Instruction: Each page of this PDF represents a screen from a Web site called the CETAC Teacher Resource Online Guide.
As such, some functions (such as the Search and "click here" functions) will not be operable.
However, all hyperlinks to external Websites are live and retrievable by clicking on the URL.

About the Teacher Resource Guide   Purpose

The Teacher Resource Guide has been developed with the primary audience being classroom teachers in PreK-12 school settings. To this end, the resource guide aims to promote the use of best practices for the teaching and learning process to promote effective practices for high quality character education in schools.

In addition to important background information about establishing effective character education, this resource guide includes readily accessible sample lesson plans, unit materials for teaching character education, directions for the use of research-based instructional strategies, sample assessment tools and techniques, and directions for establishing safe and supportive school and classroom cultures that promote student learning. Another intentional feature of this guide is the reference to resources, products, and practices developed and/or used by the teachers and program supervisors in the various research sites around the nation. This research is sponsored or supported by national organizations, foundations, universities, and the Federal government, which include projects funded by the Partnerships in Character Education Program of the U.S. Department of Education's Office of Safe and Drug-Free Schools.

Given the growing body of evidence that supports the importance of character development for students, the resource guide aims to promote character instruction in all classrooms with the goal of equipping youngsters to live more productive and satisfying lives. By providing support directly to classroom teachers, the hope is that high quality character education will be developed and implemented that will positively impact K-12 students in our nation's schools.

About the Teacher Resource Guide   **Conceptual Framework**

Based upon the review of professional literature and findings from empirical research about character education, the following statements served as guiding principles in the development and organization of content for this Teacher Resource Guide. These statements are considered important in the design and implementation of effective character education interventions. On this Web site, character education "interventions" are defined as systematic efforts to use processes and strategies that have been shown to be effective for promoting positive school and classroom climates and for fostering the development and expression of character in students' knowledge, attitudes, and behaviors in and out of school. "**Character**" is broadly defined under the button Teaching Character Education.

- Character education interventions should be designed to support and complement the academic and social preparation of students, thus targeting the development of the whole learner.

- Character education programs are considered most effective when they are implemented schoolwide with instructional emphases in all classrooms.

- The teaching of character education is most effective when the instruction is integrated within daily lessons and taught as part of state-mandated standards-based curricula (see **State Support for Character Education**).

- Character education interventions should be aligned with and integrated into state reform issues and state curriculum standards for K-12 education.

- School leaders have responsibility for supporting the implementation and sustainability of high quality character education that benefit all students within schools and districts across the nation.

- Effective character education programs include direct instruction within classrooms as well as the implementation of strategies that promote and maintain caring, supportive classroom and school cultures.

- Individual or teams of teachers can take the lead in character education, not only through implementing classroom practices, but also by promoting adoption of schoolwide strategies and processes that develop and sustain positive school climate and character development of students.

- All students should receive instruction in character development throughout their PreK-12 educational experience, including instruction that supports their successful transition to the world of work or on to higher education.

- Character education is compatible with and, in all respects, supports the implementation of mandates for increased accountability and improved teacher quality.

- Implementation of ongoing professional staff training for all teachers is essential for effective character education programs.

- The collaborative involvement of parents and the community is important to sustain effective character education programs in schools.

About the Teacher Resource Guide   **How to Use the Site**

This site has been organized into five major areas that can be accessed through the menu buttons displayed horizontally at the top of the home page. The five areas include:

- About the Teacher Resource Guide
- Teaching Character Education
- Teacher Resources
- Useful Research Findings
- Supporting Character Education

To navigate the site, click on the button of choice on the horizontal menu bar and review the pull-down menu to see the available information under each major topic. By clicking on a topic on the pull-down tab, the user can access the information on the topic.

An inclusive **Bibliography** for the site is located on the Supporting Character Education button. The Bibliography is organized in sections that are consistent with the names of the buttons listed above.

A site directory is available by clicking on the **site map** button. A **search** feature is also available. By typing key words or a phrase in the search area, the user can move directly to a desired area within the site.

From any area within the site, a user can return to the home page for the Teacher Resource Guide by clicking on the **home** button in the upper right corner of the page.

About the Teacher Resource Guide   **Glossary**

INTRODUCTION

Within the Teacher Resource Guide, some terminology is regularly used. This glossary was organized to identify commonly used terms and to provide definitions for clarity of meaning of the commonly used expressions. As needed, reference citations from the research literature have also been included.

AFFECTIVE   relating to emotions, feelings or attitudes.

CARING   teachers' ability to empathize with and invest in the protection and development of young people (Eggen and Kauchak, 2007)

CHARACTER   the sum of continuously developing moral and ethical qualities and the demonstration of those qualities in people's emotional responses, thinking, reasoning, and behavior.

CHARACTER EDUCATION   encompasses the multiple layers of influences that families, schools, and other social institutions have on positive character development of children and adults.

CLIMATE   multidimensional aspects of a school encompassing both characteristics of the school and perceptions of the school as a place to work and learn.

COGNITIVE DOMAIN   the scope of knowledge as well as related skills and abilities that learners need to achieve the various types of instructional objectives.

COOPERATIVE LEARNING   Cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning. The research clearly indicates that cooperation, compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity; (b) more caring, supportive, and committed relationships; and © greater psychological health, social competence, and self-esteem. (Source: CASEL, **http://www.casel.org/basics/other.php#cl**)

CULTURE   in the context of schools: the values, traditions, norms, shared assumptions and orientations that give a school its distinctive identity. School culture includes the social systems and social expectations that affect all members.

DESIRED OUTCOMES   the results, defined in measurable terms, that an instructional experience, process, instructional unit or learning activity is designed to achieve.

GOAL   an ideal; a hypothesized, broadly stated outcome. A goal is reached by achieving a set of specific, measurable objectives.

OBJECTIVE   a clearly identified measurable outcome that leads to achieving a goal. The most straightforward method for stating objectives is by means of a specified percentage of increase or decrease in knowledge, skill, attitude or behavior that will occur over a given time period (e.g., by the end of the academic year, students will report demonstrating a 20 percent increase in caring behaviors toward their peers.)

OUTCOMES   measurable changes in (a) participants' knowledge, skills, attitudes, and behaviors or (b) the schools and communities, that occur as a result of the delivered interventions.

SERVICE-LEARNING   a pedagogy that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning goes beyond extracurricular community service because it involves participants in reading, reflection, and analysis; provides students an opportunity to develop a personal connection to what they are learning; and creates a context for the application of concepts introduced in the classroom. (Source: *Character Education: Informational Handbook and Guide*, North Carolina Department of Public Instruction.)

SOCIAL-EMOTIONAL LEARNING (SEL)	a process for helping children (and even adults) develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically (Source: CASEL, **http://www.casel.org/basics/definition.php**)
STUDENT INVOLVEMENT	engaging learners in age-appropriate activities and fostering their connection to learning, decision-making, and the development of personal goals.
STUDENT LEARNING OUTCOMES	measures of student achievement in knowledge, skills, and other educational outcomes such as improved student attitudes, behaviors and academic achievement. This term covers the acquisition, retention, application, transfer and adaptability of knowledge, attitudes and skills.

Unless otherwise indicated, each definition was taken from:

U.S. Department of Education. (2007). *Mobilizing for Evidence-based Character Education.* Available online at: **http://www.ed.gov/programs/charactered/mobilizing.pdf**.

About the Teacher Resource Guide   Contact Information

CETAC Consultants for the Teacher Resource Guide

The consultants listed below were responsible for conceptualizing, writing and assembling the information presented on this Web site.

Lead Consultant and Teacher Educator:

Helen Stiff-Williams, EdD
Professor, School of Education
Regent University
helesti@regent.edu

Consultant for Research Evidence and Content:

Ann Higgins-D'Alessandro, PhD
Director, Applied Developmental Psychology Doctoral Program
Fordham University
ahiggins@fordham.edu

Suggestions for additional information or topics for the Teacher Resource Guide Web site should be sent to the Character Education and Civic Education Technical Assistance Center at **cetac@cetac.org**.

About the Teacher Resource Guide   Acknowledgments

In appreciation for the contributions to the development of the Teacher Resource Guide, special thanks go to the following people for their long hours and dedicated efforts:

1. The teachers attending the Teacher Forum in Louisville, Kentucky, in June 2006, who asked for this kind of resource and provided initial input into its contents.

2. The staff who worked tirelessly on providing input to make certain the site would be helpful for teachers and be consistent with the OSDFS mission.

3. CETAC lead consultant and teacher educator Helen Stiff-Williams who focused on providing materials—many of them her original creations—that teachers would find useful, professional and applicable across multiple subjects.

4. CETAC consultant for research and content Ann Higgins-D'Alessandro who called upon formidable research expertise to ensure evidence is presented for all components.

5. A small group of teacher-reviewers, who were dedicated in going through every page on the Web site to provide feedback for improvement.

6. The Departments' character education grantees who reviewed the site at their annual meeting regarding overall efficacy for their projects.

7. CETAC contractor staff at PIRE who brought expertise in various, related areas to ensure the resulting resource would be a professional, high-quality product—Betty Straub, Carole Wilson, Karen Brazell, Aree Sangpukdee, Howard Edelstein, Jude Vanderhoff, and Joey Dacanay.

Teaching Character Education   **Overview**

Research on student achievement identifies that the level of teacher quality and principal leadership influence students' academic performance. This research also indicates that the most important component of an effective, high quality character education intervention involves what teachers do in the classroom. To that end, this area of the Teacher Resource Guide describes some best practices for teachers in the implementation of character education interventions. For the teaching of character education, the discussion focuses upon the following areas:

- A definition of character
- A description of character education
- How classroom teachers can approach the teaching of character education
- How classroom culture and climate can impact student character development
- How school culture and climate can affect student character development

The content within this area of the Teacher Resource Guide is presented as narrative text, visualizations and PowerPoint frames that are useful to help educators apply strategies and tools within their classrooms and schools.

Teaching Character Education   **What is Character**

- *Character* is the sum of continuously developing moral and ethical qualities and the demonstration of those qualities in people's emotional responses, thinking, reasoning, and behavior.

- *Character* may be represented by values and virtues:
  - *Personal values* - people's behavior to uphold their ideals expressed in a wide range of situations and activities (e.g., honesty, courage, perseverance, self-discipline, responsibility, integrity).
  - *Social values* - people's behavior and attitudes toward others, especially in relation to family, peers, teachers, and others in their immediate social environment (e.g., caring, respect, empathy, trustworthiness, fairness, tolerance of diversity).
  - *Civic virtues* - people's behavior and attitudes toward the community, society, and government (e.g., engaged citizenship, patriotism, justice, welfare).

- *Character* expresses:
  - *Moral knowledge and reasoning* - people's behavior that is based in moral ideals, considers others' perspectives, treats others as one wishes to be treated, acts as one wishes anyone would act in the same situation, and honors the intrinsic worth of each person.
  - *Moral emotions* - people's behavior that demonstrates empathy and sympathy for others and situation-appropriate feelings of guilt and remorse toward the self.

The above material was taken from the following references:

Berkowitz, M.W. & Bier, M.C. (2004). Research-based character education. *The Annals of the American Academy of Political and Social Science, 591*(1), 72-85.

U.S. Department of Education. (2007). *Mobilizing for Evidence-based Character Education.* Available online at: **http://www.ed.gov/programs/charactered/mobilizing.pdf**.

U.S. Department of Education, Institute of Education Sciences. (2007). Character Education Overview. What Works Clearinghouse. Available online at: **http://ies.ed.gov/ncee/wwc/reports/character_education/topic/index.asp**.

Teaching Character Education   **What is Character Education**

- *Character education (CE)* encompasses the multiple layers of influences that families, schools, and other social institutions have on positive character development of children and adults. As such, it focuses on:
  - Recognizing and understanding the strengths of families, neighborhoods, and communities,
  - Creating positive social climates and cultures in social institutions, especially schools, and
  - Empowering teachers to recognize that teaching character is teaching the whole child.

- *School-based CE interventions* in elementary, middle, and high schools:
  - Are deliberate, planned, and proactive,
  - Emphasize instilling, teaching, and promoting character qualities - virtues, values, and principles,
  - Promote the usefulness of character qualities across many contexts and places rather than focusing on skills useful only to specific situations (e.g., conflict resolution, reducing disciplinary problems), and
  - Teach virtues, values, and principles:
    - directly (e.g., knowledge of moral ideas, of examples and heroes) and
    - indirectly (e.g., role modeling, literary examples)
    - as important in themselves
    - as supporting and promoting academic achievement in reading, math, science, other subjects, and
    - in engagement in wider school activities and events.
  - CE professional development for teachers, administrators, and staff:
    - promotes positive school and student outcomes and
    - enhances adult skills and character qualities
  - In addition, community and parent involvement deepen and broaden support for CE.

- *CE is distinguished from more specific areas* such as social-emotional learning, conflict resolution, violence prevention, social skills training, and service learning because it creates a meaningful framework and incorporates aspects of all these areas.

The above material was taken from the following references:

Berkowitz, M.W. & Bier, M.C. (2004). Research-based character education. *The Annals of the American Academy of Political and Social Science, 591*(1), 72-85.

U.S. Department of Education. (2007). *Mobilizing for Evidence-based Character Education.* Available online at: **http://www.ed.gov/programs/charactered/mobilizing.pdf**.

U.S. Department of Education, Institute of Education Sciences. (2007). Character Education Overview. What Works Clearinghouse. Available online at: **http://ies.ed.gov/ncee/wwc/reports/character_education/topic/index.asp**.

Teaching Character Education   **Character Education Instruction**

For classroom teachers in the PreK-12 school setting, instruction in character education might be considered as the focus upon the affective domain of learning. Although there are different taxonomies representing the organization of learning, one might refer to Bloom's Taxonomy to understand how learning can be separated into three domains:

- Cognitive
- **Affective**, and
- Psychomotor.

To distinguish the three domains, the following understandings are helpful:

- The **cognitive domain** involves instructional emphases on the skills and abilities that learners need to achieve the various types of instructional objectives.
- Teaching in the **affective domain** involves addressing aspects of students' emotions, feelings or attitudes. **Social-Emotional Learning (SEL)** is another reference for the student affective development.
- Lastly, the **psychomotor domain** implies movement and positioning of the body.

To guide teachers in using the affective domain for lesson planning and the design of learning experiences to promote character development of students, view the following areas within this site:

- **Lesson Planning**
- **Instructional Strategies**
- **Assessment Techniques**

Teaching Character Education   **Lesson Planning**

TWO TYPES OF LESSON PLANS

In planning character education lessons, two approaches seem to be commonly used:

1. Lesson plans that focus primarily upon teaching for **affective** changes or character formation in students. For purposes of the discussion here, this plan will be referred to as a **"stand-alone character education lesson."**
2. Lesson plans that begin with standards-based curriculum and include integrated or infused character formation experiences alongside of the mandated curriculum. The expression, **"integrated character education lesson,"** will be used as the reference for this kind of plan.

Stand-alone Character Education Lessons

Distinct or separate "stand-alone character education lessons" tend to focus primarily upon teaching for aspects of character formation. In using this approach to character education, some schools and even districts provide lessons to teachers in the form of commercial curriculum products. Descriptions and evaluative information about some commercial curriculum products and research-based interventions for character education can be viewed through the CASEL Web site and the What Works Clearinghouse Web site. To access each of these sites, click on this link for ***CASEL**** or ***What Works****. These character lessons are often taught as discrete instructional episodes and might be scheduled apart from standard classroom instructional sessions. In some schools, stand-alone character education lessons are delivered to students through group counseling sessions by guidance counselors or other resource teachers within the school.

Click on the links below to view examples of **stand-alone character education lessons**.

Elementary Lesson Plan / **Middle Level Lesson Plan** / **High School Unit Plan**

Integrated Character Education Lessons

Within many schools, and noted as a growing trend, classroom teachers incorporate learning experiences that address aspects of character formation along with their instruction of the **standards**-based curriculum. This approach, involving the design of **integrated curriculum**, can occur within any subject area and across all grade levels within schools. Thus, all students have an increased opportunity to engage in character formation experiences within the school.

Advantage of Integrated Character Education Lessons

One of the most persuasive reasons for the use of integrated character education lesson is ease with which a classroom teacher can maintain the primary focus upon a state-mandated standards-based curriculum. Click on **integrated elementary lesson plan** to view an example. To see another example, click on the link **integrated middle level lesson plan**. For high school teaching, you will note that character formation experiences can be easily incorporated into a **secondary integrated lesson plan**.

For consideration in the design of integrated character education plans, a **lesson template** with identifiable "hot spots" has been included here. The "hot spots" on the lesson plan template provide guidance to the teacher in identifying where affective learning experiences can be infused into a standards-based lesson. In using this lesson design, notations relative to character development experiences should be described, with the expectation of promoting changes in the **affective** nature of students.

STEPS IN LESSON PLANNING

STEP 1 Identify the **mandated state standards** to be taught through the lesson or unit plan.

STEP 2 Identify the **character qualities**, such as **values, virtues, and principles,** to be taught along side the standards-based curriculum to be addressed. In selecting the character qualities to be taught, give consideration to the needs of the learners, such as would be determined by this **social skills assessment tool**. See the "Character Development Focus" on the lesson template.

STEP 3 **Brainstorm** how the character qualities can be taught. The "how" implies instructional methods to impart information to the students. What will the teacher do to teach the selected character qualities?

STEP 4 Write **learner objectives** that address the affective development of the students. Include affective learner objectives along with cognitive and/or psychomotor objectives.

STEP 5 Identify **the instructional materials and other resources** that will be needed to deliver instruction.

STEP 6 Select appropriate **research-based instructional strategies**.

STEP 7 Determine a suitable **learning activity** that engages the students in demonstrating and practicing the desired behaviors and/or attitudes being taught.

STEP 8 Identify an appropriate **assessment technique** that aligns with what was taught and how the lesson was taught.

Teaching Character Education   **Instructional Strategies**

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Based upon a review of the professional literature, there is research evidence establishing the effectiveness of some instructional strategies for promoting character formation in students and positively impacting student academic achievement. From the empirical studies of **Marzano, Pickering, and Pollock**, these instructional strategies were identified for their effectiveness in increasing student learning. Further, through investigations conducted by **Developmental Studies Center**, there is converging evidence that supports the effectiveness of particular instructional strategies for promoting character development and increasing the academic performance of students. Click on the link, **Articles**, to access professional readings that discuss the effectiveness of research-based instructional strategies and school practices that promote the character development and academic achievement of students.

