A culture of critique.
4. Opportunities for revision.
5. Opportunities to make one’s work public.
Fostering an Ethic of Excellence

• Turn to Berger’s article, p. 80, White Book

After the video, discuss in 3s:

• Share one example of “Work That Matters” that you have had your students do in your subject area.

• How could you provide more opportunities for “Work That Matters”? 
Culture of Critique:

• Be kind.
• Be specific.
• Be helpful.
Steps in the Culture of Critique

1. “I would especially like suggestions on . . .”
2. Positive feedback.
3. Constructive critique (put as questions):
   “Would you consider . . .?”
   “Have you thought of . . .?”
Culture of Critique:

*With a partner:*

How could you increase your use of guided peer feedback as aid to students’ revision of their work to higher levels of excellence?
The Role of Co-Curricular Activities in Character Development
8 Strengths Audit

Pair-Share (2 min’s) (different partner):

1. Consider how you help your students become diligent and capable performers through challenging work, the use of rubrics, opportunities for revision, and so on.

2. How could you strengthen your practice in this area?
3. Socially and emotionally skilled person

- Possesses a healthy self-confidence and positive attitude
- Demonstrates basic courtesy
- Develops positive relationships
- Communicates effectively
- Works well with others
- Resolves conflicts fairly
- Has emotional intelligence, including the ability to understand and manage one’s feelings.
**Promising Practice:**

- Develop and regularly renew a positive relationship with every student.
A GOOD TEACHER-STUDENT RELATIONSHIP:

1. Helps students feel loved & capable.
2. Motivates them to do their best.
3. Facilitates teacher-student communication about problems.
4. Makes the student receptive to the teacher’s expectations and example.
Teachers need to motivate every student individually, not just as an entire class. The personal connections teachers have made with me—something as simple as a short conversation—have kept me motivated to learn.

—High School Boy
• Promising Practice:

Foster Positive Peer Relations.
• Promising Practice:

Teach the Power of a Positive Attitude.
• Promising Practice:

Teach manners

(p. 59, White Book)
Hot Seat

• Form groups of 5 with people that you are comfortable with (either people from your school or persons you have come to know during the course).
• Ask 1 person to volunteer to be on the hot seat.
• For 10 minutes, take turns asking that person questions taken from the list on page 89 in W.Book.
• The person may “pass” on any question.
SELF-STUDY

Pair-Share (2 min’s) (different partner):

What is one Smart & Good practice for developing a Socially and Emotionally Skilled Person that you might adopt/adapt in your own work with students?
4. Ethical thinker

- Possesses moral discernment.
- Has a well-formed conscience—including a feeling of obligation to do the right thing.
- Has a strong moral identity; moral character is central to “who I am.”
- Has the moral skills to translate moral discernment, conscience, and identity into effective moral behavior.
An Ethical Lexicon

p. 3a, White Book
Moral Discernment:

*How can we tell right from wrong?*

1. Right actions affirm human dignity.
2. They promote the well-being of the individual.
3. They serve the common good.
4. They meet the test of reversibility. (*Would I want this done to me?*)
5. They can be universalized. (*Would I want all people to act in this way?*)
Teach 9 Ethical Tests
*(Smart & Good, p. 140)*

– The Golden Rule Test
– The What-If-Everybody-Did-This? Test
– The Religion Test
– The Consequences Test
– The Front-Page Test
Developing Conscience

1. What is a conscience?

2. What is the difference between a “well-formed” conscience and a “badly formed” one?

3. Does conscience change over time? What contributes to positive conscience development? To changes for the worse?
• Study LIVES OF CHARACTER.
• Challenge students to pursue their own character development.
• Draw lives of character from:
  – Your academic discipline (lit., history, etc.)
  – Psychological research (e.g., Some Do Care)
  – Current events (www.virtueinaction.org)
  – Great films (TeachWithMovies.com)
Other-Study: Forgiveness

• Turn to page 90 in W.Book
• Form groups of 3 - 4 with new persons.
• Read pages 91 – 93
• Choose a discussion leader.
• Discuss questions 2, 6 and 9 on pages 94 – 95.
After presenting a man or woman of exemplary performance character and moral character, ask students:

– What can you observe or infer about this person as an ethical thinker? What evidence do you see of moral discernment, conscience, moral identity, and moral competence?

