

## 10 Ways to Use the Smart & Good Report

- 1. Build the PELC.** Read Ch. 4 on “The Professional Ethical Learning Community.”
  - Do an audit: Which of these practices do we implement well? Which do we wish to add or improve?
  - Choose two with which to begin (e.g., finding more time for collaborative planning and sharing; integrating character development into one’s annual Personal Learning Plan).
- 2. Form Study Groups.** Provide a copy of the report for interested staff. Invite them to form Study Groups (no more than 6 per) to read and discuss selected chapters. *Variation:* Have each study group read and discuss a different chapter or Strength of Character and then present it to the full staff.
- 3. Do a 4 KEYS Audit.** Study the 4 KEYS box (S & G, pp. 29-30). Which of these practices does your school do well? Which could it add or improve on? Choose one practice to begin with. Consider way to maximize the power of a practice by using all of the 4KEYS together in a strategic combination (e.g. first an other-study; then a self-study; then a public presentation; then a community that supports and challenges for accountability).
- 4. Focus on one Strength of Character.** One school had already made social-emotional learning a priority for the coming year. Its school leadership team read the section on Outcome 3, “Socially and Emotionally Skilled Person” and identified practices to recommend to the full faculty for incorporation into the Advisory Program.
- 5. Engage Departments.** Ask each academic department to choose a Strength of Character (S & G, Ch. 5) relevant to its work and brainstorm a list of ways they might adopt, adapt, or add to the practices under that Outcome. Ask departments to set aside some time in department meetings for collegial planning and sharing of implemented practices. Set aside some time in whole-faculty meetings for departments to report what they have done. (The English department in one high school chose Outcome 8: Spiritual Person Engaged in Crafting a Life of Noble Purpose and developed a writing unit around the practices in the report, combined with some others they created themselves.)

6. **Engage Students.** Ask student leaders to read Principle 1 (Developed Shared Purpose and Identity, pp. 34-40) and Principle 3 (Have a Voice; Take a Stand, pp. 42-47) of Ch. 3, “The Ethical Learning Community”—and to choose one practice under each Principle to recommend to school leaders and the faculty/staff for implementation. Have students help develop an Action Plan.
7. **Create a School Touchstone** (pp. 35-37 of S & G). Read Ch. 3, “The Ethical Learning Community,” pp. 32-37. Discuss how creating or strengthening a “way” for your school might deepen your shared sense of purpose and identity. Over several months, involve the staff, the whole student body, parents, and community in helping to create a touchstone for your school. Disseminate it widely. Create rubrics for assessing the degree to which you are following the Touchstone in school life (see article by Elbot and Fulton, “The Power of a Touchstone,” for suggestions; also, *The Intentional School Community*).
8. **Identify the Elephants.** ELC Principle 6 challenges us to “grapple with the tough issues.” Ask the school staff and the student government to respond in writing to the “What Are the Elephants in Our Living Room?” survey on p. 57. Select two issues; develop action proposals.
9. **Do a Smart and Good Character Challenge and Practice Audit.** As a staff, consider the list of performance challenges and moral challenges faced by schools. (see handout)
  - Choose one that is a high priority for your school.
  - Do an audit of current practices used to address this challenge.
  - Cull relevant Smart & Good practices from the report.
10. **Design and Carry Out an Intervention.** With input from all ELC stakeholders, develop, implement, monitor, and assess an intervention based on your audit of Smart & Good practices.