STRATEGY	DESCRIPTION OF THE STRATEGY
Study Circles	engage learners in a democratic process for sharing thoughts and concerns on a particular issue.
Cooperative Learning	engages students in structured learning experiences, organized to work in small teams of diverse members. For **Cooperative Learning**, students can be organized in informal, formal, or base groups.
Arts for Creative Expression	engages students in learning experience through the arts - art, music, drama, writing, storytelling.
Hands-On Learning	is similar to active learning; engages students in learning by moving around and doing things, rather than sitting at their desks reading, filling out worksheets, or listening to a teacher. Active learning is based on the premise that if students are not active, they are neither fully engaged nor learning as much as they could. *
Project-Based Learning	engages learners in a long-term activity that involves gathering information and developing a product or delivering a presentation of some kind, such as a written report, oral presentation, or creating a model.*
Experiential Learning	emphasizes personal experience of the learner rather than learning from lectures, books, and other secondhand sources. It may take the form of internships, service learning, school-to-work programs, field studies, cross-cultural education, or leadership development.*
Multimedia, Computer Technology, and the Internet	engages students in using media to communicate information; combining text, pictures, sound, voice, animation, and video is multimedia. Multimedia presentations may be used by teachers to cover new subject matter or by students to present projects.*
Higher-Order Thinking	including the use of open-ended questions; involves eliciting students' thinking and active discussion; engages students in analyzing, comparing, contrasting, generalizing, problem solving, investigating, experimenting, and creating, rather than in recalling information only. Other terms used to refer to higher-order thinking include critical thinking, complex reasoning, and thinking skills.* This strategy captures Marzano's instructional strategy referred to as identifying similarities and differences.
Setting Objectives and Providing	engages the teacher and students in determining goals for learning and other changes in behaviors; also includes participatory evaluation

Feedback	strategies where students engage in self-assessment of their performance and achievement.
Nonlinguistic Representations	involve students in the design and use of graphic organizers, models, pictures, and pictographs in creating and using mental images to support their learning; also includes the use of modeling, role-playing and other physical activities that generate a mental image in the mind of the learner.
Cues, Questions, and Advance Organizers	the use of important terms, pieces of information, and topic sentences; involves the use of provocative questioning to engage analytical thinking; the use of expository and narrative advance organizers, skimming and advance graphic organizers.
Homework and Practice	engages students in review and practice of what has been taught; the policy should communicated to students; the outcomes should be clear; and feedback should be provided in a variety of ways. Practice is important for learning complex skills and processes.
Generating and Testing Hypothesis	engages students in inductive and deductive thinking; can be activated through six types of tasks: systems analysis, problem solving, historical investigation, invention, experimental inquiry, and decision making.
Summarizing and Note Taking	engages students in following a set of rules or steps to produce a written summary; reciprocal teaching, another approach to this instructional method, involves summarizing questioning, clarifying and predicting; note taking involves teacher-prepared script as well as student-developed notes.
Effort and Recognition	guiding students in recognizing the relationship between effort and achievement; offering appropriate praise and acknowledgement for achievement, including recognition for effort.

References and/or Recommended Readings

*Association of Curriculum and Development. *Lexicon of Learning. What Educators Mean When They Say…* Available online at:
http://www.ascd.org/Publications/Lexicon_of_Learning/A.aspx.

Collaborative for Academic, Social and Emotional Learning. Available online at:
http://www.casel.org.

Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction That Works*: *Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Teaching Character Education   **Assessment Techniques**

In teaching character education, the focus is primarily upon **affective** domain of learning.   Thus, it is important for teachers to understand that typical **paper-and-pencil tests are inappropriate** for measuring changes in students' behaviors as a result of lessons in character education. Instead of paper-and-pencil tests, performance-based assessments are better suited. Approaches to **performance-based assessments** include:

- Conducting observations of students
- Engaging students in the preparation of personal reflections
- Having students to develop products and/or deliver performances
- Having students to deliver services, such as expected in service learning projects

TOOLS FOR PERFORMANCE-BASED ASSESSMENTS

For performance-based assessments, teachers will find it useful to design and make use of tools such as:

- Observation scales
- **Rubric** (To create rubrics, click here on **Rubi-star**)
- Questionnaires
- Journals
- Attitude scales
- Logs for recordkeeping of student performance
- Rating scales
- Checklists

Teaching Character Education   **Teaching Moral Dilemmas**

INSTRUCTIONAL STRATEGIES: DILEMMA DISCUSSIONS

Dilemma discussion overview: Teachers can lead engaging and animated discussions of character, values and moral issues using hypothetical, curriculum-based or real-life dilemmas. Dilemma discussions in non-threatening, low-risk "what if" situations are designed to ease an ethical learning process for young people and to encourage their moral growth. Real-life application of dilemma discussions and moral growth takes place when young people face similar values or moral dilemmas in their daily lives.

Outcomes for teachers: increased knowledge of child and adolescent development and ethical/moral decision-making

Outcomes for students: enhanced reasoning, decision-making and discussion skills, increased tolerance and respect for diverse opinions

Sources of dilemmas: books, movies, television shows, news and real school events explore honesty, respect, integrity, drug use, and other values and issues

Five essential ingredients of dilemmas: focus, central character, values or moral issue, a "should" or "ought" question, a clear action choice

Responsibilities of dilemma discussion leader: keep discussion moving, encourage but not force participation, summarize choices and supporting reasons, raise related issues, not give students a "right" answer, balance facilitating role to encourage open discussion with the role of modeling values and moral concerns and higher level reasoning.

The Seven Steps of Leading Dilemmas Discussions

Step 1. **Preparation:** teacher preparation of appropriate lesson, location, materials; student preparation by creating circle format, explaining purpose and ground rules

Step 2. **Present and clarify the dilemma:** through appropriate age group strategies

Step 3. **Discuss possible solutions to the dilemma:** do not offer solutions; encourage "should" reasoning, not "would" predictions

Step 4. **Small group dilemma discussion:** for group consensus or to clarify majority and minority positions on choices and reasons

Step 5. **Full-group dilemma discussion:** based on small group experiences; several strategies may be used.

Step 6. **Conclude the discussion:** with reflection

Step 7. **Provide follow-up assignments:** such as illustrations, family/community interviews, research through movies/books/current events with values themes

Click on **Building Life Skills (Teaching Moral Dilemmas): A Curriculum Guide** for detailed instructions and ideas for topics.

Note: The guide was developed by the *Building Life Skills Collaborative,* which included Heart of America Council, Boy Scouts of America; Heartland Council of Camp Fire Boys and Girls; Mid-Continent Council of Girl Scouts; YMCA of Greater Kansas City; YWCA of Kansas City, Kansas; and YWCA of Kansas City, Missouri. Please see the publication for more information.

Teaching Character Education   School Climate and Culture

SCHOOL CLIMATE is a multidimensional idea encompassing both characteristics of the school and perceptions students, teachers, parents, and others have of the school as a place to learn and work.

The first and second dimensions of school climate are mostly fixed or not easily changed:

1.   Space and Time

- The building and surrounding space, size, location
- Safety of school and environs (e.g., presence of school safety and police officers, levels of violence, drug use, transportation of students)
- The way school space is used (e.g., schools within a school, classroom sizes, arrangements within classrooms, up-to-date, designated classrooms for the sciences, etc.)
- The way time is used and structured (e.g., length and frequency of class periods, teacher preparation time, study time, meeting times, etc.)

2.   Social Profile

- Students do or do not represent neighborhood, community, school district characteristics including race, ethnicity, poverty level, and parental educational level, etc.
- Profiles of teachers and staff by race, ethnicity, age, and gender, etc.
- Profile of teachers professional degrees, years of teaching experience, etc.
- Percent of student receiving free lunch

The third and fourth dimensions of school are more easily changed and many aspects of them are the target of change by character education. The third is **objective** characteristics.

3.   School Mission and Goals

- Mission statements and long and short term goals
- Administrative and leadership structures
- Attractiveness of halls and classrooms
- Academic goals and emphases, quality and range of instructional materials, and teaching methods
- Performance indicators (e.g., grades, standardized test scores, awards, etc.)
- Social, prosocial, character, and interpersonal goals, quality and range of instructional materials, and teaching methods
- Performance indicators (e.g., involvement in character, civic engagement, and service learning programs)
- Security and safety plans.

The fourth dimension of school climate is changeable and **subjective**.

4.   The perceptions of students, teachers, staff, and parents about the above three sets of characteristics.

SCHOOL CULTURE is the fifth dimension of school climate. It is changeable, **shared,** and gives meaning to the schooling experience.

School culture is defined by the shared values, norms, traditions, purposes, and expectations that texpress a school's distinctive identity.

School culture is expressed by:

Indicators of social systems such as--

- Student, teacher, staff, and parent behavior within and among groups
- School rules and policies, especially regarding recognition and discipline of students
- Relationships between the school and the community.

Indicators of shared values and expectations of students, teachers, administrative staff, and parents regarding a sense of:

- Trust and respect for one another
- Fairness of the rules and policies
- Responsibility for upholding school rules and policies
- School safety
- The school as a place of learning and expectations of student achievement
- The school as a place of personal development
- School spirit and pride
- The school as a community meeting place or community space

ASSESSING SCHOOL CULTURE

School climate and culture can be measured. Three instruments are offered here as examples:

1. The **SCHOOL CULTURE SCALE** evaluates strengths and challenges for four key dimensions of culture related to Relationship Values, Student Teacher Relationships, Behavioral Norms, and Acceptance of Differences. Forms are available for Students, Staff, and Parents. It is easily adapted to assess Classroom Culture. Developed by **Dr. Ann Higgins-D'Alessandro** and **Dr. Devyani Sadh**.

1. The **SCHOOL AS A CARING COMMUNITY PROFILE-II**, A Survey of Students, Staff, and Parents. Developed by **Dr. Thomas Lickona and Dr. Matthew Davidson**.

3. The **COMPREHENSIVE SCHOOL CLIMATE INVENTORY** [at a cost] measures 12 dimensions of a healthy school climate presented as whole-school profile of areas of strengths and needs. Developed by **Dr. Jonathan Cohen et al**.

NOTE: This information is taken from *Mobilizing for Evidence-based Character Education* (U.S. Department of Education, 2007) with minor adaptations.

Additional **School Climate and Culture** Resources to Support Character Education Programs

Teaching Character Education   Classroom Climate and Culture

CREATING A SAFE AND POSITIVE CLASSROOM CLIMATE AND CULTURE

A safe and positive classroom climate and culture support the learning process for students. Further, the classroom climate and culture are important to effort to teach character education. To promote a safe and positive classroom climate and culture, teachers should consider such criteria as the following:

- Assure that the classroom is free of all forms of intimidation by the teacher as well as by students
- Engage the **democratic process**
- Involve students in rule-making
- Avoid a physical layout with students' desks in rows; arrange seating to support a variety of instructional strategies
- Recognize individual differences of students
- Learn and use students' names to address them
- Establish high expectations for all students
- Use praise and encouragement appropriately for all students
- Be available for every student
- Use developmentally appropriate practices
- Be aware and sensitive to the diversity of students

TOOLS FOR EXAMINING CLASSROOM CLIMATE AND CULTURE

The **Classroom Climate Checklist**, made available by Performance Learning PLUS, is one example of an instrument that might be used to examine aspects of classroom climate and culture within schools.

The **Character Attribute Assessment** is a non-scientific needs assessment tool for determining which character qualities, given the particular areas identified, might be the target of classroom instruction for character education lessons.

Additional **Classroom Climate and Culture** Resources to Support Character Education Programs

Teacher Resources   **Overview**

Recognizing that teachers have limited time to search for character education materials, this overview has been organized to provide ready access to a variety of resources.

Sample Lessons	includes access to sample stand-alone character education lessons and integrated character education lessons; examples of lessons for the pre-school, elementary, middle and the secondary levels.
Online Lesson Plans	includes access to online stand-alone character education lessons and integrated character education lessons; examples of lessons for the pre-school, elementary, middle and the secondary levels.
Online and Other Resources	includes links and descriptors for a variety of materials accessible via the Internet, organized by topic and/or type of materials:

- **Classroom Climate and Culture**
- **Curriculum**
- **Program Manuals and Guides**
- **School Climate and Culture**
- **Service Learning**
- **Tools for Teaching Character Education**

Professional Development	offers charts to identify topics and resources for character education teacher training
Quotable Quotes	provides famous quotations, by character topic, to promote character education through use of quotes on bulletin boards, as writing and discussion prompts, or for other purposes

Teacher Resources　　　　　　　　　**Sample Lessons**

The following chart contains sample lessons by grade level and character focus. Additional online lessons may be found at **Online Lesson Plans**.

PreK-GRADE 5				
GRADE LEVEL	**CHARACTER FOCUS**	**SUBJECT FOCUS**	**TOPIC OR TITLE**	**SOURCE**
Pre-K	Awareness and Persuasion	Math, Reading Comprehension, Critical Thinking	Arthur Bounces Back	**PBS.Kids**
1	Courage and Responsibility	Literature	The True Story of Abbie Burgess	**Orange Co. (CA) Department of Education**
Elementary	Integrity	Literature	The Empty Pot: A Lesson about Integrity	**Boston University**
3	Respect	Literature	Dancing Rainbows: A Pueblo Boy's Story	**Orange Co. (CA) Department of Education**
4-5	Perseverance	Literature	Michelle Kwan: Heart of a Champion	**Orange Co. (CA) Department of Education**
Elementary	Problem Solving and Decision-Making Skills	Reading	Elements of Fiction	**CHARACTER*plus*®**
Elementary	Character Traits	Social Studies	Explorers (Christopher Columbus)	**CHARACTER*plus*®**

MIDDLE LEVEL - GRADES 6-8				
GRADE LEVEL	**CHARACTER FOCUS**	**SUBJECT FOCUS**	**TITLE**	**SOURCE**
6-8	Cooperation, Self-Awareness, Good Listening	Mathematics	Nice Job If You Can Get It	**Pinellas Co. (FL) Schools**
6-8	Responsibility	Reading	The Chronicles of Narnia	**Boston University**
7-8	Respect, Responsibility, and Integrity	Literature	Character Traits	**Orange Co. (CA) Department of Education**
8	Courage, Perseverance, Good Attitude	Pre-Algebra	Problem Solving	**Pinellas Co. (FL) Schools**
8	Cooperation, Kindness, Tolerance, Empathy	Pre-Algebra	Data Analysis	**Pinellas Co. (FL) Schools**
Middle	Awareness of Personal Responsibility	Communication Arts	Literature as a Reflection of Universal Values	**CHARACTERplus®**
Middle	Fairness	Social Studies	The Growth of Trade	**CHARACTERplus®**
Middle	Role and Responsibility	Science	Mankind and the Balance of Nature	**CHARACTERplus®**
Middle/High	Responsibility	Science	Pollution	**CHARACTERplus®**
Middle/High	Character Traits	Science	The Scientific Process	**CHARACTERplus®**
Middle/High	Rights and Responsibilities	Social Studies	Introduction to the US Constitution	**CHARACTERplus®**

HIGH SCHOOL LEVEL - GRADES 9-12				
GRADE LEVEL	**CHARACTER FOCUS**	**SUBJECT FOCUS**	**TITLE**	**SOURCE**
9	Integrity	Literature	Integrity and "Thank You, M'am"	**Orange Co. (CA) Department of Education**
9-12	Caring, Empathy, Civic-mindedness, Respect	Health, Language Arts, Social Studies, Consumer, Family, Life Skills	Easing the Transition to High School	**Rutgers University**
9	Respect, Responsibility, and Compassion	Literature	The Odyssey	**Orange Co. (CA) Department of Education**
9-12	Ethics, Decision-Making, Tolerance	Social Studies	Civil Rights: Laws or Morality?	**The Ethics Curriculum Project Miami, FL**
11	Moral Integrity	English/ Language Arts	The Call to Greatness: A Search for Moral Integrity in the Urban	**Boston University**
9-12	Ethical Decision-Making, Cyber Bullying, Freedom of Speech	Mathematics, Science	Freedom of Speech on the Internet	**The Ethics Curriculum Project Miami, FL**
High	Respect and Cooperation	Foreign Language	Reviewing French Vocabulary and Building Sentence Structure	**CHARACTER*plus*®**
High	Cooperation and Perseverance	Mathematics	Geometry: Congruent Angles	**CHARACTER*plus*®**
High	Tolerance	Theater	Tolerance	**CHARACTER*plus*®**
High	Citizenship and Personal Responsibility	Social Studies	Powers, Controls, and Freedoms of Federal, State, and Local Governments	**CHARACTER*plus*®**

Teacher Resources   **Online and Other Resources**

RESOURCES TO SUPPORT CHARACTER EDUCATION PROGRAMS

This area contains a listing of helpful resources for teachers involved in planning and teaching character education.

Classroom Climate and Culture

Curriculum

Professional Development

Program Manuals and Guides

School Climate and Culture

Service Learning

Tools for Teaching Character Education

CLASSROOM CLIMATE AND CULTURE

High School Classroom - "Learning Mathematics in a Community of Inquiry"

The Icebreaker: Warming Up the Classroom Climate

"Building Community in the Classroom" by Mary Ann Downey, Director, Decision Bridges
The story of how one teacher made changes in a highly diverse classroom

Classroom Climate Checklist

Caring School Community
A resource to strengthen students' connectedness to school, an important element for increasing academic motivation and achievement, and for reducing drug use, violence, and delinquency; the U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness (available for cost)

"Expansion Schools Report #2: Classroom Climate, Instructional Practices and Effective Behavior Management in eMINTS Expansion Classrooms"
The report identifies teachers' sensitivity to five areas in creating their classroom environment: exhibiting work that was student-produced; arranging space for flexible use; providing elements that afford a soft, sensory, tactile option; maintaining physical comfort; and interacting in a respectful and encouraging manner

The **Character Attribute Assessment** is a non-scientific needs assessment tool for determining which character qualities, given the particular areas identified, might be the target of classroom instruction for character education lessons.

CURRICULUM

Building Decision Skills Curriculum
From Institute for Global Ethics: a grade 6-12 curriculum targeting character education, strengthening critical thinking, and building leadership skills

Curriculum Reviews

IES, What Works Clearinghouse
Identification of interventions (programs) and strategies intended to improve student outcomes related to positive character development, prosocial behavior and academic performance

CASEL Curriculum Review
Safe and sound: An educational leader's guide to social and emotional learning programs reviews 80 multiyear, sequenced SEL programs designed for use in the general education classroom; includes links to Web sites of top-rated programs, links to additional promising programs, and a few examples of evidence-based programs that do not meet the CASEL review criteria

PROFESSIONAL DEVELOPMENT

Stop & Think Teacher Training DVD
Contact: **Gloria A. Ortega-Romero**, Northeast Regional Education Cooperative #4, Las Vegas, NM

H3 Summer Institute Materials and Professional Development
Used for training teachers at H3 two-day Summer Institutes; sessions at each Summer Institutes model experiential H3 classroom teaching strategies for Language Arts, Social-Emotional Skills, Service-Learning, Asset Development, and Research and Evaluation

Contact: **Evan Goldberg**, Project Heart, Head, Hands (H3), Alameda County Office of Education, Hayward, CA

PROGRAM MANUALS, GUIDES, BROCHURES

Project Character Handbook
Developed as a working document to guide the administrators, teachers and parents of the Yonkers Public Schools in implementing Project CHARACTER

Homework Tips for Parents
Offers guidance for parents in establishing home environments and routines to support students in successfully completing homework assignments; suggests uses for this resource; also, **the Homework Tips for Parents sheet** offers guidance for parents in English and Spanish to support students in successfully completing math and reading homework assignments

Curriculum Guides
Offers New Jersey Public Schools middle school lesson plans for character education

Character Education Policies and Procedures Manual
Contact: **Adrienna Witherspoon**, Lancaster County School District, Lancaster, SC

Caring Learning Communities Brochure
Contact: **Lue Peabody**, Jefferson County Public Schools, Louisville, KY

SCHOOL CLIMATE AND CULTURE

Caring School Community (formerly the Child Development Project)
Schoolwide community-building activities to link students, parents, teachers and other adults in the school; helps foster new school traditions and promote helpfulness, inclusiveness, and responsibility

Community of Caring

Whole school, comprehensive research-based K-12 character education program with a unique focus on disabilities and the goal of a safe and healthy learning environment; established record of accomplishment in promoting ethical values of caring, respect, responsibility, trust and family as the foundation on which decisions and behaviors are based; weaves these values into every aspect of school life and existing curriculum through framework that includes staff development and ongoing support; values in and across the curriculum; family and community involvement; service learning and community service; student leadership; social inclusion

School climate and culture can be measured. Three instruments are offered here as examples:

1. The **SCHOOL CULTURE SCALE** evaluates strengths and challenges for four key dimensions of culture related to Relationship Values, Student Teacher Relationships, Behavioral Norms, and Acceptance of Differences. Forms are available for Students, Staff, and Parents. It is easily adapted to assess Classroom Culture. Developed by **Dr. Ann Higgins-D'Alessandro** and **Dr. Devyani Sadh**.