– What character strengths does this person possess that you would like to develop to a higher degree? MAKE A PLAN FOR HOW TO DO THAT. SHARE IT WITH A PARTNER.
Pair-Share (2 min’s) (different partner):

How could you adopt/adapt one of the Smart & Good practices for developing an Ethical Thinker?
5. Respectful & Responsible
Moral Agent

- Respects the rights and dignity of all persons
- Understands that respect includes the right of conscience to disagree respectfully
- Possesses a strong sense of responsibility to do what’s right
- Takes responsibility for mistakes
- Shows moral leadership.
COMPACT FOR EXCELLENCE

- P. 47, White Book

- Holding students accountable to the Compact (Shipley example, p. 44, White Book)

- Confronting misbehavior, pp. 152-153, Smart & Good book.
ONE SCHOOL’S DISCIPLINE PROCESS

1. The referred student completes a form describing the incident from his/her point of view and the teacher’s.
2. The student relates his/her behavior to one of the school’s 8 Essential Learner Behaviors (critical thinking, citizenship, problem-solving, etc.).
3. The student discusses the completed form with the principal or asst. principal.
4. The student decides on a restitution.
5. The parent/guardian is notified.
Day 3 Feedback (optional)

Please write and leave for Tom on stage (don’t sign your name)

1. Suggestions for tomorrow?
2. Remaining questions?
Day 3 Closing Activity (4-5 pm)

• Choice of reading from Chapter 5:
  Outcome 1 (Critical Thinker), Outcome 6 (Self-Disciplined Person), or Outcome 7 (Democratic Citizen)

• Add to your Just Do It list ideas you may use.

• Use the last 15 minutes (4:45-5:00 pm) to:
  – Make a journal entry (What was valuable?)
  – Discuss with colleagues how to use these ideas.
Class Handshake

• Shake hands with and warmly greet 5 people from other schools.

• With the 5th person, exchange answers to the question “Where do you find solace and peace?”
DAY 4 AGENDA

- Chihuahua presentation.
- Success Video.
- Outcome 4 (Developing honesty).
- Assessing Character and Culture.
- Outcome 6 (Self-Disciplined Person).
- Parenting for Character.
- Outcome 8 (Sense of Purpose).
- Planning for Action
Chihuahua Other-Study

• Discuss in your group:

• What, from Emma Tinoco’s presentation of Chihuahua’s story, can you incorporate into your Character Education action plan?
Day 3 Feedback

• Is the ethical life universal or does it depend on the group to which we belong?

• What first steps do you recommend for implementing character education at the department level?
Parenting for Character

1. Find a new partner
2. Describe your children or your students if you are not a parent.
4. Interview each other (2 min. each).
   • What is one principle where you do well?
   • What is one where you want to do better?
1. Lifelong learner and critical thinker

- Approaches learning as a lifelong process
- Shows skills of critical analysis
- Takes seriously the perspectives of others
- Seeks credible evidence
- Integrates knowledge
- Generates alternative solutions
- Demonstrates intellectual humility
Media Literacy

Center for Media Literacy

www.medialit.org
SELF-STUDY

Pair-Share (2 min’s):

1. How do you currently help your students learn to think critically about the messages and images they take in from the media?

2. How could you strengthen your practice in this area?
6. Self-Disciplined Person Who Pursues a Healthy Lifestyle

- Demonstrates self-control
- Pursues physical, emotional, and mental health
- Makes responsible personal choices that contribute to ongoing self-development, a healthy lifestyle, and a positive future.
Making the Most of Advisories
(S & G, p. 161)
CHARACTER-BASED SEX EDUCATION

• P. 166, Smart & Good
Sexual self-control is often the weakest link in an individual’s self-control system.

—Benedict Groeschel, The Courage to Be Chaste
We need to give young people a rational way of thinking about sex—one that appeals to their intelligence and that will ground them and make their decisions solid.
10 Emotional Dangers of Premature Sex

- Worry about pregnancy and STDs.
- Regret.
- Guilt.
- Loss of self-respect.
- Corruption of character.
- Difficulty trusting.
- Depression and suicide.
- Damaged or ruined relationships.
- Stunted personal development.
- Negative effects on marriage.
Educating for Character in the Sexual Domain

• Form groups of 4 with school team mates.
• Read the article, “10 Emotional Dangers of Premature Sexual Involvement” (In the back of your binder)
• Browse through the magazine, “Just for Guys/Just for Girls”
• Using 1 or more of the 4 Keys, design a creative activity for using these two resources with your students.
The Neglected Heart

