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11 Principles Capsule Summary Sheet

SCHOOL: _____ City, State _____ Grades _____

% on Free/Reduced Lunch: _____ SCORE: _____

	Item #1	Item #2	Item #3	Item #4
1 School community promotes core ethical & performance values	<p>Representative stakeholders select or assent to asst of core values</p> <ul style="list-style-type: none"> All involved in choice; reflect on relevance if in existence for some time Understand why & how values selected 	<p>Ethical/performance values guide everything</p> <ul style="list-style-type: none"> Staff, students, parents use common language Strong staff buy-in, modeling. Shape hiring practices, new staff training. 	<p>Visibly publicized in building & to parents</p> <ul style="list-style-type: none"> In mission statement, handbook, discipline code Defined in behavioral terms; "looks like" Staff, students, parents can identify/explain <p><u>District:</u> promotes values in vision, mission, goals, objectives, policies, public relations</p>	
2 School defines character to include thinking, feeling, doing	<p>Helps students acquire a developmentally appropriate understanding of core values</p> <ul style="list-style-type: none"> Staff clarify through instruction Staff can explain how students understand Students can explain/demonstrate behaviors which model values 	<p>Students reflect, appreciate, desire, commit to</p> <ul style="list-style-type: none"> Empathy/responsibility thru literature, heroes, sports Reflect through real-life problems Safety, belonging, autonomy needs met 	<p>Students practice values to become habitual</p> <ul style="list-style-type: none"> Examines self through journals, discussions Practice ("I-messages," goal setting, role plays) Demonstrate (cooperative groups, cross-grade tutoring, class meetings, peer mediation) 	
3 Comprehensive, intentional, proactive approach	<p>Intentional, proactive</p> <ul style="list-style-type: none"> Staff participates in planning Defined character goals in school plan <p><u>District:</u> Strategic plan includes CE in goal & emphasizes comprehensive nature.</p>	<p>Regularly integrated into academic content</p> <ul style="list-style-type: none"> In content of all subjects Opportunities to address ethical issues <p><u>District:</u> CE included in curriculum frameworks</p>	<p>A priority in way teachers conduct classes</p> <ul style="list-style-type: none"> Classroom routines show respect for all students & reinforces sense of belonging Core values underlie class routines Policies support academic integrity 	<p>CE infused throughout school</p> <ul style="list-style-type: none"> All settings (lunch, fields, bus) Artifacts show that values guide TOTAL school life (sports, co-curricular codes)

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<p>4. Create a caring community</p>	<p>Caring attachments adults, students</p> <ul style="list-style-type: none"> • Students perceive staff as caring • Teachers attend school/social events • Teachers/ students connect in small groups • Teachers counsel, mentor 	<p>Caring attachments among students</p> <ul style="list-style-type: none"> • Students perceive student body as friendly • Educational strategies foster caring/ respect (Cooperative learning, class meetings, cross-age groups) 	<p>Peer cruelty, tolerance issues, bad language, put downs, bullying, differences are addressed</p> <ul style="list-style-type: none"> • Students report bullying infrequent • Staff, students receive training in dealing with cruelty, bullying, intolerance 	<p>Adults have caring attachments</p> <ul style="list-style-type: none"> • Parents welcome • Staff feels supported • Staff, parents get along • Administration collegial <p>District: district-level develops caring with ALL staff</p>
<p>5. Opportunities for moral action (particularly service learning)</p>	<p>Clear expectations for showing character</p> <ul style="list-style-type: none"> • Promotes conflict resolution, academic integrity, good sportsmanship, service • Expectations for service learning <p>District: expectations for Service Learning, academic integrity, sportsmanship/ reflection</p>	<p>Within school—majority participate</p> <ul style="list-style-type: none"> • Provides in-school opportunities e.g. cross-grade buddies, peer mediation, school care • Connects service with the curriculum • Training/ projects in conflict resolution, academic integrity, ethical decisions 	<p>In community—“all” involved & reflect</p> <ul style="list-style-type: none"> • Time provided • Connects service with curriculum • Students assess community needs, initiate & reflect 	
<p>6. Meaningful, challenging academic curriculum that respects all, develops character & helps them succeed</p>	<p>Curriculum meaningful, challenging</p> <ul style="list-style-type: none"> • Engages students (problem-solving, cooperative learning, experience-based learning) • Accents student autonomy, mastery goals • Student voice & choice 	<p>Staff identifies & accommodates diversity</p> <ul style="list-style-type: none"> • Differentiates instruction to needs of learners • Helps ALL students achieve high level • Parents/ students say teachers know, understand & respond to students 	<p>Promotes the performance values</p> <ul style="list-style-type: none"> • Develops thinking habits (curiosity, critical thinking) • Promotes work-related habits (perseverance) • Fosters social habits for working together • Teachers, students promote academic integrity 	
<p>7. Fosters students' self-motivation</p>	<p>Emphasizes intrinsic over extrinsic rewards</p> <ul style="list-style-type: none"> • Staff, students can explain self-motivation • Staff has addressed extrinsic motivation • Refrains from honoring just a few students • Methods stress intrinsic motivation • Stresses pride in one's work, doing what is right, revision after feedback, gratitude <p>District: Use Public Relations to publicize good character</p>	<p>Behavior management emphasizes values</p> <ul style="list-style-type: none"> • Staff training in behavior management • Discipline coded tied to values • Infractions tied to reflection on values • Students play role in class management • Clear guidelines re academic integrity 		