1. The **SCHOOL AS A CARING COMMUNITY PROFILE-II**, A Survey of Students, Staff, and Parents. Developed by **Dr. Thomas Lickona and Dr. Matthew Davidson**.

3. The **COMPREHENSIVE SCHOOL CLIMATE INVENTORY** [at a cost] measures 12 dimensions of a healthy school climate presented as whole-school profile of areas of strengths and needs. Developed by **Dr. Jonathan Cohen et al**.

NOTE: This information is taken from *Mobilizing for Evidence-based Character Education* (U.S. Department of Education, 2007) with minor adaptations.

SERVICE LEARNING

Project Heart, Head, and Hands (H3)
Project H3 web site includes ideas for service learning projects for elementary grades to promote caring, capable, socially responsible youth

National Service-Learning Clearinghouse
Easy-to-use, searchable database of 1,000 links to 40 topics about quality service and service-learning Web sites, updated daily, includes links to reflection activities, ideas, and resources

Corporation for National & Community Service Resource Center
Part of a network of over twenty organizations providing training and technical assistance to Corporation-funded programs; effective practices, links and other resources such as articles on reflection

"Learn to Serve with Character"
A New York State Project that promotes linking service learning and character education in the classroom for K-12 schools

Service Learning Manual
An informational manual to help character education school staff with local and regional resources to implement successful service learning projects

Contact: **Charles Daleo**, Character Education for Small Rural Districts, San Diego County Office of Education, San Diego, CA

TOOLS FOR TEACHING CHARACTER EDUCATION

Ethical Reasoning Cooperative Tool
A framework for teaching students how to engage in ethical reasoning

Oklahoma Character Education Clearinghouse Materials

Visual aid for class meetings and direct instruction of character traits (available for cost)
http://www.smartcharacterchoices.com/site/curriculum.asp?id=144

Posters and Banners
Art students created original posters/banners to explore character issues in an artistic manner

Contact: **Elizabeth Jenner**, Character Leaders Program, Vista Unified School District, Vista, CA

Teacher Resources   **Professional Development**

The professional development of teachers is important to achieving high quality character education.

The teacher is a **character educator**, and as such, should be supported in the role of:

- Positive role model
- Trustworthy and fair classroom educator
- Demonstrating commitment to character education and to specific programs
- Integration of character education into curriculum and daily teaching
- Belief that character education lessons are efficacious
- Facilitator of classroom discussion and debate on social, moral and values issues
- Practicing student-centered pedagogy

In planning for professional development in character education, consideration might be given to a variety of topics based upon the needs and interests of the educators to be served. The following charts include diverse topics commonly included in professional development for character education.

These and additional **online resources** can assist with professional development.

The first matrix is Professional Development **Topics** and the second is Professional Development **Sources**.

Supporting Character Education			
Possible Topics for Professional Development			
Cooperative Learning	Service-Learning	The Responsive Teacher	Engaging Parents in the School
Using Data to Make Decisions	Working with At-Risk Learners	Effective Strategies for Teaching Reading	Effective Strategies for Teaching Mathematics
Strategies for Closing Achievement Gaps	Culturally Responsive Teaching	Teaching Special Needs Learners	Using Research-based Instructional Strategies
Improving School Climate and Culture	Mentoring Programs	Integrating Character Education into Standards-based Curriculum	Academic Integrity
Ethical Thinking	Character and Literacy	Dealing with Bullying and other Inappropriate Behavior	Emotional Literacy
Positive Words	Systemic Character Education	Steps to Developing Good Character	Emotional Development
Youth Leadership	Character Education to Transform Schools	Character Education in Large Urban School Districts	Character Education and the Arts
Smart and Good Schools	Social-Emotional Learning	Character Education and Academic Achievement	Developmental Assets

Supporting Character Education Through Professional Training			
Possible Sources for Professional Development			
Six Developmental Pathways	Service-Learning (additional link)	Systemic Character Education	The Responsive Classroom
Ethical Thinking	Culturally Responsive Teaching	Character Education to Transform Schools	Smart and Good Schools
Ethics	Developing Good Character	Social-Emotional Learning	Integrating Character Education into Standards-based Curriculum
Youth Leadership	Developmental Assets	Moral Development	School Culture and Climate

Teacher Resources   **Quotable Quotes**

Quotes are often used by educators for bulletin boards, writing prompts and to add creative touches to professional development materials. Below you will find character quotes by category.

Respect/Respecting Diversity

"The secret of education is respecting the pupil." — Ralph Waldo Emerson

"Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it." — Martin Luther King, Jr.

Responsibility

"People need responsibility. They resist assuming it, but they cannot get along without it." — John Steinbeck

"You can't escape the responsibility of tomorrow by evading it today." — Abraham Lincoln

"Few things help an individual more than to place responsibility upon him, and to let him know that you trust him." — Booker T. Washington

Honesty

"Honesty is the first chapter in the book of wisdom." — Thomas Jefferson

"Honesty is the best policy." — Benjamin Franklin

Hard work/Perseverance

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure." — Colin Powell

"Success usually comes to those who are too busy to be looking for it." — Henry David Thoreau

"Thank God for my handicaps, for through them, I found myself, my work, and my God." — Helen Keller

"Strength does not come from physical capacity. It comes from an indomitable will." — Mahatma Gandhi

"The potential for greatness lives within each of us." — Wilma Rudolph

Kindness

"Kind words can be short and easy to speak, but their echoes are truly endless." — Mother Teresa

"Let no one ever come to you without leaving better and happier." — Mother Teresa

"No act of kindness, no matter how small, is ever wasted." — Aesop

Valuing education/Valuing civic education

"An investment in knowledge always pays the best interest." — Benjamin Franklin

"Ignorance, the root and the stem of every evil." — Plato

"The price good men pay for indifference to public affairs is to be ruled by evil men." — Plato

"The ignorance of one voter in a democracy impairs the security of all." — John F. Kennedy, speech at Vanderbilt University, May 18, 1963

Integrity/Authenticity

"I care not about what others think of what I do, but I care very much about what I think of what I do. That is character!" — Theodore Roosevelt

"That you may retain your self-respect, it is better to displease the people by doing what you know is right than to temporarily please them by doing what you know is wrong." — Indira Gandhi

"Rather fail with honor than succeed by fraud." — Sophocles

"Remember always that you not only have the right to be an individual, you have an obligation to be one." — Eleanor Roosevelt

"Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind." — Dr. Seuss

"Try not to become a man of success but rather to become a man of value." — Albert Einstein

"To see what is right and not do it is cowardice." — Confucius

"Nearly all men can stand adversity, but if you want to test a man's character, give him power." — Abraham Lincoln

"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not." — Oprah Winfrey, in Good Housekeeping

"It matters not what someone is born, but what they grow to be." — J. K. Rowling, Harry Potter and the Goblet of Fire

"It is our choices that show what we truly are, far more than our abilities." — J. K. Rowling, Harry Potter and The Chamber of Secrets, 1999

"You must be the change you want to see in the world." — Mahatma Gandhi

"I don't know the key to success, but the key to failure is trying to please everybody." — Bill Cosby

Positive Conflict Resolution

"Honest disagreement is often a good sign of progress." — Mahatma Gandhi

"Educate . . . Children to self-control, to the habit of holding passion and prejudice and evil tendencies subject to an upright and reasoning will, and you have done much to abolish misery from their future and crimes from society." — Benjamin Franklin

"Education is the ability to listen to almost anything without losing your temper or your self-confidence." — Robert Frost

"Fair peace becomes men; ferocious anger belongs to beasts." — Ovid

Useful Research Findings   **Overview**

Over 100 program evaluation studies were reviewed that examined the effectiveness of character education programs, primarily pre-existing or packaged programs, including those integrated into the school curriculum and activities and stand alone programs. Research support has been organized into categories that correspond to the areas of character development and character education given in the **definitions**. All cited studies showed some significant positive findings for some topics; however, most also included some neutral or non-significant findings. No studies showed that character education programs had a reliable negative impact on students, teachers, or schools.

Because each study examined only one program, but looked at many outcomes related to students, teachers, parents, and/or communities, only findings that were found in more than one study are reported. Therefore, research support means that several studies found positive results related to a topic. Illustrative research studies are given for each topic. All articles used in this review are listed under the last tab, **References**.

Findings from a review article recently published by Berkowitz and Bier also describes research support for positive outcomes resulting from character education programs. See Berkowitz, M. W., & Bier, M. C. (2004). Research based character education. *The Annals of the American Academy of Political and Social Science, 591*(1), 72-85.

Please click on the following character development topics to view research support.

STUDENT CHARACTER OUTCOMES

PERSONAL VALUES
Social and moral reasoning, ideas, emotions, ideals and ethical/moral self-concept and personal responsibility

SOCIAL VALUES
Prosocial interpersonal thinking and behavioral strategies and group and team participation competencies

CIVIC VIRTUES
Understanding democratic principles and practices, knowledge of government, society, and political issues, social responsibility and engaging in community service or service learning

RISKY ATTITUDES AND BEHAVIORS
Truancy, lateness, classroom disruptions, verbal and physical aggression, lying, cheating, stealing, vandalism, illicit drug and alcohol use, and sexual activity

LEARNING ATTITUDES AND BEHAVIORS
Higher attendance, positive attitudes and motivation toward learning, better academic performance

SCHOOL AND COMMUNITY OUTCOMES

SCHOOL CLIMATE AND CULTURE
Safe and clean school environment, well-run school, inclusion of all students, having a sense of a shared mission and a shared sense of belonging to a school community, as well as cooperation with school rules.

CLASSROOM CLIMATE AND CULTURE

Effective classroom management strategies, use of varied teaching and learning strategies, inclusion of all students

TEACHERS AS CHARACTER EDUCATORS

Positive role model, trustworthy and fair, integrates character education into curriculum and classroom or school-based activities, engages in open discussion on social, moral, and values issues, empowers students, and practices student-centered pedagogies

PARENTS AS CHARACTER EDUCATORS

Positive role models, maintains a warm, trusting and open family environment, knowledgeable and/or involved in school character education programs/activities, supports student homework, openly discusses social, moral, and values issues in family, uses effective management and disciplinary practices

COMMUNITY SUPPORT AND INVOLVEMENT

Active and supportive relationships of community, local government, businesses and agencies with schools that include publicizing school-based character education efforts

Useful Research Findings   **Personal Values**

Personal values are ways of thinking, attitudes, and beliefs that support students' ideals and behaviors consistent with those ideals that are expressed in a wide range of situations and activities. They include social and moral reasoning, emotions, ideals and ethical/moral self-concept and personal responsibility.

SOCIAL MORAL COGNITION

Many studies over the last 30 years have reported that children and adolescents show positive change in perspective-taking and social moral reasoning development. Studies also demonstrate that students of all ages show increased knowledge of character and/or social and moral ideas.

Illustrative Research

Lane-Garon, P.S. (2000). Practicing peace: The impact of a school based conflict resolution program on elementary students. *Peace and Change, 25*(4), 467-482.

Leming, J.S. (2001). Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students sociomoral development. *Adolescence, 36*, 33-45.

Munoz, M.A., & Vanderhaar, J.E. (2006). Literacy-embedded character education in a large urban district: Effects of the Child Development Project on elementary school students and teachers. *Journal of Research in Character Education, 4*(1&2), 47-64.

Book Reporting Longitudinal Results of Moral Reasoning

Power, F.C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.

SOCIAL MORAL EMOTIONS

Research shows that children and younger adolescents show positive changes in social emotional learning and moral emotional competencies, e.g., empathy. There is insufficient information about the effects of character education on the moral emotional development and competencies of high school students.

Illustrative Research

Greenberg, M.T., Kusche, C.A., Cook, E.T., & Quamima, J.P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology, 7*, 111-136.

Review Article

Elias, M.J., Parker, S.J., Kash, V.M., & Dunkeblau, E. (2007). Social-emotional learning and character and moral education in children: Synergy or fundamental divergence in our schools? *Journal of Research in Character Education, 5*(2), 167-181.

SELF CONCEPT

Several studies reported enhanced self concept and self control; others reported greater self discipline or less impulsivity for children and adolescents as a result of character education programs. Reports for enhanced self respect and self efficacy are few but positive.

Illustrative Research

Allen, J.P., Kuperminc, G., Philliber, S., & Herre, K. (1994). Programmatic prevention of adolescent problem behaviors: The role of autonomy, relatedness, and volunteer service in the teen outreach program. *American Journal of Community Psychology, 18*, 505-524.

Flay, B.R., Allred, C.G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science, 2*(2), 71-89.

Muscott, H.S. & O'Brien, S.T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *Education and Treatment of Children, 22* (3), 373-390.

Solomon, D., Battistich, V., Watson, M., Schaps, E., Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education, 4*(1), 3-51.

MORAL IDEALS AND HAVING A SENSE OF PERSONAL RESPONSIBILITY

Studies support more positive outcomes at the elementary and middle school levels with some positive but also neutral outcomes at the high school level for the effects of character education programs on students' valuing of honesty, respect, courage, and their having a sense of justice/fairness as well as having a sense of personal responsibility.

Illustrative Research

Corrigan, M.W., Grove, D., Vincent, P.F., Chapman, P. & Walls, R.T. (2007). The importance of multidimensional baseline measurements to assessment of integrated character education models. *Journal of Research in Character Education, 5*(2), 103-129.

Ji, P., Segawa, E., Bruns, J., Campbell, R.T., Allred, C.G., & Flay, B. R. (2005). A measurement model of student character as described by the Positive Action program. *Journal of Research in Character Education, 3*(2), 109-120.

Useful Research Findings   **Social Values**

Social or Interpersonal values are expressed in students' behaviors and attitudes toward others, especially toward family, peers, teachers, and others in their neighborhoods and local areas.

PROSOCIAL INTERPERSONAL STRATEGIES

Studies showed that elementary and middle school students concern for others, trust of others, especially teachers, and trustworthiness increased in school settings as a result of character education. Adolescents demonstrate these competencies but research does not reliably show that they increase due to interventions; it may be that use of prosocial interpersonal strategies peaks in early adolescence thus showing little change thereafter.

Illustrative Research

Battistich, V., Alldredge, S., & Tsuchida, I. (2003). Number power: An elementary school program to enhance students' mathematical and social development. In Sharon L. Senk, and Denisse R. Thompson (Eds.) *Standards-based school mathematics curricula: What are they? What do students learn??* (pp. 133-159). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

DeRosier, M.E., & Mercer, S.H. (2007). Improving student social behavior: The effectiveness of a storytelling-based character education program. *Journal of Research in Character Education, 5* (2), 131-148.

SOCIAL MORAL COGNITIVE INTERPERSONAL STRATEGIES

Research findings support that children and adolescents showed enhanced social moral problem-solving skills in contexts of conflict resolution, peer and cross-age mediation, and other similar classroom and school activities.

Illustrative Research

Aber, J.L., Brown, J.L., & Jones, S.M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. *Developmental Psychology, 39*(2), 324-348.

Compton, R. (2002). Discovering the promise of curriculum integration: The National Curriculum Integration Project. *Conflict Resolution Quarterly*, *19*(4), 447-464.

Elias, M., Gara, M., Schuyler, T., Branden-Muller, L., & Sayette, M. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program. *American Journal of Orthopsychiatry, 61*, 409-419.

GROUP AND TEAM PARTICIPATION COMPETENCIES

Studies show increased cooperation and enhanced communicative skills, appropriate assertiveness, and leadership skills in elementary and middle school students. One study showed that children with disabilities became more cooperative, increased teamwork, and demonstrated more respect for others. Another study on bullying showed that children learned inclusive play strategies and assertiveness in seeking help when needed.

Illustrative Research

Michem, K.J., Young, K.R., West, R.P., & Benyo, J. (2001). CWPASM: A classwide peer-assisted self-management program for general education classrooms. *Education and Treatment of Children*, *24*(2), 111-140.

Muscott, H.S., & O'Brien, S.T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *Education and Treatment of Children*, *22 (*3), 373-390.

Rock, E.A., Hammond, M., & Rasmussen, S. (2004). School-wide bullying prevention program for elementary students. *Journal of Emotional Abuse, 4*(3-4), 225-239.

Useful Research Findings   **Civic Virtues**

Civic virtues range from understanding democratic principles and practices and current world events and having knowledge of local, state, and federal government institutions to being an informed advocate of political and social causes. Engaged citizenship as a civic virtue includes being politically knowledgeable as well as being socially responsible, such as being an informed advocate for a social cause or engaging in community service or service learning.

Civic engagement and service learning are separate fields as well as interventions that are included in character education. Most studies examine these programs separately, thus the illustrative research here refers to results from both stand-alone civic engagement and service learning interventions as well as those incorporated into a character education framework.

UNDERSTANDING DEMOCRATIC PRINCIPLES AND KNOWLEDGE OF DEMOCRATIC GOVERNANCE

All U.S. high school students are taught basic civic knowledge including the structures and functions of the American government. Research evaluating the effects of civics education courses is not included here because such courses are part of the required curriculum. However, there is research that shows that students vary widely in their understanding of democratic assumptions, for instance, that rights have parallel obligations that bind citizens to their nations.

Illustrative Research

Hahn, C., Torney-Purta, J. (1999). The IEA Civic Education Project: National and international perspectives. *Social Education, 65*(7), 425-431.

Review Articles

Gonzales, M.H., Riedel, E., Avery, P.G., & Sullivan, J.L. (2001). Rights and obligations in civic education: A content analysis of the National Standards for Civics and Government. *Theory Research in Social Education, 29*(1), 109-128

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science, 6*(4), 203-212.

ENGAGING IN POLITICAL ACTIVITIES

Although there is still little research, the theory in this field suggests that adolescence and youth are critical ages to foster political engagement in order for it to be sustained into adulthood. Although engaging in political activities is proposed for adolescents and youth, conflict resolution and leadership programs for middle and high school students develop some attitudes of active civic engagement that may lead to later political engagement.