1. What can we learn from these stories?
2. Why does sexual intimacy have emotional consequences?
3. Are these consequences different for males and females? If so, why?
4. In what kind of relationship is sexual intimacy most likely to be emotionally safe and fulfilling?
THE REAL LOVE TEST

• P. 104, White Book
7. Contributing Community Member and Democratic Citizen

- Contributes to family, classroom, school, and community
- Demonstrates civic virtues needed for participation in democratic processes
- Demonstrates awareness of interdependence and a sense of responsibility to all humanity.
As character educators, we want kids to know all the ways they can make a difference for good.

- Barbara Lewis, *The Kid’s Guide to Service Project*
- www.kidsmakeadifference.org
Research Findings (S & G, p. 183):

Teens who are involved in service learning:

• Do better in school

• Are more likely to treat each other kindly and respond positively to cultural diversity.
Quest School: An Award-Winning Service Learning Program

• Service learning every Wednesday morning
• Quality control (supervision of field sites)
• Senior year global issues course
• Senior Project.
Outcome 8: Spiritual Person Engaged in Crafting a Life of Noble Purpose

• Considers existential questions (e.g., “What is happiness?”, “What is the meaning of life?”)
• Appreciates transcendent values (truth, beauty, goodness)
• Seeks a life of noble purpose
• Formulates life goals and ways to pursue them.
I see so many people just going through the motions: get into a good school, so you can get into a good college, so you can get a good job, so you can get a better job, so you can get rich and die.

—Recent High School Graduate
“How Can I Be Happy?”
F. Washington Jarvis

With Love and Prayers:
A Headmaster Speaks to the Next Generation
Questions

Discuss with a new partner (stand and share):

• Why were the people in these stories unhappy?

• What has helped you maintain inner peace and a sense of purpose in your life?

• Have you ever shared that with your students?
An Analysis of My Life (S & G, p. 198-99)

—John Perricone, *Zen and the Art of Public School Teaching*
One Girl’s Mission Statement:

1. Be honest.
2. Do what’s right.
3. Be kind to everyone.
4. Do your best in everything.
5. Have fun.
6. Always remember who you are and what you stand for.
LOOKING BACK, GOING FORWARD

1. Form a triad.

2. Make the following Journal Entries:

   “I used to think . . .”
   “Now I think . . . “
   “In my work with students (or colleagues), I commit to the goal of . . . “

3. Share your entries with your groupmates.
Planning for Action

• With colleagues, plan at least 3 specific action steps you will take to implement moral and performance character education in your classrooms, department, and/or school.

• Be prepared to do a Public Presentation of your plan to the whole class.
Departmental First Steps

• Consider “10 Ways to Use the Smart & Good Report” (pp- 74 -75 W. Book).
• All do a Compact for Excellence in Classrooms
• All use 4 Keys to enhance effectiveness of academic lessons and share results with colleagues.
• Do a Class Meeting weekly with students to seek feedback, problem-solve, share responsibility for improving the course.
• Use 100 Ways Activity to continue to integrate new ideas.
Department First Steps (Cont.)

• Discuss Mark Schumacker Case Study “Transforming Math Classes” (p. 37, W. Book)

• How can we adapt his methods to our classes?

• Common book project:

• Read and Discuss Hal Urban’s *Lessons from the Classroom* (available only from Hal, email him: halurban@halurban.com)
Self-Study/ Public Presentation

• Form groups of three.
• Write a paragraph responding to these questions:
  • What have you gained, personally and professionally, from our 4-day seminar?
  • What do you want your legacy to students to be?
• Read what you have written to your two group mates.
Character is destiny.

—Heraclitus
Amigos
Amigos, Amigos
Uno, dos, tres
Todos mis amigos están aquí,
Eres mi amigo
Eres mi amigo
Eres mi amigo
Eres mi amigo
Amigos, amigos
Uno, dos, tres
Todos mis amigos están aquí
SMART & GOOD SCHOOLS INITIATIVE
MAXIMIZING THE POWER OF CHARACTER

A project of
The Center for the 4th and 5th Rs
&
The Institute for Excellence & Ethics (IEE)

Major support for the Smart & Good Schools Initiative provided by the:

John Templeton Foundation

For more information:
www.cortland.edu/character