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<p>8. Staff is ethical learning community; shares responsibility for CE & adheres to core values themselves</p>	<p>Staff model core values</p> <ul style="list-style-type: none"> • Staff courteous to students, each other • Staff see themselves as role models • Students, parents say staff model values 	<p>Includes ALL staff in CE planning, training, implementation</p> <ul style="list-style-type: none"> • All professional/ support staff receive CE training • Staff is ethical learning community • Administrators, staff involved in planning <p><u>District:</u> Trains all personnel & new staff in character/SEL; provides funding</p>	<p>Time provided for planning & reflection</p> <ul style="list-style-type: none"> • CE on agenda for faculty meetings • Release time for CE planning, reflection • Teachers use core values to reflect on self. <p><u>District:</u> provides central source for CE info & fosters collaboration between schools</p>	
<p>9. Shared moral leadership & long-range support</p>	<p>Key leaders in CE</p> <ul style="list-style-type: none"> • Principal: visible, supportive CE champion, but CE would continue if principal left. • Key leaders support CE long-range <p><u>District:</u> CE a priority in district's goals, hiring of principals, district personnel incorporate CE</p>	<p>Inclusive leadership group</p> <ul style="list-style-type: none"> • Guides planning • Artifacts show CE team's meetings, actions <p><u>District:</u> CE committee with community, business, religious leaders, parents, students, guides planning</p>	<p>Students involved in creating community</p> <ul style="list-style-type: none"> • Active in creating classroom standards • Students see themselves as playing roles in the wider community • Multiple opportunities for leadership 	
<p>10. Families & community as partners</p>	<p>Families active in CE effort</p> <ul style="list-style-type: none"> • Parents assume active CE leadership roles • Parents aware of, supportive of CE • Parenting workshops given • Parents recruited; volunteer frequently • School welcomes parents (office, outreach) 	<p>School communicates with families</p> <ul style="list-style-type: none"> • Variety of techniques used (report cards, emails, newsletters, conferences, Web sites) • Proof of two-way communication • Welcomes new families, orients them 	<p>Recruits the help of wider community in CE</p> <ul style="list-style-type: none"> • Community leaders have CE leadership roles • Larger community supportive of CE/ may integrate CE in activities • Volunteer in school, participate in events <p><u>District:</u> Recruits gov't agencies, business, community & other youth organizations</p>	

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<p>11. Assesses character of school, school staff, and students</p>	<p>Sets goals & assesses culture, climate</p> <ul style="list-style-type: none"> Shows conclusions drawn from input from students, staff, parents Uses quantitative/qualitative data to make CE changes, plan initiatives <p><u>District:</u> Finances assessment</p>	<p>Staff reflects & reports on CE efforts</p> <ul style="list-style-type: none"> Get data on student perceptions of teachers Report on their CE efforts through surveys Reflect formally/informally on CE data Report to all stakeholders on CE <p><u>District:</u> evaluates principal on implementation of CE & ask them to do so with staff</p>	<p>Assesses student progress regarding core values</p> <ul style="list-style-type: none"> Variety of approaches (report cards, parent conferences, goal-setting) Survey students on how values affect their lives Surveys, data collection on student behavior demonstrates growth 	