Illustrative Research

Bloomberg, L., Ganey, A., Alba, V., Quintero, G., & Alcantra, L.A. (2003). Chicano-Latino Youth Leadership Institute: An asset-based programfor youth. *American Journal of Health Behavior, 27*, 45-54.

Metz, E., & Youniss, J. (2003). September 11 and service: A longitudinal study of high school students' views and responses. *Applied Developmental Science, 7*(3), 148-155.

EXPRESSING A SENSE OF SOCIAL RESPONSIBILITY

While there is little research in this area, it suggests that young people's sustained involvement in community service is based in their personal values rather than on peer or adult recognition. Other research demonstrates that a youth-led film project to discourage the use of alcohol and drugs succeeded because these issues were reframed as taking social responsibility for their peers and community.

Illustrative Research

Hamilton, C., & Flanagan, C. (2007). Reframing social responsibility within a technology-based youth activist program. *American Behavioral Scientist, 51*(3), 444-464.

Hart, D., & Atkins, R. (2002). Civic competence in urban youth. *Applied Developmental Science, 6*, 227-236.

Rubin, B.C. (2007). There's still not justice: Youth civic identity development amid distinct school and community contexts. *Teachers College Record, 109*(2), 449-481.

ENGAGING IN COMMUNITY SERVICE AND/OR SERVICE LEARNING

The field of service learning and community service has well-developed theories and practices. Research has focused on identifying the active components of the interventions that promote positive development and civic understanding in adolescents and youth as well as impediments to implementation of service learning activities.

Illustrative Research

Lakin, R., & Mahoney, A. (2006). Empowering youth to change their world: Identifying key components of a community service program to promote positive development. *Journal of School Psychology, 44*(6), 513-531.

Youniss, J., McLellan, J.A., & Mazer, B. (2001). Voluntary service, peer group orientation, and civic engagement. *Journal of Adolescent Research, 16*(5), 456-468.

Review Article

Balsano, A.B. (2005). Youth civic engagement in the United States: Understanding and addressing the impact of social impediments on positive youth and community development. *Applied Developmental Science, 9*, 188-201.

Book

Flanagan, C., Jonsson, B., Botcheva, L., Csapo, B., Bowes, J., Macek, P., et al. (1999). Adolescents and the "social contract": Developmental roots of citizenship in seven countries. In M. Yates & J. Youniss (Eds.), *Roots of civic identity: International perspectives on community service and activism in youth.* (pp. 135-155). New York: Cambridge University Press.

Useful Research Findings   **Risky Attitudes and Behaviors**

Students' risky school behaviors include lateness and truancy as well as disruption in the classroom, aggression, bullying, and carrying weapons. Both outside and in-school problem behaviors include verbal and physical aggression, illicit drug and alcohol use, and sexual activity. Overall, evaluation research shows that character education interventions are effective about half the time in reducing aggression, bullying, and drug and alcohol use. Although fewer in number, evaluations of sexual activity prevention interventions report success most of the time.

Review Article

Garrard, W. M. & Lipsey, M. W. (2007). Conflict resolution education and antisocial behavior in U.S. schools: A meta-analysis. *Conflict Resolution Quarterly*, 25(1). Special issue: A world of possibilities: Conflict resolution education and peace education around the globe, 9-38.

SCHOOL-RELATED RISKY BEHAVIORS

Truancy, aggression, and carrying weapons to school put children and youth at risk. There is research support that these behaviors can lead to in-school discipline, suspension, expulsion, and dropping out of school. Evaluation studies demonstrate that character education has resulted in fewer students carrying any type of weapon, lowered truancy rates and lowered aggression.

Illustrative Research

Botvin, G., Griffin, K., & Nichols, T. (2006). Preventing youth violence and delinquency through a universal school-based prevention approach. *Prevention Science, 7*(4), 403-408.

Flay, B.R., Allred, C.G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science, 2*(2), 71-89.

Shapiro, J.P., Burgoon, J.D., Welker, C.J., & Clough, J.B. (2002). Evaluation of the Peacemakers program: School-based violence prevention for student in grades four through eight. *Psychology in the Schools, 39*, 87-100.

Book

Gagnon, J., & Leone, P. (2002). Alternative strategies for school violence prevention. *Zero tolerance: Can suspension and expulsion keep school safe?* (pp. 101-125). San Francisco, CA: Jossey-Bass.

SUBSTANCE USE AND SEXUAL ACTIVITY

Substance use and sexual activity have been addressed most often by prevention programs targeting specific behaviors; however, there are a few effective interventions that focus on reducing these negative behaviors at the same time as they aim to promote positive character and behaviors.

Illustrative Research

Aarons, S., Jenkins, R., Raine, T., El-Khorazaty, M., Woodward, K., Williams, R., et al. (2000). Postponing sexual intercourse among urban junior high school students--A randomized controlled evaluation. *Journal of Adolescent Health, 27*(4), 236-247.

Botvin, G., Griffin, K., Diaz, T., & Ifill-Williams, M. (2001). Drug abuse prevention among minority adolescents: Posttest and one-year follow-up of a school-based preventive intervention. *Prevention Science, 2*(1), 1-13.

Dixon, A., Schoonmaker, C., & Philliber, W. (2000). A journey toward womanhood: Effects of an Afrocentric approach to pregnancy prevention among African-American adolescent females. *Adolescence, 35*(139), 425-429.

Zavela, K., Battistich, V., Gosselink, C., & Dean, B. (2004). Say yes first: Follow up of a five-year rural drug prevention program. *Journal of Drug Education, 34*(1), 73-88.

PREVENTION PROGRAMS FOR YOUNGER CHILDREN

A new trend is to offer prevention character education programs to young children (from kindergarten to 8th grade), especially those who live in high poverty or disadvantaged neighborhoods or are targeted as at risk for problem behavior. Studies report decreases in problem behavior, including bullying and classroom disruptions, and increases in social competence in young students.

Illustrative Research

Lehr, C., Sinclair, M., & Christenson, S. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect Model. *Journal of Education for Students Placed at Risk, 9*(3), 279-301.

Rock, E., Hammond, M., & Rasmussen, S. (2004). School-wide bullying prevention program for elementary students. *Journal of Emotional Abuse, 4*(3), 225-239.

Webster-Stratton, C., Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years teacher and child training programs in high-risk schools. *Journal of Child Psychology and Psychiatry, 49*(5), 471-488.

Useful Research Findings   **Learning Attitudes and Behaviors**

A basic idea of character education interventions is that improving students' character will lead to positive attitudes about learning and better academic performance. About half of the evaluation research reviewed supports this idea; thus, some studies show higher attendance, more positive attitudes and motivation toward learning, and better academic performance. Findings from the other half are neutral regarding the impact of character education interventions on academic performance.

Specific research findings support the relationship of social-emotional learning and positive character attitudes to more positive academic motivation, engagement in learning, and better academic performance. The illustrative research provides an example of an effective intervention that integrated a character outcome (perspective-taking) with an academic outcome (social studies achievement) as well as character education interventions that show positive academic results.

Illustrative Research

Benninga, J., Berkowitz, M., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of Research in Character Education, 1*(1), 19-32.

Compton, R. (2002). Discovering the promise of curriculum integration: The National Curriculum Integration Project. *Conflict Resolution Quarterly, 19*(4), 447-464.

Flay, B.R., Allred, C.G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science, 2*(2), 71-89.

Gehlbach, H. (2004). Social perspective taking: A facilitating aptitude for conflict resolution, historical empathy, and social studies achievement. *Theory and Research in Social Education, 32*(2), 39-55.

Leming, J. S. (2000). Tell me a story: an evaluation of a literature-based character education programme. *Journal of Moral Education, 29*(4), 413-427.

Munoz, M.A., & Vanderhaar, J.E. (2006). Literacy-embedded character education in a large urban district: Effects of the Child Development Project on elementary school students and teachers. *Journal of Research in Character Education, 4*(1&2), 47-64.

Useful Research Findings   **School Climate and Culture**

Detailed **definitions of school climate and school culture** are given under the Teaching Character Education button.

Changeable characteristics of climate are often the focus of character education interventions. Such characteristics include a safe and clean school environment, a well-run and well-led school, inclusion of all students and student bonding to school, and having a sense of shared mission and goals. School culture, by definition, is indicated by school policies and rules, and the norms and values that guide student and faculty behavior. Central to school culture is a sense of community often studied as the relationships between teachers and students, among students, and of teachers with staff and the administration as well as the relationship the school has with parents and the local communities.

Evaluation research most often assesses school climate and school culture through the eyes of students, teachers, and parents - assessing their perceptions of varying aspects of climate and culture. Overall, evaluation research shows strong support for the general finding that character education interventions positively affect school climate or culture, which, in turn, positively affects student outcomes. Research also suggests that fully implemented interventions have stronger effects on climate and culture than partially or poorly implemented interventions. The two books listed below describe whole-school interventions and conceptualize school climate and its relation to social, character/moral, and academic outcomes.

Illustrative Research

Barr, J. J., & Higgins-D'Alessandro, A. (2007). Adolescent empathy and prosocial behavior in the multidimensional context of school culture. *Journal of Genetic Psychology, 168*(3), 231-250.

Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning—the foundation for love, work and engaged citizenry. *Teachers College Record*, (Entire article available for cost at **http://www.tcrecord.org/content.asp?contentid=15698**. Date Accessed 7/14/2009.)

Cohen, J., & Hamilton, R. (2009). Caring for the individual student and the community of learners: Interlocking relationships and comprehensive school climate improvement. *Schools: Studies in Education,* 6(1): 104-116.

Cohen, J., McCabe, E.M., Michelli, N.M & Pickeral, T. (2009). School climate: Research, policy, teacher education and practice. *Teachers College Record*, 111(1): 180-213. (Entire article available for a cost on: **http://www.tcrecord.org/Content.asp?ContentId=15220**. Date accessed: 6/30/2009.)

Cohen, J., Pickeral, T., & McCloskey, M. (2008). The challenge of assessing school climate. [Online article]. *Educational Leadership*, 66(4). (Available on: **http://www.ascd.org**. Date accessed: 6/30/2009.)

Cook, T., Murphy, R., & Hunt, H. (2000). Comer's School Development Program in Chicago: A theory-based evaluation. *American Educational Research Journal*, *37*(2), 535-597.

Kilian, J., Fish, M., & Maniago, E. (2006). Making schools safe: A system-wide school intervention to increase student prosocial behaviors and enhance school climate. *Journal of Applied School Psychology*, *23*(1), 1-30.

Mokrue, K., Elias, M., & Bry, B. (2005). Dosage effect and the efficacy of a video-based teamwork-building series with urban elementary school children. *Journal of Applied School Psychology*, *21*(1), 67-97.

Solomon, D., Battistich, V., Watson, M., Schaps, E., Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education*, *4*(1), 3-51.

Books

Comer, J.P., Joyner, E.T., Ben-Avie, M. (Eds.) (2004). *Six pathways to healthy child development and academic success: The field guide to Comer schools in action.* Thousand Oaks, CA: Corwin Press.

Power, F.C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education.* New York: Columbia University Press.

EARLY EDUCATION

In elementary schools, there is a movement to align pre-kindergarten through grade 3 goals and curricula. This movement emphasizes the development and education of the whole child and thus is consistent with the goals of early character education. The idea is described in the following article:

Brown, B. V., & Bogard, K. (2007). *Pre & kindergarten to 3rd grade (PK-3) school-based resources and third grade outcomes.* Washington, DC: Child Trends Databank, Cross Currents, Issue 5. Available online at: **www.childtrendsdatabank.org/PDF/PKtoThree.pdf**.

SCHOOL IMPROVEMENT

There is increasing evidence that character education interventions effectively enhance school climate as well as prioritize school safety and mutual respect between teachers and students. These components are fundamental in reforming and turning schools around. The listed resources provide discussions on school improvement.

Mintrop, H., & Trujillo, T. (2005). *Corrective action in low-performing schools: Lessons for NCLB implementation from state and district strategies in first-generation accountability systems.* Paper presented at American Educational Research Association Annual Conference, Montreal. Available online at: **http://gse.berkeley.edu/faculty/Hmintrop/CRESSTReportNCLB.pdf**.

Public Impact for the Center on Innovation & Improvement. (2007). *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement.* Available online at: **http://www.centerii.org/search/ciisearch.aspx** (on left menu, select Turnarounds [listed under Restructuring], click Find Resources at bottom under left menu, then select title. This is a downloadable, free resource that requires registration before opening the publication.)

Crasco, L. M., & Kim, J. J. (2006). Best policies and practices in urban educational reform: A summary of empirical analysis focusing on student achievement and equity. *Journal of Education for Students Placed at Risk, 11*(1), 19-37.

Education Commission of the States. (2007). What works in improving low-performing schools and districts? *The Progress of Education Reform 2007: School Improvement*, 8(5). Available online at: **http://www.ecs.org/html/Document.asp?chouseid=7704**.

Useful Research Findings   **Classroom Climate and Culture**

There is too little research evaluating the effects of character education programs on classroom climate to make any statements about its effectiveness. Although many character education programs employ classroom management strategies, use varied teaching and learning strategies, and practice inclusion of all students, these specific intervention aspects are not evaluated. The illustrative research is three examples of studies that evaluated classroom strategies or the effects of a program on classroom climate.

Illustrative Research

Aber, L.J., Jones, S.M., Brown, J.L., Chaudry, N., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a student-based violence prevention program in neighborhood and classroom contexts. *Development and Psychopathology, 10*, 187-213.

Michem, K.J., Young, K. R., West, R.P., & Benyo, J. (2001). CWPASM: A classwide peer-assisted self-management program for general education classrooms. *Education and Treatment of Children, 24*(2), 111-140.

Sherblom, S., Marshall, J., & Sherblom, J. (2006). The relationship between school climate and math and reading achievement. *Journal of Research in Character Education*, *4*(1), 19-31.

Useful Research Findings   Teachers as Character Educators

Teachers of character are expected to be positive role models, to be trustworthy and fair, to be caring and empathic, and to integrate character education into curricula and classroom and school-based activities by practicing student-centered pedagogies. They are also expected to engage in an open and ongoing discussion process with students on social, moral, and values issues whether arising from the curriculum or from the life of the school that will empower students to voice their views, reflect on them, and to act consistently with their moral values; in other words, that will help build students' character.

Available research in this area is primarily focused on 1) examining the effects of including character education as a topic in teacher training programs; 2) assessing teachers' sense of efficacy as character educators; or 3) evaluating the effects of teaching for character on teachers themselves. These are new areas of research and none of them have a sufficient number of studies from which to make any general statements. The illustrative research is divided into the three areas enumerated here.

Illustrative Research - Character Education as Part of Teacher Training

Glanzer, P., & Talbert, T. (2005). The impact and implications of faith or worldview in the classroom: The priority and importance of character. *Journal of Research in Character Education*, *3*(1), 25-42.

Nucci, L., Browne, C., Drill, K., & Larson, C. (2005). Preparing preservice teachers for character education in urban elementary schools: The UIC Initiative, *Journal of Research in Character Education*, *3(*2), 81-96.

Reiman, A. (2004). Longitudinal studies of teacher education candidates' moral reasoning and related promising interventions. *Journal of Research in Character Education*, *2(*2), 141-150.

Revell, L., & Arthur, J. (2007. Character education in schools and the education of teachers. *Journal of Moral Education*, *36*(1), 79-92.

Wilkins, C. (2001). Student teachers and attitudes towards 'Race': the role of citizenship education in addressing racism through the curriculum. *Westminster Studies in Education, 24(*1) 7-21.

Illustrative Research - Teachers' Sense of Efficacy for Teaching Character

Milson, A. (2003). Teachers' sense of efficacy for the formation of students' character. *Journal of Research in Character Education*, *1*(2), 89-106.

Milson, A., & Mehlig, L. (2002). Elementary school teachers' sense of efficacy for character education. *Journal of Educational Research*, *96*(1), 47-53.

Illustrative Research - Effects on Teachers of Being Character Educators

Hauer, J. (2003). Educating for character and teachers' moral vitality. *Journal of Research in Character Education*, *1(*1), 133-144.

Higgins-D'Alessandro, A. (2002). The necessity of teacher development. In A. Higgins-D'Alessandro & K. Jankowski (Eds.) *Science for society: Informing policy and practice through research in developmental psychology.* New Directions for Child and Adolescent Development Series. Chicago: Jossey-Bass.

Munoz, M.A., & Vanderhaar, J.E. (2006). Literacy-embedded character education in a large urban district: Effects of the Child Development Project on elementary school students and teachers. *Journal of Research in Character Education, 4(*1&2), 47-64.

TEACHER EFFECTIVENESS

The following articles assess teacher effectiveness in terms of teacher evaluation scores, as well as certification status and years of teaching experience to predict student achievement. Teacher evaluation scores include classroom observations, portfolio reviews, lesson plans, samples of student work, and student grades. The value-added analysis method is used. This method takes account of students' beginning levels of achievement and looks at the "value added" of specific teachers and courses. Results indicate that:

- Teacher evaluation scores increase in the first few years and then level off as they become proficient teachers, and
- Teacher evaluation scores were better predictors of student achievement than years of experience.

Read more:

Milanowski, A. T., Kimball, S. M., & White, B. (2004). *The relationship between standards-based teacher evaluation scores and student achievement: Replication and extensions at three sites.* Paper prepared for the Consortium for Policy Research in Education, Working Paper Series and presented at the American Educational Research Association Annual Conference. Available online at: **http://cpre.wceruw.org/papers/3site_long_TE_SA_AERA04TE.pdf**.

Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006). *What does certification tell us about teacher effectiveness? Evidence from New York City.* New York City: National Bureau of Economic Research, Working Paper. Full paper requires subscription or purchase; abstract for the paper is available online at: **http://www.nber.org/papers/w12155**.

The Education Commission of the States presents a helpful summary of information and articles evaluating teacher effectiveness, available online at: **ECS Education Policy Issue Site: Teaching Quality** and describes mentoring opportunities for teachers, available online at: **ECS Education Policy Issue Site: Teaching Quality-Induction**.

Useful Research Findings   **Parents as Character Educators**

Parents as character educators are positive role models, maintain a warm, trusting and open family environment, are knowledgeable and/or involved in the school character education programs/activities, support student homework, openly discuss social, moral, and values issues in their families, and use effective management and disciplinary practices.

This description is multifaceted and no research has been done evaluating programs that teach parents how to be character educators. Moreover, there is very little research on the role of parents in character education or how school-based or community-based character education programs affect parents. Thus, at this time, no statements can be made about the relationships between character education and parents. The illustrative research provides descriptions of:

- how parenting relates to or affects character education programs,
- a school-parent partnership,
- parents' perceptions of how a program affected their children, and
- a study that examined the effects on parents of a character education program.

Illustrative Research

Astill, B., Feather, N.T. & Keeves, J.P. (2002). A multilevel analysis of the effects of parents, teachers and schools on student values. *Social Psychology of Education, 5*, 345-363.

Berkowitz, M.W. & Grych, J.H. (2000). Early character development and education. *Early Education and Development*, *11*(1), 57-72.

Martin, D. & Martin, M. (2007). Implementing a family/school partnership in an urban elementary school to reduce negative behavior and increase academic achievement. *Family Therapy, 34*(3), 141-152.

Nabors, L., Proescher, E. & DeSilva, M. (2001). School-based mental health prevention activities for homeless and at-risk youth. *Child and Youth Care Forum, 30*(1), 3-18.

Royal, C.W. & Baker, S.B. (2005). Effects of a deliberate moral education program on parents of elementary school students. *Journal of Moral Education, 34*(2), 215-230.

Shields, D., Bredemeier, B., LaVoi, N., & Power, F. (2005). The sport behavior of youth, parents, and coaches: The good, the bad and the ugly. *Journal of Research in Character Education, 3*(1), 43-59.

Useful Research Findings   **Community Support and Involvement**

Reports of active and supportive relationships of character education programs by the local community, local business, and local government are still few. Discussions of how character education is implemented districtwide or its effects on a school district or local community are also rare. While more and more school-based character education interventions appreciate the potential roles that local organizations can play in sustaining and enriching their efforts, as yet there have been very few evaluations of the community's role in character education. In addition, research is just beginning to take account of neighborhood influences when evaluating character education programs. At this time, no statements can be made regarding the effects of communities on school-based or community-based character education programs or vice versa. The illustrative research provides examples of various kinds of recent research in this broad area as well as a commentary on America's moral culture.

Illustrative Research

Doniger, A., Adams, E., Utter, C., & Riley, J. (2001). Impact evaluation of the 'Not Me, Not Now' abstinence-oriented, adolescent pregnancy prevention communications program, Monroe County, NY. *Journal of Health Communication, 6(*1), 45-60.

Durlak, J., Taylor, R., Kawashima, K., Pachan, M., DuPre, E., Celio, C., et al. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology, 39(*3), 269-286.

Ford, E. (2002). Oregon's SCRIP model: Building school conflict resolution education capacity through community partnerships. *Conflict Resolution Quarterly, 19(*4), 465-477.

Lasch-Quinn, E. (2007). Unschooled: Democratic life in the absence of a moral culture. *International Journal of Public Administration, 30,*(6-7), 615-621.

Pritchard, R., Morrow, D., & Marshall, J. (2005). School and district culture as reflected in student voices and student achievement. *School Effectiveness and School Improvement, 16*(2), 153-177.

Wilson, N., Syme, S., Boyce, W., Battistich, V., & Selvin, S. (2005). Adolescent alcohol, tobacco, and marijuana use: The influence of neighborhood disorder and hope. *American Journal of Health Promotion, 20(*1), 11-19.

USEFUL RESEARCH FINDINGS

Works Cited

Aarons, S., Jenkins, R., Raine, T., El-Khorazaty, M., Woodward, K., Williams, R., et al. (2000). Postponing sexual intercourse among urban junior high school students: A randomized controlled evaluation. *Journal of Adolescent Health, 27*(4), 236-247.

Aber, J. L., Brown, J. L., & Jones, S. M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. *Developmental Psychology, 39*(2), 324-348.

Aber, L. J., Jones, S. M., Brown, J. L., Chaudry, N., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a student-based violence prevention program in neighborhood and classroom contexts. *Development and Psychopathology, 10*, 187-213.

Allen, J. P., Kuperminc, G., Philliber, S., & Herre, K. (1994). Programmatic prevention of adolescent problem behaviors: The role of autonomy, relatedness, and volunteer service in the teen outreach program. *American Journal of Community Psychology, 18*, 505-524.

Astill, B., Feather, N. T., & Keeves, J. P. (2002). A multilevel analysis of the effects of parents, teachers and schools on student values. *Social Psychology of Education, 5*, 345-363.

Balsano, A. B. (2005). Youth civic engagement in the United States: Understanding and addressing the impact of social impediments on positive youth and community development. *Applied Developmental Science, 9*, 188-201.

Barr, J. J., & Higgins-D'Alessandro, A. (2007). Adolescent empathy and prosocial behavior in the multidimensional context of school culture. *Journal of Genetic Psychology, 168*(3), 231-250.

Battistich, V., Alldredge, S., & Tsuchida, I. (2003). Number power: An elementary school program to enhance students' mathematical and social development. In S. L. Senk & D. R. Thompson (Eds.), *Standards-based school mathematics curricula: What are they? What do students learn?* (pp. 133-159). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Benninga, J., Berkowitz, M., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of Research in Character Education, 1*(1), 19-32.

Berkowitz, M. W., & Grych, J. H. (2000). Early character development and education. *Early Education and Development, 11*(1), 57-72.

Bloomberg, L., Ganey, A., Alba, V., Quintero, G., & Alcantra, L. A. (2003). Chicano-Latino Youth Leadership Institute: An asset-based program for youth. *American Journal of Health Behavior, 27*, 45-54.

Botvin, G., Griffin, K., & Nichols, T. (2006). Preventing youth violence and delinquency through a universal school-based prevention approach. *Prevention Science, 7*(4), 403-408.

Botvin, G., Griffin, K., Diaz, T., & Ifill-Williams, M. (2001). Drug abuse prevention among minority adolescents: Posttest and one-year follow-up of a school-based preventive intervention. *Prevention Science, 2*(1), 1-13.

Brown, B. V., & Bogard, K. (2005). *Pre & kindergarten to 3rd grade (PK-3) school-based resources and third grade outcomes*. Washington, DC: Child Trends Databank, Cross Currents, Issue 5. Available online at: 2008. **www.childtrendsdatabank.org/PDF/PKtoThree.pdf**. Last accessed November 16, 2008.

Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning—the foundation for

love, work and engaged citizenry. *Teachers College Record*, (Entire article available for cost at **http://www.tcrecord.org/content.asp?contentid=15698**. Date Accessed 7/14/2009.)

Cohen, J., & Hamilton, R. (2009). Caring for the individual student and the community of learners: Interlocking relationships and comprehensive school climate improvement. *Schools: Studies in Education,* 6(1): 104-116.

Cohen, J., McCabe, E.M., Michelli, N.M & Pickeral, T. (2009). School climate: Research, policy, teacher education and practice. *Teachers College Record*, 111(1): 180-213. (Entire article available for a cost on: **http://www.tcrecord.org/Content.asp?ContentId=15220**. Date accessed: 6/30/2009.)

Cohen, J., Pickeral, T., & McCloskey, M. (2008). The challenge of assessing school climate. [Online article]. *Educational Leadership*, 66(4). (Available on: **http://www.ascd.org**. Date accessed: 6/30/2009.)

Comer, J. P., Joyner, E. T., & Ben-Avie, M. (Eds.). (2004). *Six pathways to healthy child development and academic success: The field guide to Comer schools in action*. Thousand Oaks, CA: Corwin Press.

Compton, R. (2002). Discovering the promise of curriculum integration: The National Curriculum Integration Project. *Conflict Resolution Quarterly, 19*(4), 447-464.

Cook, T., Murphy, R., & Hunt, H. (2000). Comer's School Development Program in Chicago: A theory-based evaluation. *American Educational Research Journal, 37*(2), 535-597.

Corrigan, M. W., Grove, D., Vincent, P. F., Chapman, P., & Walls, R. T. (2007). The importance of multidimensional baseline measurements to assessment of integrated character education models. *Journal of Research in Character Education, 5*(2), 103-129.

Crasco, L. M., & Kim, J. J. (2006). Best policies and practices in urban educational reform: A summary of empirical analysis focusing on student achievement and equity. *Journal of Education for Students Placed at Risk, 11*(1), 19-37.

DeRosier, M. E., & Mercer, S. H. (2007). Improving student social behavior: The effectiveness of a storytelling-based character education program. *Journal of Research in Character Education, 5*(2), 131-148.

Dixon, A., Schoonmaker, C., & Philliber, W. (2000). A journey toward womanhood: Effects of an Afrocentric approach to pregnancy prevention among African-American adolescent females. *Adolescence, 35*(139), 425-429.

Doniger, A., Adams, E., Utter, C., & Riley, J. (2001). Impact evaluation of the 'Not Me, Not Now' abstinence-oriented, adolescent pregnancy prevention communications program, Monroe County, NY. *Journal of Health Communication, 6*(1), 45-60.

Durlak, J., Taylor, R., Kawashima, K., Pachan, M., DuPre, E., Celio, C., et al. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology, 39*(3), 269-286.

Education Commission of the States. (2007). What works in improving low-performing schools and districts? The progress of education reform 2007. *School Improvement, 8*(5). Available online at: **http://www.ecs.org/html/Document.asp?chouseid=7704**. Last accessed November 16, 2008.

Elias, M., Gara, M., Schuyler, T., Branden-Muller, L., & Sayette, M. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program. *American Journal of Orthopsychiatry, 61*, 409-419.

Elias, M. J., Parker, S. J., Kash, V. M., & Dunkeblau, E. (2007). Social-emotional learning and character and moral education in children: Synergy or fundamental divergence in our schools? *Journal of Research in Character Education, 5*(2), 167-181.

Flanagan, C., Jonsson, B., Botcheva, L., Csapo, B., Bowes, J., Macek, P., et al. (1999).

Adolescents and the "social contract": Developmental roots of citizenship in seven countries. In M. Yates & J. Youniss (Eds.), *Roots of civic identity: International perspectives on community service and activism in youth* (pp. 135-155). New York: Cambridge University Press.

Flay, B. R., Allred, C. G., & Ordway, N. (2001). Effects of the Positive Action program on achievement and discipline: Two matched-control comparisons. *Prevention Science, 2*(2), 71-89.

Ford, E. (2002). Oregon's SCRIP model: Building school conflict resolution education capacity through community partnerships. *Conflict Resolution Quarterly, 19*(4), 465-477.

Gagnon, J., & Leone, P. (2002). *Alternative strategies for school violence prevention. Zero tolerance: Can suspension and expulsion keep school safe?* (pp. 101-125). San Francisco: Jossey-Bass.

Garrard, W. M., & Lipsey, M. W. (2007). Conflict resolution education and antisocial behavior in U.S. schools: A meta-analysis. [Special issue: A world of possibilities: Conflict resolution education and peace education around the globe.] *Conflict Resolution Quarterly, 25*(1), 9-38.

Gehlbach, H. (2004). Social perspective taking: A facilitating aptitude for conflict resolution, historical empathy, and social studies achievement. *Theory and Research in Social Education, 32* (2), 39-55.

Glanzer, P., & Talbert, T. (2005). The impact and implications of faith or worldview in the classroom: The priority and importance of character. *Journal of Research in Character Education, 3*(1), 25-42.

Gonzales, M. H., Riedel, E., Avery, P. G., & Sullivan, J. L. (2001). Rights and obligations in civic education: A content analysis of the National Standards for Civics and Government. *Theory Research in Social Education, 29*(1), 109-128.

Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamima, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology, 7*, 111-136.

Hahn, C., & Torney-Purta, J. (1999). The IEA Civic Education Project: National and international perspectives. *Social Education, 65*(7), 425-431.

Hamilton, C., & Flanagan, C. (2007). Reframing social responsibility within a technology-based youth activist program. *American Behavioral Scientist, 51*(3), 444-464.

Hart D., & Atkins, R. (2002). Civic competence in urban youth. *Applied Developmental Science, 6*, 227-236.

Hauer, J. (2003). Educating for character and teachers' moral vitality. *Journal of Research in Character Education, 1*(1), 133-144.

Higgins-D'Alessandro, A. (2002). The necessity of teacher development. In A. Higgins-D'Alessandro & K. Jankowski (Eds.), *Science for society: Informing policy and practice through research in developmental psychology.* [New Directions for Child and Adolescent Development Series.] Chicago: Jossey-Bass.

Ji, P., Segawa, E., Bruns, J., Campbell, R. T., Allred, C. G., & Flay, B. R. (2005). A measurement model of student character as described by the Positive Action program. *Journal of Research in Character Education, 3*(2), 109-120.

Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006). *What does certification tell us about teacher effectiveness? Evidence from New York City.* New York City: National Bureau of Economic Research, Working Paper. Full paper requires subscription or purchase; abstract for the paper is available online at: **http://www.nber.org/papers/w12155**.

Kilian, J., Fish, M., & Maniago, E. (2006). Making schools safe: A system-wide school intervention to increase student prosocial behaviors and enhance school climate. *Journal of Applied School Psychology, 23*(1), 1-30.

Lakin, R., & Mahoney, A. (2006). Empowering youth to change their world: Identifying key

components of a community service program to promote positive development. *Journal of School Psychology, 44*(6), 513-531.

Lane-Garon, P. S. (2000). Practicing peace: The impact of a school based conflict resolution program on elementary students. *Peace and Change, 25*(4), 467-482.

Lasch-Quinn, E. (2007). Unschooled: Democratic life in the absence of a moral culture. *International Journal of Public Administration, 30*(6-7), 615-621.

Lehr, C., Sinclair, M., & Christenson, S. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect Model. *Journal of Education for Students Placed at Risk, 9*(3), 279-301.

Leming, J. S. (2000). Tell me a story: An evaluation of a literature-based character education programme. *Journal of Moral Education, 29*(4), 413-427.

Leming, J. S. (2001). Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students' sociomoral development. *Adolescence, 36*, 33-45.

Martin, D., & Martin, M. (2007). Implementing a family/school partnership in an urban elementary school to reduce negative behavior and increase academic achievement. *Family Therapy, 34*(3), 141-152.

Metz, E., & Youniss, J. (2003). September 11 and service: A longitudinal study of high school students' views and responses. *Applied Developmental Science, 7*(3), 148-155.

Michem, K. J., Young, K. R., West, R. P., & Benyo, J. (2001). CWPASM: A classwide peer-assisted self-management program for general education classrooms. *Education and Treatment of Children, 24(*2), 111-140.

Milanowski, A. T., Kimball, S. M., & White, B. (2004). *The relationship between standards-based teacher evaluation scores and student achievement: Replication and extensions at three sites.* [Paper prepared for the Consortium for Policy Research in Education, Working Paper Series and presented at the American Educational Research Association Annual Conference.] Available online; **click here**. Last accessed November 16, 2008.

Milson, A. (2003). Teachers' sense of efficacy for the formation of students' character. *Journal of Research in Character Education, 1*(2), 89-106.

Milson, A., & Mehlig, L. (2002). Elementary school teachers' sense of efficacy for character education. *Journal of Educational Research, 96*(1), 47-53.

Mintrop, H., & Trujillo, T. (2005). *Corrective action in low-performing schools: Lessons for NCLB implementation from state and district strategies in first-generation accountability systems.* [Paper presented at American Educational Research Association Annual Conference, Montreal.] Available online; **click here**. Last accessed November 16, 2008.

Mokrue, K., Elias, M., & Bry, B. (2005). Dosage effect and the efficacy of a video-based teamwork-building series with urban elementary school children. *Journal of Applied School Psychology, 21*(1), 67-97.

Munoz, M. A., & Vanderhaar, J. E. (2006). Literacy-embedded character education in a large urban district: Effects of the Child Development Project on elementary school students and teachers. *Journal of Research in Character Education, 4*(1&2), 47-64.

Muscott, H. S., & O'Brien, S. T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *Education and Treatment of Children, 22* (3), 373-390.

Nabors, L., Proescher, E., & DeSilva, M. (2001). School-based mental health prevention activities for homeless and at-risk youth. *Child and Youth Care Forum, 30*(1), 3-18.

Nucci, L., Browne, C., Drill, K., & Larson, C. (2005). Preparing preservice teachers for character education in urban elementary schools: The UIC Initiative, *Journal of Research in Character*

Education, 3(2), 81-96.

Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.

Pritchard, R., Morrow, D., & Marshall, J. (2005). School and district culture as reflected in student voices and student achievement. *School Effectiveness and School Improvement, 16*(2), 153-177.

Public Impact for the Center on Innovation & Improvement. (2007). *School turnarounds: a review of the cross-sector evidence on dramatic organizational improvement.* Available online at: **http://www.centerii.org/search/ciisearch.aspx**. (on left menu, select Turnarounds [listed under Restructuring], click Find Resources at bottom under left menu, then select title. This is a downloadable, free resource that requires registration before opening the publication.) Last accessed November 16, 2008.

Reiman, A. (2004). Longitudinal studies of teacher education candidates' moral reasoning and related promising interventions. *Journal of Research in Character Education, 2*(2), 141-150.

Revell, L., & Arthur, J. (2007). Character education in schools and the education of teachers. *Journal of Moral Education, 36*(1), 79-92.

Rock, E. A., Hammond, M., & Rasmussen, S. (2004). School-wide bullying prevention program for elementary students. *Journal of Emotional Abuse, 4*(3-4), 225-239.

Royal, C. W., & Baker, S. B. (2005). Effects of a deliberate moral education program on parents of elementary school students. *Journal of Moral Education, 34*(2), 215-230.

Rubin, B. C. (2007). There's still not justice: Youth civic identity development amid distinct school and community contexts. *Teachers College Record, 109*(2), 449-481.

Shapiro, J. P., Burgoon, J. D., Welker, C. J., & Clough, J. B. (2002). Evaluation of the Peacemakers program: School-based violence prevention for student in grades four through eight. *Psychology in the Schools, 39*, 87-100.

Sherblom, S., Marshall, J., & Sherblom, J. (2006). The relationship between school climate and math and reading achievement. *Journal of Research in Character Education, 4*(1), 19-31.

Shields, D., Bredemeier, B., LaVoi, N., & Power, F. (2005). The sport behavior of youth, parents, and coaches: The good, the bad and the ugly. *Journal of Research in Character Education, 3*(1), 43-59.

Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education, 4*(1), 3-51.

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science, 6*(4), 203-212.

Webster-Stratton, C., Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years teacher and child training programs in high-risk schools. *Journal of Child Psychology and Psychiatry, 49*(5), 471-488.

Wilkins, C. (2001). Student teachers and attitudes towards "race." The role of citizenship education in addressing racism through the curriculum. *Westminster Studies in Education, 24*(1) 7-21.

Wilson, N., Syme, S., Boyce, W., Battistich, V., & Selvin, S. (2005). Adolescent alcohol, tobacco, and marijuana use: The influence of neighborhood disorder and hope. *American Journal of Health Promotion, 20*(1), 11-19.

Youniss, J., McLellan, J. A., & Mazer, B. (2001). Voluntary service, peer group orientation, and civic engagement. *Journal of Adolescent Research, 16*(5), 456-468.

Zavela, K., Battistich, V., Gosselink, C., & Dean, B. (2004). Say yes first: Follow up of a five-year rural drug prevention program. *Journal of Drug Education, 34*(1), 73-88.

Additional Works Consulted

Arnold, E., Smith, T., Harrison, D., & Springer, D. (2000). Adolescents' knowledge and beliefs about pregnancy: The impact of "ENABL." *Adolescence*, *35*(139), 485-498.

Batiuk, M. E., Boland, J. A., & Wilcox, N. (2004). Project trust: breaking down barriers between middle school children. *Adolescence, 39*(155), 531-538.

Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the Child Development Project on students' drug use and other problem behaviors. *Journal of Primary Prevention*, *21*(1), 75-99.

Battistich, V., Schaps, E., & Watson, M. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. *Journal of Primary Prevention*, *24*, 243-262.

Bernstein, J. L., & Meizlish, D. S. (2003). Becoming congress: A longitudinal study of the civic engagement implications of a classroom simulation. *Simulation and Gaming*, *34*(2), 198-219.

Berreth, D., & Berman, S. (1997). The moral dimensions of schools. *Educational Leadership*, *54*(8), 24-27.

Billig, S., & Tavalin, F. (2000). Good online conversation: Building on research to inform practice. *Journal of Interactive Learning Research, 11(1),* 85-127.

Blanchett, W. J. & Wynne, J. (2007). Reframing urban education discourse: A conversation with and for teacher educators. *Theory into Practice*, *46*(3), 187-193.

Bowman-Perrott, L. J., Greenwood, C. R., & Tapia, Y. (2007). The efficacy of CWPT used in secondary alternative school classrooms with small teacher/pupil ratios and students with emotional and behavioral disorders. *Education and Treatment of Children*, *30*(2), 65-87.

Brown, F., & Corbin, J. (2004). Child development is the foundation of education. *Six pathways to healthy child development and academic success: The field guide to Comer schools in action* (pp. 31-48). Thousand Oaks, CA: Corwin Press.

Caplan, M., Weissberg, R., Grober, J., Sivo, P., Grady, K., & Jacoby, C. (1992). Social competence promotion with inner-city and suburban young adolescents: Effects on social adjustment and alcohol use. *Journal of Consulting and Clinical Psychology*, *60*(1), 56-63.

Chambers, E. A., Hylen, M., & Schreiber, J. B. (2006). Achievement and at-risk middle school students' perspectives of academic support. *Journal of Research in Character Education, 4*(1-2), 13-46.

Chang, F., & Munoz, M. A. (2006). School personnel educating the whole child: Impact of character education on teachers' self assessment and student development. *Journal of Personnel Evaluation in Education*, *19,* (1-2), 35-49.

Cheurprakobkit, S. (2005). Security measures on school crime in Texas. *Educational Research, 47*(2) 235-250.

Cohen, J. (2006). Social emotional ethical and academic education. *Harvard Educational Review*, *76*(2), 201-237.

Cornett, J., & Chant, R. (2000). Educating youth for decency and virtue: Law-related education and its implication for character educators. *Journal of Humanistic Counseling, Education and Development*, *39*(1), 26-31.

Cunningham, P., & Henggeler, S. (2001). Implementation of an empirically based drug and violence prevention and intervention program in public school settings. *Journal of Clinical Child Psychology*, *30*(2), 221-232.

Dawidowicz, P. M. (2003). Teaching morality in schools in Utah's religion-based society. *Journal of Moral Education*, *32*(3).

Doppen, F. H. (2004). Beginning social studies teachers' integration of technology in the history classroom. *Theory and Research in Social Education*, *32*(2), 248-279.

Elbot, C., & Fulton, D. (2008). *Building an intentional school culture: Excellence in academics and character*. Thousand Oaks, CA: Corwin Press.

Ferrari, J. R., Kapoor, M., & Cowman, S. (2005). Exploring the relationship between students' values and the values of postsecondary institutions. *Social Psychology of Education*, *8*, 207-221.

Flanagan, C., Bowes, J., Jonsson, B., Csapo, B., & Sheblanova, E. (1998). Ties that bind: Correlates of adolescents' civic commitments in seven countries. *Journal of Social Issues*, *54*(3), 457-475.

Flay, B., & Allred, C. (2003). Long-term effects of the Positive Action® program. *American Journal of Health Behavior*, *27*, 6-21.

Galinsky, A. D., Maddux, W., Gilin, D., & White, J. B. (2008). Why it pays to get inside the head of your opponent: The differential effects of perspective-taking and empathy in negotiations. *Psychological Science*, *19*(4), 378-384.

Giancola, S., & Bear, G. (2003). Face fidelity: Perspectives from a local evaluation of the Safe Schools/Healthy Students Initiative. *Psychology in the Schools*, *40*(5), 515-529.

Glanzer, P .L., & Milson, A. J. (2006). Legislating the good: A survey and evaluation of character education laws in the United States. *Educational Policy*, *20*(3), 525-550.

Harrington, N. G., Giles, S. M., Hoyle, R. H., Feeney, G. J., & Yungbluth, S. C. (2001). Evaluation of the All Stars character education and problem prevention program: Effects on mediator and outcome variables on middle school students. *Health Education and Behavior*, *28*(5), 533-546.

Hayes, B., & Hagedorn, W. (2000). A case for character education. *Journal of Humanistic Counseling, Education and Development*, *39*(1), 2-3.

Headen, O. (2006). A description and critical examination of the character education program offerings within an urban elementary school [e-book]. ProQuest Information and Learning; 2.

Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education. *Educational Policy*, *18*(1), 188-215.

Huffman, H. (1993). Character education without turmoil. *Educational Leadership*, *51*(3), 24-27.

Johnson, C. (2007). Finding our place: Using cultural historical activity theory (CHAT) and teacher personal theorizing to investigate Black theories of character development. *Journal of Research in Character Education, 5*(1), 49-70.

Kirschenbaum, H. (2000). Values clarification to character education: A personal journey. *Journal of Humanistic Counseling, Education and Development*, *39*(1), 4-20.

Koppe, W. A. (1964). A developmental theory of character education. *Review of Religious Research*, 23-28.

Lane-Garon, P. S., Ybarra-Merlo, M., Zajak, J. D., & Vierra, T. (2005). Mediators and mentors: Partners in conflict resolution and peace education. *Journal of Peace Education*, *2*(2), 183-193.

Larson, R., & Hansen, D. (2005). The development of strategic thinking: Learning to impact human systems in a youth activism program. *Human Development*, *48*, 327-349

Leighfield, K., & Trube, M. B. (2003). Teacher education programs in Ohio and conflict management: Do they walk the walk? *Conflict Resolution Quarterly, 2*(3), 409-413.

Lonczak, H., Huang, B., Catalano, R., Hawkins, J., Hill, K., Abbott, R., et al. (2001). The social predictors of adolescent alcohol misuse: A test of the Social Development Model. *Journal of Studies on Alcohol*, *62*(2), 179-189.

Marchant, M. R., Solano, B. R., Fisher, A. K., Caldarella, P., Young, K. R., & Renshaw, T. L. (2007). Modifying socially withdrawn behavior: A playground intervention for students with internalizing behaviors. *Psychology in the Schools*, *44*(8), 779-794.

Marzano, R., & Kendall, J. (2007). *The new taxonomy of educational objectives (2nd Ed.)*. Thousand Oaks, CA: Corwin Press.

McCartney, A. (2006). Making the world real: Using a civic engagement course to bring home our global connections. *Journal of Political Science Education*, *2*(1), 113-128.

McCluskey-Fawcett, K., & Green, P. (1992). Using community service to teach developmental psychology. *Teaching of Psychology*, *19*(3), 150-152

McKenzie, M. (2004). Seeing the spectrum: North American approaches to emotional, social, and moral education. *The Educational Forum, 69*, 79-90.

Milson, A. (2000). Social studies teacher educators' perceptions of character education. *Theory and Research in Social Education*, *28*(2), 144-169.

Mooney, P., Epstein, M. H., Reid, R., & Nelson, J. R. (2003). Status of and trends in academic intervention research for students with emotional disturbance. *Remedial and Special Education*, *24*(5), 273-287.

Narvaez, D., Bock, T., Endicott, L., & Lies, J. M. (2004). Minnesota's Community Voices and Character Education project. *Journal of Research in Character Education, 2*(2), 89-112.

Nucci, L., & Narvaez, D. (Eds.). (2008). *Handbook of moral and character education.* New York: Routledge.

Orpinas, P., & Horne, A. (2006). Evaluation of bullying and aggression problems and intervention programs. *Bullying prevention: Creating a positive school climate and developing social competence* (pp. 139-163). Washington, DC: American Psychological Association.

Pearson, Q., & Nicholson, J. (2000). Comprehensive character education in the elementary school: Strategies for administrators, teachers, and counselors. *Journal of Humanistic Counseling, Education & Development*, *38*(4), 243.

Petty, G. (2006). *Evidence based teaching: A practical approach.* Cheltenham, UK: Nelson Thornes Limited.

Price, H. (2008). *Mobilizing the community to help students succeed.* Washington, DC: Association for Curriculum and Development.

Ramsey, R. (2008). *Don't teach the canaries not to sing: Creating a school culture that boosts achievement*. Thousand Oaks, CA: Corwin Press.

Robinson, III, E., Jones, K., & Hayes, B. (2000). Humanistic education to character education: An ideological journey. *Journal of Humanistic Counseling, Education and Development*, *39*(1), 21-25.

Rock, E. A. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions, 7*(1), 3-17.

Romasz, T., Kantor, J., & Elias, M. (2004). Implementation and evaluation of urban school-wide social-emotional learning programs. *Evaluation and Program Planning*, *27*(1), 89-103.

Samuels, S. M., & Casebeer, W. D. (2005). A social psychological view of morality: Why knowledge of situational influences on behaviour can improve character development practices. *Journal of Moral Education*, *34*(1), 73-87.

Sharpe, T., Crider, K., Vyhlidal, T., & Brown, M. (1996). Description and effects of prosocial instruction in an elementary physical education setting. *Education & Treatment of Children, 19*(4), 435-457.

Silfver, M., Helkama, K., Lonnqvist, J. E., & Verkasalo, M. (2008). The relation between value

priorities and proneness to guilt, shame and empathy. *Motivation and Emotion*, *32*(2), 69-80.

Stott, K., & Jackson, A. (2005). Using service learning to achieve middle school comprehensive guidance program goals. *Professional School Counseling*, *9*(2), 156-159.

Thornberg, R. (2008). School children's reasoning about school rules. *Research Papers in Education*, *23*(1), 37-52.

Torney-Purta, J. (1996). Conceptual change among adolescents using computer networks and peer collaboration in studying international political issues. In S. Vosniadou, E. DeCorte, R. Glaser, & H. Mandl (Eds.) *International perspectives on the design of technology-supported learning environments (pp. 203-219).* Hillsdale, NJ: Lawrence Erlbaum Associates.

van Assendelft, L. (2008). "City council meetings are cool": Increasing student civic engagement through service leaning. *Journal of Political Science Education, 4*(1), 86-97.

Van Houtte, M. (2005, March). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, *16*(1), 71-89.

Watson, M. (2006). Long-term effects of moral/character education in elementary school: In pursuit of mechanisms. *Journal of Research in Character Education, 4*(1-2), 1-18.

Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children-The foundation for early school readiness and success: Incredible years classroom social skills and problem-solving curriculum. *Infants and Young Children, 17*(2), 96-113.

Weissberg, R. P., & Caplan, M. (1998). *Promoting social competence and preventing antisocial behavior in young urban adolescents.* New Haven, CT: Yale University.

Wentzel, K. R., Filisetti, L., & Looney, L. (2007). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development*, *78*(3), 895- 910.

Wilczenski, F. L., & Coomey, S. M. (2007). A practical guide to service learning: Strategies for positive development in schools. New York: Springer Publishing Company.

Wilkins, C. (2001). Student teachers and attitudes towards "Race": the role of citizenship education in addressing racism through the curriculum. *Westminster Studies in Education, 24*(1) 7-21.

Williams, D. D., Yanchar, S. C., Jensen, L. C. & Lewis, C. L. (2003). Character education in a public high school: a multi-year inquiry into unified studies. *Journal of Moral Education*, *32*(1), 3-32.

Williams, M. (2000). Models of character education: Perspectives and developmental issues. *Journal of Humanistic Counseling, Education and Development*, *39*(1), 32-40.

Worthman, C. (2004). Our public and private selves: Fostering dialogism and student perspective taking. *Discourse: Studies in the Cultural Politics of Education, 25*(3), 365-373.

Zins, J., Weissberg, R., Wang, M., & Walberg, H. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

Supporting Character Education   **Overview**

This section on Supporting Character Education offers policies, standards, and information at three different levels - Federal, State, and local - as well as information regarding the role of parents and of communities at large.

For example, the U.S. Government Federal guidelines for character education are provided in the *No Child Left Behind Act of 2001* (see Sec. 5431), which amended the *Elementary and Secondary Education Act of 1965.* These guidelines leave most decisions to State and local educational agencies. The **Federal** tab provides more information about support from the U.S. Department of Education.

PARENT SUPPORT FOR CHARACTER EDUCATION

Emphasizing the Role of Parents as Character Educators

Educators can promote the character development of students by having individual parent meetings or providing parent involvement awareness sessions or trainings concerning the parent's role and responsibility as a character educator.

Parents as Character Educators

- Parents serve as positive role models.
- Parents are knowledgeable and/or involved in school and character education programming.
- Parents support successful completion of the child's homework.
- Parents openly discuss social, moral, and values issues with the child.
- Parents engage in moral reasoning and problem-solving with the child.
- Parents establish rules of family functioning with the child and when appropriate, engage the child in the family's decision-making processes.
- Parents use effective behavior management and disciplinary practices.
- Parents maintain a warm, trusting, and open family and home environment.

Promoting Parent and Community Involvement

Parental involvement is a component of the **No Child Left Behind (NCLB) Act of 2001**. It requires that all schools that receive Title 1 funds, which are primarily elementary schools, have some kind of formal parent involvement policy. NCLB policy mandates that parent involvement procedures be reviewed with parents yearly by the school. The law specifies that barriers to parental involvement should be identified and overcome. Districts are required to help schools develop and implement effective plans.

There is substantial research evidence that connects parent and community involvement in schools to increase student academic achievement and the character development of youth. To support teachers and school leaders in promoting parent and community involvement in schools, the PowerPoint presentation, **Strategizing for Authentic Parent and Community Involvement**, is offered here to guide school officials in steps that might be taken to increase parent participation in schools.

The State of Kentucky commissioned a committee for educational excellence 25 years ago. The **Center for Parent Leadership** grew out of this effort and is a resource for parent support of education.

The **Education Commission for the States** offers two articles that discuss the positive roles parents can have at elementary and high school levels.

The most recent is: Taylor, T., & Dounay, J. (2008). **Strengthening Parents' Ability to Provide the Guidance and Support That Matter Most in High School**. Denver, CO: Education Commission for the States.

The second is: Henderson, A.T., & Berla, N. (Eds.). (1994). **A New Generation of Evidence: The Family Is Critical to Student Achievement.** National Committee for Citizens of Education. A summary that was written by the Education Commission of the States is excerpted here:

> Parent support is widely accepted as a factor that contributes to the teaching and learning environment in schools. [This publication] reports that family support is an accurate predictor of a student's achievement in school to the extent that the family is able to (1) create a home environment that encourages learning, (2) express high

expectations for their children's achievement and future careers, and (3) become involved in their children's education at school and in the community.

Teachers depend on parents to make sure their children come to school each day ready to learn, to be available to help with their homework, and to monitor and promote their children's educational progress. Teachers also rely on parents to help instill self-discipline and other traits and habits conducive to learning. Finally, educators may look to parents to take an active part in the leadership and operation of the school, to be a resource for in-class and extracurricular activities or to provide supplemental financial support.

Teachers' benefit from parent involvement is twofold: they get direct encouragement and higher student achievement, which reflects well on them and their school.

Recent surveys show that most teachers, however, do not think parents are involved enough in their children's education. Teachers in inner-city schools, in particular, do not feel supported. While four out of five suburban teachers report that parent support in their schools is either excellent or good, nearly two in three inner-city teachers describe it as fair or poor. Even so, the picture is improving.

Many parents are interested in getting more involved in schools, but may feel unwelcome or, in some cases, ill-prepared to take on certain roles. Schools may create schoolwide bridges to parents, such as involving them on management teams, or more limited and specific overtures, such as a teacher asking parents to help with an at-home reading program. Some schools may discourage parent participation through changes in the school or a perception that some parents are over-involved and intrusive.

Other barriers to parental involvement include lack of time on the part of school staff or parents, lack of staff training on how to work with parents, lack of parent education to help with schoolwork, cultural/socioeconomic and language differences between parents and staff, and parent and staff attitudes and concerns about safety in the surrounding neighborhood after school hours.

Research indicates that improving parent involvement in schools is a multifaceted challenge that requires the combined efforts of parents, teachers and administrators. The active support and participation of parents not only may improve working conditions for teachers, but also has the potential to strengthen school communities.

Additional Resource for Parent Involvement

This additional information may be helpful to increase parent involvement:

Homework Tips for Parents

In addition, **the Homework Tips for Parents sheet** offers guidance for parents in establishing environments and routines to support students in successfully completing homework assignments.

SCHOOL LEADERSHIP

Superintendents and principals play critical roles in leadership, school improvement and reform, and student achievement. Character education interventions and strategies also aim to create overall school improvement as well as to promote the character development and academic achievement of students. In addition, critical leadership roles are played by teachers in school improvement and governance, especially when done in the context of character education. Reading the information below through a character education lens and using the resources provided here in the context of your character education intervention will enhance it and your school's effectiveness.

This section provides information and resources on:

- Educational Leadership
- Teacher Effectiveness

EDUCATIONAL LEADERSHIP

Principals and superintendents have indirect but strong positive effects on student learning, second only to the quality of teaching and the curriculum. Their influence is greatest in academically poorer performing schools (Leithwood, et al., 2004, p. 7).

Renewed thinking about school leadership advocates the idea that, not only are superintendents and principals important, but that school leadership is composed of the accumulation of activities of a wide range of formal and informal leaders in the school. Student development and achievement requires distributed leadership by many people, especially teachers. Moreover, all school leaders must be culturally competent to be fully effective as leaders and as character educators.

Character education interventions embody the ideals of effective school leadership:

- Involvement of the principal
- Training of teachers and, often, all school staff
- Cultural competence in rural as well as urban settings
- Competence regarding inclusion of students with special needs
- Serving as character role models in the classroom

In addition, character education promotes student leadership and prosocial responsibility skills, which creates large pools of student leaders who are able and motivated to work with adult leaders in the school.

Three of the keys to effective school leadership according to Waters, et al. (2003) are expressions of character education:

- Knowing how to balance moving forward for change while simultaneously protecting norms, values, and cultures in the school community,
- Understanding and valuing all people in the school building, and
- Creating an environment that provides teachers, staff, and students with the support they need to succeed.

References

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning.* University of Minnesota: Center for Applied Research and Educational Improvement and University of Toronto: Ontario Institute for Studies in Education. Available online at: **http://www.wallacefoundation.org**.

Waters, T., Marzano, R.J., & McNulty, B. (2003). *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement.* Denver, CO: Mid-continent Research for Education and Learning. Available online; **click here**.

Additional Resources

The **Institute for Educational Leadership (IEL)** provides a series of three issue-specific briefs from the School Leadership Learning Community (SLLC) network, created by the Laboratory for Student Success (LSS) and IEL. SLLC, funded by the U.S. Department of Education, consists of the first 24 grantees nationwide. These briefs present best practices from a range of training opportunities for principals, assistant principals, and aspiring principals identified by the grantees.

- *Preparing and Supporting Diverse Culturally Competent Leaders: Practice and Policy Considerations* (2004). Available online at: **www.iel.org/pubs/diverseleaders.pdf**.

   This paper makes very clear that culturally competent leaders are moral and character leaders. Consistent with character education principles, it stresses that a leader needs:

   o To understand patterns of discrimination and inequalities, injustice, and the benefits and liabilities associated with individual groups;
   o To know and question one's values, commitments, beliefs, prejudices, and uses of power and influence;
   o To possess the capacity to break down systems of practice that perpetuate inequalities;
   o To empathize and care, to exhibit commitment—heart, spirit, and energy, high expectations for all, role model, open to change and to differences, values cultural diversity, and comfortable sharing power. (p. 3).

- *Preparing and Supporting School Leaders: The Importance of Assessment and Evaluation* (2005). Available online at: **www.iel.org/pubs/schoolleaders.pdf**.

   Just as character education programs should be guided by a theory of change, the same is true for leadership preparation programs:

   "Effective leadership preparation programs are based on theories of change that clearly state the kind and level of change desired and the program strategies and components that will be used to achieve the change. Participants explore theories of change that inform their work and strategies used to prepare principals and help them achieve programmatic goals." (p. 2)

- *Preparing Leaders for Rural Schools: Practice and Policy Considerations* (2005). Available online at: **www.iel.org/pubs/ruralleaders.pdf**.

   Character education interventions in rural schools work best when local communities as well as local academic institutions are sought as partners: "A clear vision of the leadership skills and qualities needed must be developed; then, each school must work with universities, colleges, and other partners to create preparation programs that meet those needs." (p. 3)

The **Education Commission for the States (ECS)** has been active for over 40 years as a leader and resource for helping states learn from each other in developing effective policies and practices using data, research, and collaboration. Over the last decade, the ECS has commissioned papers on the state of the superintendency, which is seen in crisis by many people. Papers are available online at: **http://www.ecs.org/html/Document.asp?chouseid=5050**.

TEACHER AS LEADER

Because character education focuses on issues of fairness, justice, equity, and respect, its values speak to the issue of redefining teacher leadership in relationship to school leadership. The report referenced below speaks to the need for more fairness and equity in school leadership.

"As leadership in business, technology, various professions, and public institutions
has become more participatory and representative over the past 30 years, education
has also taken to boasting of the inclusion of teachers, its lowest-ranking
professionals, in its policy-creation and management processes. But the level of
inclusion ordinarily does not deserve to be bragged about." (p. 9)

Institute for Educational Leadership. (2001). *Leadership for Student Learning: Redefining the
Teacher as Leader - School Leadership for the 21st Century Initiative, A Report of the Task Force
on Teacher Leadership.* Washington, DC: Author.
Available online at: **www.iel.org/programs/21st/reports/teachlearn.pdf**.

Supporting Character Education   **Federal**

U.S. DEPARTMENT OF EDUCATION SUPPORT

The *Improving America's Schools Act of 1994* created the Partnerships in Character Education Pilot Project (U.S. Public Law 103-382; see Sec.10103) and authorized up to ten grants annually to state education agencies (SEAs) for the design and implementation of character education projects. The Pilot Project program was supported by the Office of Safe and Drug-Free Schools at the U.S. Department of Education.

Beginning in 2001, new legislation created the current initiative, Partnerships in Character Education Program (PCEP), which was authorized as part of the *Elementary and Secondary Education Act of 1965* and amended by the ***No Child Left Behind Act of 2001*** (see Sec. 5431). Funding for this grant program was expanded from $8 million to $25 million.

Two recently produced U.S. Department of Education publications are helpful to communities and schools when looking for or designing character education programs.

- ***Mobilizing for Evidence-based Character Education* (2007)**, available at no cost from **http://edpubs.ed.gov**. This publication is also available for download on the following Web sites:
  http://www.ed.gov/programs/charactered/mobilizing.pdf
  http://www.cetac.org/documents/Publications/mobilizing.pdf

- ***Partnerships in Character Education Pilot Projects, 1995-2001 Lessons Learned* (2008),** available for download on the following Web sites:
  http://www.ed.gov/programs/charactered/lessons.pdf
  http://www.cetac.org/documents/Publications/DOE_StatePilot.pdf

ADDITIONAL U.S. FEDERAL GOVERNMENT RESOURCES

Following are four major Federal resources that support the character education, civic engagement, and service learning efforts of schools and communities. The first three resources are provided by the U.S. Department of Education.

- The **Office of Safe and Drug-Free Schools, Character and Civic Education Program** provides national leadership on issues and programs in character and civic education.

- The **Character Education and Civic Engagement Technical Assistance Center** provides technical assistance for implementing effective character education and civic engagement programs to the Department's PCEP grantees and serves as a resource for grantees, educators, parents and the community at large.

- **What Works Clearinghouse (WWC)** - This Web site within the Department's Institute of Education Sciences (IES) describes an evidence-based study of elementary, middle, and high school character education programs. WWC identified 93 studies of 41 programs on character education. The evaluation studies were assigned one of three ratings: positive evidence, no evidence, or negative evidence. Character education intervention assessed outcomes related to character development, prosocial behavior, and academic performance.

  It is important to emphasize that WWC assesses only interventions with evaluations that researchers have voluntarily submitted for its review. Therefore, many potentially effective character education programs may exist that do not appear on the WWC Web site. To identify some of these efforts, widen your search for interventions and programs using the resources provided under all the tabs of this Teacher Resource Guide.

- **Corporation for National and Community Service**
  This organization's Web site describes a public and private partnership that offers resources

about school-based, service-learning programs for educators, schools, communities, and others. It also houses the Learn and Serve Program (**http://www.learnandserve.gov/about/programs/school_based.asp**). School-based service-learning or community service is often a part of character education interventions and sometimes even its centerpiece.

Supporting Character Education   **State**

STATE SUPPORT FOR CHARACTER EDUCATION

Thirty-three states and the District of Columbia officially or actively support character education ideas and interventions. All State educational standards include civic education as a required area, thus information on classroom government or civic education in any State may be found on each State's Web site. Information on character education and civic education interventions is provided for the States listed on this page.

The sub-tab labeled **Local** offers information for Local Education Agencies' (LEA) character education initiatives.

For information on each of the following projects, go to http://www.cetac.org/PCEP_Grantees_Public.cfm and see Grantee Locator and Abstract section.

Alaska Department of Education

    Matanuska-Susitna Borough (Alaska) School District

California Department of Education

    Alameda County (California) Office of Education

    Tulare County (California) Office of Education

Colorado Department of Education

Connecticut State Department of Education

District of Columbia Department of Education

Georgia
    Quitman County (Georgia) Board of Education

Hawaii State Department of Education

Idaho State Department of Education

Iowa Department of Education

Kentucky
    Jefferson County (Kentucky) Schools

Maine Department of Education

Maryland State Department of Education

Michigan
    Charyl Stockwell Academy, Howell, Michigan

    Genesee (Michigan) Intermediate School District

Minnesota Department of Education

Mississippi Department of Education

Missouri Department of Elementary and Secondary Education

Montana Office of Public Instruction

Nebraska Department of Education

Nevada Department of Education

New Hampshire Department of Education

New Jersey Department of Education

New Mexico Public Education Department

New York State Department of Education

   Region 6 District 17 Brooklyn (New York)

North Carolina
   Guilford County (North Carolina) Schools

North Dakota Department of Education

Ohio Department of Education

Rhode Island Department of Education

South Carolina Department of Education

   Lancaster County (South Carolina) School District

Tennessee Department of Education

Utah Department of Education

Vermont Department of Education

Washington Department of Education

West Virginia Department of Education

Wisconsin Department of Education

The following sites are examples of State support through statutes or other resources.

North Carolina Public Schools

Nebraska Statutes

Supporting Character Education   **Local**

LOCAL SUPPORT FOR CHARACTER EDUCATION

Twenty-seven states have local school districts and counties that have initiated character education interventions and programs. Local initiatives are listed by state below. Click on the Local Education Agency (LEA) to find information on specific, funded character education initiatives. The grants that funded the projects may be current or inactive; please check the dates on the information that you retrieve.

Under this button, Supporting Character Education, there is also a tab for **States** that have received Federal funding for character education projects or that linked to LEAs through a focus on state academic standards.

For information on each of the following projects, go to http://www.cetac.org/PCEP_Grantees_Public.cfm and see Grantee Locator and Abstract section.

Local Education Agencies

Alabama

- **Baldwin County Public Schools**

Alaska

- **Chugach School District**

Arizona

- **Santa Cruz Regional School District**

- **Edge Charter School, Inc.**

California

- **Bellevue Union Elementary School District**

- **Hanford Elementary School District**

- **Fresno Unified School District**

- **Lennox School District**

- **Mare Island Technology (MIT) Academy**

- **Napa County Office of Education**

- **Orange County Department of Education**

- **Poway Unified School District**

- **Sacramento County Office of Education**

- **San Francisco Unified School District**

- **Sanger Unified School District**

- **Vista Unified School District**
- **Woodland Joint Unified School District**

Colorado

- **Denver**
- **Pueblo**

Connecticut

- **New Haven Public Schools**

Georgia

- **Pioneer RESA**

Florida

- **Gadsden County Schools**
- **Hillsborough County Public Schools**
- **Miami-Dade County Public Schools**
- **School Board of Broward County**
- **School Board of Pinellas County**

Illinois

- **School Association for Special Education in DuPage County**
- **Wood River-Hartford School District #15**

Indiana

- **Indianapolis Public Schools**

Kansas

- **Topeka Public Schools**

Massachusetts

- **Town of Sturbridge: Burgess Elementary School**

Michigan

- **Saginaw Intermediate School District**
- **Warren Consolidated Schools**

Missouri

- **Cooperating School Districts of Greater St. Louis**

New Jersey

- **Newark Public Schools**

New Mexico

- **Northeast Regional Education Cooperative**

- **Zuni**

North Carolina

- **Charlotte-Mecklenburg County Schools**

New York

- **Albion Central School District**

- **Buffalo City School District**

- **New York City Community School District 3**

- **New York City Community School District 22 - Long Island City**

- **New York City Department of Education - Bronx**

- **Niagara Falls City School District**

- **Patchogue-Medford Union Free School District**

- **Syracuse City School District**

- **Westbury Union Free School District**

- **Utica City School District**

- **Yonkers School District**

Ohio

- **Alliance City Schools**

- **Youngstown City Schools**

Oklahoma

- **Stilwell Public Schools**

Oregon

- **School District #1, Multnomah County**

Pennsylvania

- **Harrisburg**

- **School District of Philadelphia**

- **Wallingford Swarthmore School District**

South Dakota

- **Black Hills Special Services Cooperative**

Tennessee

- **Hamilton County Department of Education**

Texas

- **Cedar Hill Independent School District**

- **Floresville Independent School District**

- **Houston Independent School District**

- **Spring Branch Independent School District**

Utah

- **Uintah School District**

Virginia

- **Portsmouth Public Schools**

Other Local Support

These two links provide information on efforts in California and Chicago that provide additional support at the local level.

Youth Citizenship - Sacramento, California

Chicago Public Schools

NATIONAL ORGANIZATIONS AND RESOURCES

Although there are many character education resources to be found in print and on the Internet, the following are organizations with substantial histories and current work in positive youth development, character education, civic engagement, and closely related fields.

- Several national education organizations have voluntarily accepted the challenge of creating educational standards or guidelines for curricular areas for grades K-12.

  - **Education World®** provides voluntary standards for civic education, the curricular area which overlaps and represents ideas included in character education and civic engagement.
  - The **Center for Civic Education** provides civic education standards and curricula for all states in the U.S.

- **The Character Education Partnership (CEP)** is a national, nonprofit, advocacy organization committed to fostering character education in K-12 schools. It hosts an annual national forum and the National Schools and State Schools of Character competition and awards. CEP published *Making Character Education a Standard Part of Education* (CEP, 1999) that suggests methods for integrating character education into core curriculum and tying it to standards. The book provides examples from seven states: Colorado, Maine, Massachusetts, Missouri, New Jersey, Rhode Island, and Utah. Associated with this Web site is *The Journal of Research in Character Education,* available online by subscription only at: **http://www.infoagepub.com/products/journals/chared**.

- **The Association for Moral Education (AME)** provides an interdisciplinary forum in its annual conference, professional journal and newsletter for educators and researchers interested in the moral dimensions of educational theory and practice. The AME fosters communication, cooperation, training, curriculum development, and research that link moral theory with educational practices. Associated with this Web site is *The Journal of Moral Education* that publishes descriptions of character and moral education interventions as well as evaluation research. The journal is available online by subscription only at: **http://www.tandf.co.uk/journals/carfax/03057240.html**.

- **The Association for Supervision and Curriculum Development (ASCD)** is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead. Founded in 1943, ASCD is a nonprofit, nonpartisan organization that represents more than 175,000 educators from 119 countries and nearly 60 affiliates. The members span the entire profession of educators—superintendents, supervisors, principals, teachers, professors of education, and school board. ASCD addresses all aspects of effective teaching and learning—such as professional development, educational leadership, and capacity building. The organization offers broad, multiple perspectives—across all education professions—in reporting key policies and practices.

- The **FindYouthInfo.gov** Web site provides Federally-developed interactive tools and other resources to help youth-serving organizations and community partnerships. It is designed to benefit Federal agencies, youth service providers, and the youth-serving community. The Web site offers the following resources to assist communities and others: key elements of effective partnerships, including strategies for engaging youth; helpful community assessment tools; mapping tools that generate maps of local and Federal youth programs; searchable database of evidence-based programs to address risk and protective factors in youth; and high-quality Federal publications and web links on youth issues.

LOCAL COMMUNITY-AT-LARGE

One of the most important goals of character education interventions is to engage the community in order for schools to align with the values and norms of local businesses, governments, neighborhoods, towns, and cities as they engage in the best practices of character education.

The following resources demonstrate that character education strategies (though called by other terms) are proposed as the most effective ideas for promoting positive and effective community-school relations for the benefit of students' development and achievement.

Berg, A.C., Melaville, A., & Blank, M.J. (2006). *Community and Family Engagement: Principals Share What Works*. Washington, DC: Coalition for Community Schools. Available online; **click here**.

This article gives readers many examples of different methods and styles of school-community relationships. However, all of the examples embody character education values as revealed in the summary of six keys to community engagement listed here:

The Six Keys to Community Engagement

Despite the diversity of experience represented, almost every principal interviewed for this paper came to one conclusion: forging connections between the school, families, and the community helps young people succeed. Their comments suggest six keys to community engagement:

1-Know Where You're Going
Create a vision of what your school should look like and develop a plan for how to get there. Begin by seeking input from school staff, families, partners, and community residents. Any vision must incorporate the diverse interests of all members of the school and community. Make sure that the vision's goals and objectives are broadly owned.

2-Share Leadership
Invite those partners from the community who share your school's vision to also share resources, expertise, and accountability for targeted objectives. Work deliberately with staff, families, and the community to reach established goals.

3-Reach Out
Learn about the community and become a visible presence in it. Listen to what families say they want—not just what others think they need. Respond honestly. Make changes that advance the school's vision.

4-Don't Ignore the Elephant in the Room
Acknowledge and address issues of race and class and define diversity as a strength. Create opportunities for honest conversations about differences from the earliest stages of vision building. Distinguish between assumptions and facts.

5-Tell Your School's Story
Know how to make your school's vision come alive. Use stories and data to engage all kinds of community groups in conversations about why public education matters and what they can do to help. Create the political will to support school efforts.

6-Stay on Course
Only engage in partnerships that are demonstrably aligned with your school's vision, goals, and objectives. Regularly assess your progress. Focus on long-term sustainability. (pp. ES3-ES4)

Institute for Educational Leadership. (2002). *Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations — A National Conversation.* A report on the national forum held in March and co-sponsored by the Coalition for Community Schools and the National Collaboration for Youth. Washington, DC: Author. Available online at: **www.communityschools.org/helpingyoungpeople.pdf**.

Using the Search Institute's framework for asset building for positive youth development (see **http://www.search-institute.org**), this article emphasizes values and ideas promoted by character education to create school-community partnerships. Two of the strategies are:

- Formulate a set of principles that demonstrates the commitment of education and youth development leaders to work together to help young people succeed.
- Bring similar players together, including local government and civics groups. Help school boards see their responsibility to develop policies in conjunction with community organizations. Include youth in the conversations and planning. (p. 9)

Jehl, J., Blank, M.J., & McCloud, B. (2001). *Education and Community Building: Connecting Two Worlds.* Washington, DC: Institute for Educational Leadership [Melaville, A.I. (Ed.)]. This report explores how community builders and education leaders can work together more effectively, especially in urban areas. Drawing from interviews between schools and community-building organizations, it examines the issues and potential that is inherent in closer relationships between schools and community building organizations. Available online at: **http://www.communityschools.org/combuild.pdf**.

BIBLIOGRAPHY

ABOUT THE TEACHER RESOURCE GUIDE

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2008). *Basics. Definitions. What is social and emotional learning (SEL)?* Available online at: **http://www.casel.org/basics/definition.php**. Last accessed November 12, 2008.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2008). *What is SEL. SEL & other educational movements.* Available online at: **http://www.casel.org/basics/other.php#cl**. Last accessed November 12, 2008.

Eggen, P., & Kauchak, D. (2007). *Educational psychology: Windows on classrooms.* Upper Saddle River, NJ: Pearson Education, Inc.

United States Department of Education. (2007). *Mobilizing for evidence-based character education.* Available online at: **http://www.ed.gov/programs/charactered/mobilizing.pdf**. Last accessed November 14, 2008.

TEACHING CHARACTER EDUCATION

Association for Curriculum and Development. Berkowitz, M. W., & Bier, M. C. (2004). Research-based character education. *The Annals of the American Academy of Political and Social Science, 591*(1), 72-85.

Association for Curriculum and Development (2008). *What educators mean when they say....* Available online at: **http://www.ascd.org/Publications/Lexicon_of_Learning/S.aspx**. Last accessed November 12, 2008.

Building Life Skills Collaboration. (1995). *Building Life Skills (Teaching Moral Dilemmas): A Curriculum Guide.* Kansas City, MO: Author.

Collaborative for Academic, Social and Emotional Learning. (2008). Available online at: **http://www.casel.org/**. Last accessed November 12, 2008.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2008). *Basics. Definitions. What is social and emotional learning (SEL)?* Available online at: **http://www.casel.org/basics/definition.php**. Last accessed November 12, 2008.

Collaborative for Academic, Social, and Emotional Learning (CASEL), *Programs and lessons. Introduction.* (2008). Available online at: **http://www.casel.org/programs/index.php**. Last accessed November 12, 2008.

Developmental Studies Center. (2008). Available online at: **http://www.devstu.org/about/index.html**. Last accessed December 9, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education. Lessons, Grades 3-4. Available online; **click here**. Last accessed November 12, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education. Lessons, Grades 7-8. Available online; **click here**. Last accessed November 12, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education. Lessons, Grades 9-10. Available online; **click here**. Last accessed November 12, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education. *Cooperative learning or positive interdependence*. Available online; **click here**. Last accessed

November 12, 2008.

Lickona, T., & Davidson, M. (2003). *School as a Caring Community Profile-II: A survey of students, staff and parents.* Center for the 4th and 5th Rs, Cortland: NY. Available online; **click here**. Last accessed November 12, 2008.

Marzano, R., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*: *Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Miller, M. (2005). Teaching and learning in affective domain. In M. Orey (Ed.) *Emerging perspectives on learning, teaching, and technology.* Bloomington, IN: Association for Educational Communications and Technology. Available online at: **http://projects.coe.uga.edu/epltt/**. Last accessed November 12, 2008.

New Horizons for Learning. (2006). Democratic classroom. Available online; **click here**. Last accessed November 12, 2008.

Performance Learning Systems. (2001). *Classroom climate checklist: Performance Learning PLUS #14.* Nevada City, CA.: Author. Available online; **click here**. Last accessed November 12, 2008.

RubiStar. (2008). *Create rubrics for your project-based learning activities.* Available online at **http://rubistar.4teachers.org/index.php**. Last accessed November 12, 2008.

Stiff-Williams, H. R. (2008). *Assessment tool. Character attribute assessment. Determining the need to teach character qualities.* Systemic Character Education™. Virginia Beach, VA: Regent University. Available online; **click here**. Last accessed November 12, 2008.

Stiff-Williams, H. (2008). *Lesson plan template: Incorporating character development into daily lesson plans.* Virginia Beach, VA: Regent University. Available in Teacher Resource Guide; **click here**. Last accessed November 18, 2008.

Stiff-Williams, H. R. (2007). Assessment tool: *Assessing the need to teach social skills. In Resource Handbook for Systemic Character Education*©. Virginia Beach, VA: Regent University. Available in Teacher Resource Guide; **click here**. Last accessed November 18, 2008.

United States Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2008). Available online; **click here**). Last accessed November 13, 2008.

United States Department of Education. (2007). *Mobilizing for evidence-based character education.* Available online; **click here**. Last accessed November 14, 2008.

TEACHER RESOURCES

Caring School Community (formerly the Child Development Project). (2008). *Schoolwide community-building activities*. Available online at: **http://www.devstu.org/csc/schoolwide.html**. Last accessed November 13, 2008.

Center for Social & Character Development at Rutgers, the State University of New Jersey. (2008). *Lesson plans*. Available online at: **http://www.rucharacter.org/LessonPlans/**. Last accessed November 13, 2008.

Center for the 4th & 5th Rs, SUNY Cortland School of Education. (2008). Available online at: **http://www.cortland.edu/character/**. Last accessed November 20, 2008.

Center for the Advancement of Ethics and Character at Boston University School of Education. (2008). Available online at: **http://www.bu.edu/sed/caec/files/teacherresources.htm**. Last accessed November 12, 2008.

Center for the Advancement of Ethics and Character at Boston University School of Education.

(2008). *Elementary lesson: The empty pot: A lesson about integrity*. Available online at **http://www.bu.edu/sed/caec/files/elemlesson.htm**. Last accessed November 12, 2008.

Center for the Advancement of Ethics and Character at Boston University School of Education. (2008). *Middle school lesson: The Chronicles of Narnia : Understanding responsibility*. Available online at **http://www.bu.edu/sed/caec/files/mslesson2.htm**. Last accessed November 12, 2008.

Character Counts! Josephson Institute. (2008). Josephson Institute. Available online at: **http://charactercounts.org/**. Last accessed November 20, 2008.

Character Education Partnership (CEP). (2008). Available online at: **http://www.character.org/page.cfm?pageID=3&pf=yes**. Last accessed November 20, 2008

Character Education: Project Heart, Head, and Hands (H3). (2008). Alameda (CA) County Office of Education. *Service learning*. Available online at: **http://h3.acoe.org/index.asp?p=service**. Last accessed November 13, 2008.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2008). Available online at: **http://www.casel.org/conferences.php**. Last accessed November 20, 2008.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2008). *Programs and lessons. Introduction.* Available online at: **http://www.casel.org/programs/selecting.php**. Last accessed November 12, 2008.

Columbia University, New York Public Broadcasting System. (2008). *Arthur Series, pbskids.org. Lesson plans.* Available online; **click here**. Last accessed November 13, 2008.

Comer School Development Program at Yale Child Study Center. (2008). Available online at: **http://info.med.yale.edu/comer/**. Last accessed November 20, 2008.

Corporation for National & Community Service Resource Center. (2008). Available online at: **http://www.nationalserviceresources.org**. Last accessed November 13, 2008.

Davis, H., Goodman, K., & Nogueras, D. (2007). *Ethical reasoning Cooperative tool.* Available online; **click here**. Last accessed November 13, 2008.

Developmental Studies Center (2008). Caring Schools Community: *Creating a culture for learning—Class Meetings.* Oakland, CA. Available for a cost; **click here**. Last accessed November 13, 2008.

Downey, M. (2008). *Building community in the classroom*. Atlanta, GA: Decision Bridges. Available online at **http://www.decisionbridges.com/pages/maryann.txt**. Last accessed November 13, 2008.

Dutches, R. (2007). *Easing the transition to high school, lesson plan, grades 9-12.* The Center for Social & Character Development at Rutgers, The State University of New Jersey. Available online at: **http://www.rucharacter.org/page/lp_high_eht_transition**. Last accessed November 13, 2008.

eMINTS National Center. (2003). *Expansion schools report #2: Classroom climate, instructional practices and effective behavior management in eMINTS expansion classrooms.* eMINTS National Center, Columbia, MO. Available online; **click here**. Last accessed November 13, 2008.

Fiedler, A. (2008). *Freedom of speech on the internet.* Ethics Curriculum Project (ECP), Youth Ethics Initiative, Inc. Miami University, FL. Available online; **click here**. Last accessed November 13, 2008.

Gilliam, S. (2006). San Lorenzo Valley High School, Felton, CA. *Learning mathematics in a community of inquiry*. Available online; **click here**. Last accessed November 13, 2008.

Houston Partnership for Character. (2008). Houston (TX) Independent School District. *Passport for success character curriculum.* Available online; **click here**. Last accessed November 13,

2008.

Hugh O'Brian Youth Leadership (HOBY). (2008). Available online at: **http://www.hoby.org/**. Last accessed November 20, 2008.

Institute for Global Education & Service Learning. (2008). Available online at: **http://www.igesl.org/**. Last accessed November 20, 2008.

Institute for Global Ethics. (2008). Available online at: **http://www.globalethics.org/**. Last accessed November 20, 2008.

Institute for Global Ethics. (2008). *Building decision skills curriculum.* Available online for a cost at: **http://www.globalethics.org/education-curriculum.php**. Last accessed November 13, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education. Available online at: **http://charactered.ocde.us/Home.htm**. Last accessed December 9, 2008.

Institute of Character Education. (2008). *Character traits: What do they mean?* Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Lessons, Grades 7-8. Available online; **click here**. Last accessed November 13, 2008.

Institute of Character Education. (2008). *Integrity and "thank you, ma'am."* Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Lessons, Grade 9. Available online; **click here**. Last accessed November 13, 2008.

Institute of Character Education. (2008). *Michelle Kwan: Heart of a champion.* Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Lessons, Grades 3-4. Available online; **click here**. Last accessed November 12, 2008.

Institute of Character Education. (2008). *My character odyssey.* Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Lessons, Grade 9. Available online; **click here**. Last accessed November 13, 2008

Institute of Character Education. (2008). Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Project Lesson Plans. Available online at: **http://charactered.ocde.us/ICE/lessons/index.asp**. Last accessed November 13, 2008.

Institute of Character Education. (2008). Orange County (CA) Department of Education: Character Education Infused, English-Language Arts Project. Character Elements-Definitions. Available online at: **http://charactered.ocde.us/ICE/ice-materials/definitions.pdf**. Last accessed November 13, 2008.

Institute of Character Education. (2008). Orange County Department of Education. Lessons, Grades 3-4. Available online; **click here**. Last accessed November 12, 2008.

Institute of Character Education. (2008). *The True Story of Abbie Burgess Orange County (CA) Department of Education. Character Education Infused English-Language Arts Lessons. Available online;* **click here***. Last accessed November 12, 2008.*

INTIME: Integrating New Technologies into the Methods of Education. (2008). Available online; **click here**. Last accessed November 20, 2008.

Johnson, V. (2006). *The call to greatness: A search for moral integrity in the urban classroom, Grade 11.* Center for the Advancement of Ethics and Character at Boston University School of Education. Available online at: **http://www.bu.edu/sed/caec/files/hslesson7.htm**. Last accessed November 13, 2008.

Josephson Institute. (2008). Available online at: **http://josephsoninstitute.org/**. Last accessed November 20, 2008.

Kelly, M. (2008). *The ice breaker. Warming up the classroom climate.* About.com: Secondary

Education. Available online; **click here**. Last accessed November 13, 2008.

Learn and Service America's National Service-learning Clearinghouse. (2008). Available for cost online at: **http://www.servicelearning.org**. Last accessed November 13, 2008

Learn to Serve with Character: Infusing Character Education and Service Learning into Academics in New York State. (2008). Available online at: **http://web.gc.cuny.edu/dept/case/lsc**. Last accessed November 13, 2008.

Learning for Life. (2008). Available for cost at **http://www.learning-for-life.org/lfl/index.html**. Last accessed November 13, 2008.

Newark (NJ) Public Schools. (2008). *Curriculum guides*. Available online; **click here**. Last accessed November 13, 2008.

Oklahoma Technical Assistance Center. (2008). Oklahoma Character Education Clearinghouse Materials. Oklahoma (OK) State Department of Education. *Character matters! A resource booklet for educators*. Available online; **click here**. Last accessed November 13, 2008.

Origins, a website for educators. (2008). Available online at: **http://www.originsonline.org/rc_index.php**. Last accessed November 20, 2008.

Performance Learning Systems (PLS). (2008). *Classroom climate checklist: Performance Learning PLUS #14*. Available online; **click here**. Last accessed November 12, 2008.

Pinellas County Character Partnership. (2008). School Board of Pinellas County (FL) *Character education middle & high school lesson plans*. Available online; **click here**. Last accessed November 13, 2008.

Pinellas County Character Partnership. (2008). School Board of Pinellas County (FL). *Data analysis team plan, grade 8.* Available online; **click here**. Last accessed November 13, 2008.

Pinellas County Character Partnership. (2008). School Board of Pinellas County (FL) *Lesson plan grades 6-8: Nice job if you can get it*. Available online; **click here**. Last accessed November 13, 2008.

Pinellas County Character Partnership. (2008). School Board of Pinellas County (FL). *A plan for problem-solving lesson plan, grade 8*. Available online; **click here**. Last accessed November 13, 2008.

Project CHARACTER*. (2008). *Caring learning communities handbook*. Yonkers (NY) Public Schools. Available online; **click here**. Last accessed November 13, 2008

Project EXSEL. (2008). *Lesson plans.* Available online; **click here**. Last accessed November 13, 2008.

Public Broadcasting System. (2008). *Arthur bounces back, Episode #108.* Available online; **click here**. Last accessed November 12, 2008.

Regent University School of Education. (2008). Available online; **click here**. Last accessed November 20, 2008.

School-Connect®: Optimizing the High School Experience. (2008). Available for cost online at: **http://www.school-connect.net.** Last accessed November 13, 2008.

Search Institute. (2008). Available online at: **http://www.search-institute.org/**. Last accessed November 20, 2008.

Smart Character Choices. (2008). Charyl Stockwell Academy (MI). Character Traits posters available for cost online; **click here**. Last accessed November 13, 2008.

Studies in Moral Development and Education. The Office for Studies in Moral Development and Education, College of Education at the University of Illinois at Chicago. (2008). Available online at: **http://tigger.uic.edu/~lnucci/MoralEd/**. Last accessed November 20, 2008.

Texas Center for Service Learning. (2008). Available online at: **http://www.txcsl.org/institute/index.php**. Last accessed November 20, 2008.

United States Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2008). Available online; **click here**. Last accessed November 13, 2008.

United States Department of Education, Office of Intergovernmental and Interagency Affairs. (2008). *Homework tips for parents.* **click here**. Last accessed November 14, 2008.

Youngstown (OH) City Schools. (2008). Teacher Resources. Available online; **click here**. Last accessed November 13, 2008.

Youth Ethics Initiative, Inc. (2008). *Template for lesson plans, classroom activities, ethics curriculum project modules.* Miami University, FL. Available online; **click here**. Last accessed November 13, 2008.

Supporting Character Education

SUPPORTING CHARACTER EDUCATION

Association for Moral Education (AME). (2008). Available online at:
http://www.amenetwork.org/. *Last accessed November 15, 2008.*

Association for Supervision and Curriculum Development (ASCD). (2008). Available online at:
http://www.ascd.org. *Last accessed November 13, 2008.*

Berg, A. C., Melaville, A., & Blank, M. J. (2006). Community and family engagement: Principals share what works. Washington, DC: Coalition for Community Schools. Available online; **click here**. *Last accessed November 13, 2008.*

Center for Civic Education. (2008). Available online at: **http://www.civiced.org/index.php?page=stds**. *Last accessed November 13, 2008.*

Center for Parent Leadership, Prichard Committee for Academic Excellence. (2008). Available online; **click here**. Last accessed November 13, 2008.

Center for Youth Citizenship, California Partnership for Character Education. (2008). Available online at: **http://www.youthcitizenship.org/cpce/index.html**. *Last accessed November 13, 2008.*

Character Education and Civic Engagement Technical Assistance Center (CETAC). (2008). Available online at: **www.cetac.org**. *Last accessed November 15, 2008.*

Character Education Partnership (CEP). (2008). Available online at: **http://www.character.org**. *Last accessed November 13, 2008.*

Community Guide to Helping America's Youth. (2008). Available online at: **http://guide.helpingamericasyouth.gov**. *Last accessed November 13, 2008.*

Corporation for National and Community Service. (2008). Available online at: **http://www.nationalservice.org**. *Last accessed November 13, 2008.*

Education Commission of the State. (2008). *Educational leadership: A series of papers on the superintendency.* Document Number 5050. Denver, CO: Author. Available online; **click here**. Last accessed November 13, 2008.

Education Commission of the States. (2008). Available online at: **http://www.ecs.org/**. Last accessed November 13, 2008.

Education World®. (2008). Available online; **click here**. *Last accessed November 13, 2008.*

Find Youth Information. (coming soon). Online resource will be available at **http://findyouthinfo.gov**. *(coming soon).*

Fink, K., & McKay, L. (2003). Making character education a standard part of education. Character Education Partnership. The associated journal is *The Journal of Research in Character Education* (**www.infoagepub.com/products/journals/edjrnl.html** (subscription required).

Helping America's Youth. (2008). Available online at: **http://www.helpingamericasyouth.gov**. *Last accessed November 13, 2008.*

Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement.* National Committee for Citizens of Education. Available online; **click here**. Last accessed November 14, 2008.

Improving America's Schools Act of 1994, title X, part A, sec. 10103. Available online; **click here**. Last accessed November 15, 2008.

*Institute for Educational Leadership. (2001). Leadership for student learning: Redefining the teacher as leader - School leadership for the 21st century initiative, A report of the Task Force on Teacher Leadership. Washington, DC: Author. Available*online at: **www.iel.org/programs/21st/reports/teachlearn.pdf**. Last accessed November 13, 2008.

Institute for Educational Leadership. (2002). Helping young people succeed: Strengthening and sustaining relationships between schools and youth development organizations.- *A National Conversation. Available online;* **click here**. *Last accessed November 13, 2008.*

Institute for Educational Leadership. (2004). *Preparing and supporting diverse culturally competent leaders: Practice and policy considerations. Washington, DC: Author.* Available online at: **http://www.iel.org/pubs/diverseleaders.pdf**. Last accessed November 13, 2008.

Institute for Educational Leadership. (2005). *Preparing and supporting school leaders: The importance of assessment and evaluation. Washington, DC: Author.* Available online at: **http://www.iel.org/pubs/schoolleaders.pdf**. Last accessed November 13, 2008.

Institute for Educational Leadership. (2005). *Preparing Leaders for Rural Schools: Practice and Policy Considerations.Washington, DC: Author.* Available online at: **http://www.iel.org/pubs/ruralleaders.pdf**. Last accessed November 13, 2008.

Jehl, J., Blank, M. J., & McCloud, B. (2001). Education and community building: Connecting two worlds. Washington, DC: Institute for Educational Leadership [Melaville, A.I. (Ed.)]. Available online; **click here**. Last accessed November 13, 2008.

Journal of Moral Education. (2008). Available online; **click here**. Last accessed November 13, 2008.

Journal of Research in Character Education. (2008). Available by subscription online at: **http://www.infoagepub.com/products/journals/chared/** *Last accessed November 9, 2008.*

Learn and Serve America, Corporation for National and Community Service. (2008). Available online; **click here**. Last accessed November 15, 2008.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* University of Minnesota: Center for Applied Research and Educational Improvement and University of Toronto: Ontario Institute for Studies in Education. Available online at: **http://www.wallacefoundation.org**. Last accessed November 11, 2008.

Nebraska Department of Education, Nebraska Character Education Statutes. (2008). Available online; **click here**. *Last accessed November 13, 2008.*

No Child Left Behind Act of 2001. Available online; **click here**. Last accessed November 13, 2008

Partnerships in Character Education Program (PCEP) Grantee Project Abstracts. (2008). Character Education and Civic Engagement Technical Assistance Center (CETAC). Available online; **click here**. *Last accessed November 13, 2008.*

Public Schools of North Carolina, State Board of Education, Department of Public Instruction, Character Education. (2008). Available online; **click here**. *Last accessed November 13, 2008.*

School-Community Partnership for Character Education. (2008). Chicago Public Schools, Illinois State Board of Education. Available online; **click here**. *Last accessed November 13, 2008.*

Search Institute. (2008). Available online at: **http://www.search-institute.org**. *Last accessed November 18, 2008.*

Stiff-Williams, H. (2008). *Strategizing for authentic parent and community involvement.* PowerPoint Presentation. Available online; **click here**. Last accessed November 13, 2008

Taylor, T., & Dounay, J. (2008). *Strengthening parents' ability to provide the guidance and support that matter most in high school.* Denver, CO: Education Commission for the States. Available online; **click here**. Last accessed November 14, 2008.

United States Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2008). Available onlin; **click here**.   Last accessed on November 15, 2008.

United States Department of Education, Office of Intergovernmental and Interagency Affairs. (2003). *Homework tips for parents.* Available online; **click here**. Last accessed November 13, 2008.

United States Department of Education, Office of Safe and Drug-Free Schools. Character and Civic Education Program. (2008). Available online;   **click here**. Last accessed November 15, 2008.

United States Department of Education. (2007). Mobilizing for evidence-based character education. Available online; **click here** and **click here**. Last accessed November 15 2008.

United States Department of Education. (2008). Partnerships in Character Education pilot projects, 1995-2001 Lessons learned. Available online at: **click here** and **click here**. Last accessed November 15, 2008.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Denver, CO: Mid-continent Research for Education and Learning. Available online at: **click here**. Last accessed November 13, 2008.