

EDMONTON PUBLIC SCHOOLS

June 18, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Framework for Character Based Citizenship Education

ORIGINATOR: M. de Man, Department Head

RESOURCE

STAFF: Gloria Chalmers, Carla Cumming, Sandy Forster, Dennis Koch, Donna Leask, Sherri O'Keefe, Edgar Schmidt, Sid Shugarman, Laurie Sorensen, Stuart Wachowicz

RECOMMENDATION

That the Framework for a Strategy for Character/Citizenship Education in Schools (Appendix I) be approved for the district.

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Background and Rationale:

To Graduate Citizens of Character

Last fall a committee was struck to respond to a Trustee Initiative and examine the feasibility of developing a Character Education approach that would be useful to schools in the district, in cultivating in students desired attributes of character and citizenship.

The committee, composed of teachers, administrators and Central Services staff, after a great deal of consideration and study has developed a framework or strategy (Appendix I), which schools may use to achieve their goals in this area.

The committee, in doing the work, kept in mind several key considerations, which guided the development of the framework. These are as follows:

- The framework does not constitute a new course or new or additional set of outcomes. It is rather a strategy whereby the school can establish an environment or culture within which the elements of character and citizenship are lived in all aspects of school life. In this environment the outcomes of the Programs of Study can be more effectively achieved.
- The framework is to be flexible in nature to allow schools to meet the unique needs of the communities. Schools can build on their strengths and create an approach based on the shared district vision as defined by the Framework. Thus most existing character education programs in use in the district can be accommodated.

- The framework will identify a common district language of character/citizenship education, based on a shared set of common virtues.
- The framework will identify the virtues and/or principles inherent within public education, underscoring that public education is value based.

The Framework has been shared with all district principals through vertical groups and has received positive feedback.

The Framework is research based and has employed concepts successfully used in schools in the district as well as in other jurisdictions. The work has been shared with the Calgary Board of Education (CBE), who in turn contributed *Programs of Study Links to Character Education* (Appendix II). The administration of CBE are considering the implementation of a very similar framework in their district.

To assist schools in implementing the *Framework for Character Based Citizenship Education*, inservicing of staff will be available in the fall upon request. The Framework and supporting documentation will be on the district intranet web site, along with resource lists and related professional development opportunities. In addition a number of tools have been created to assist teachers and administrators to implement or enhance character/citizenship education. These include:

- Program of Studies Links to Character Education
- Key Virtues and Related Behavioral Expectations
- Character Based Citizenship Education – Research Review
- Sample Implementation Check List
- Site Based 3-Year Implementation Plan for Character Education
- Sample Indicators of Success
- General Resources to support Character/Citizenship Education
- Integrity – The Foundation for Key Values

The *Framework For Character Based Citizenship Education* will be one of the factors that will guide the development of a Graduate Profile, to be presented to Board in the forthcoming school year. It will also serve to enable Edmonton Public Schools to be known for graduating citizens of character.

SW:dh

Appendix I:	Framework for Character Based Citizenship Education
Appendix II:	Program of Studies Links to Character Education
Appendix III:	Key Virtues and Related Behavioral Expectations
Appendix IV:	Character Based Citizenship Education – Research Review
Appendix V:	Sample Implementation Check List
Appendix VI:	Sample Site Based 3-Year Implementation Plan for Character Education
Appendix VII:	Sample Indicators of Success
Appendix VIII:	General Resources to support Character/Citizenship Education
Appendix IX:	Integrity – The Foundation for Key Values

APPENDIX I

FRAMEWORK FOR CHARACTER BASED CITIZENSHIP EDUCATION IN EDMONTON PUBLIC SCHOOLS

Graduating Citizens of Character

Edmonton Public Schools recognizes the value of students experiencing learning in an atmosphere which reflects and promotes the development of character and citizenship. To this end the district has developed a strategy which schools can use as a framework for enhancing the development of character and citizenship. This framework will be central to the characteristics that will define the profile of an Edmonton Public School graduate.

VISION:

To facilitate improved student achievement and prepare students to be successful in the world of learning, work and living beyond graduation, through character / citizenship education.

RATIONALE:

Trustees and school staffs have recognized the need to act pro-actively and create a strategy, which will enhance character and citizenship development in a manner that is consistent across the district. Such will facilitate improved student achievement, but moreso prepare students to be successful in the world of learning, work and living beyond graduation. The framework will help schools create an atmosphere in which students can be academically successful through fostering a learning environment built on high standards of citizenship. The strategy is aligned to District Priority #3 and will support many of the outcomes from the Alberta Learning Program of Studies (Appendix II) and many of the Alberta Learning *Student Learning Outcomes*, Guide to Education September 2001.

GENERAL OUTCOMES

The framework is built around the following General Outcomes, each supported by related *Student Learning Outcomes* from the Guide to Education, p.2, September 2001. Students will:

1. **Demonstrate a character- based work ethic.**
 - *Know how to learn and work independently as part of a team.*
 - *Manage time and other resources needed to complete a task.*
 - *Demonstrate initiative, leadership, flexibility and persistence.*
 - *Evaluate their own endeavors continually and strive to improve.*
 - *Have the desire and realize the need for life-long learning.*
2. **Appreciate and respect the decision- making processes of Canadian society.**
 - *Understand Canada's political, social and economic systems within a global context.*
 - *Demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals.*
3. **Demonstrate a commitment to community.**
 - *Recognize the importance of personal well-being and appreciate how family and others contribute to that well being.*
4. **Respect individual and cultural diversity and common Canadian values.**
 - *Respect the cultural diversity and common values of Canada.*

[The above General Outcomes complement the *Student Learning Outcomes*, Guide to Education, September 2001 p.2. The bullets under each General Outcome are drawn from the referenced document.]

Project Outcomes expected :

- create a general framework to support district schools in implementing Character-Based Citizenship in a Canadian context,
- help graduate citizens of character,
- communicate to the public that Edmonton Public Schools operate in a principled and virtue oriented environment,
- develop a common language and common expectations across the district with regard to issues of character and citizenship,
- remove the need for the development of isolated programming dealing with character education issues,
- develop and improve work-ethic and related skills in students,
- address the need of students to live by a common set of principles and to develop a sense of community,
- enhance leadership skills in the citizens of tomorrow

- support school based character education initiatives already established in the district.
- provide information to assist in the selection of appropriate supporting resources

SPECIFIC OUTCOMES:

For each of the General Outcomes, students will understand the characteristics, qualities and principles that guide the thinking and actions for those outcomes.

Key Virtues leading to the development of citizens of character and integrity:

- Respect
- Diligence (Hard-work, Perseverance)
- Empathy (Compassion, Kindness, Charity)
- Optimism
- Honesty (Truthfulness, Sincerity)
- Loyalty (Commitment)
- Responsibility (Dependability, Reliability, Trustworthiness)
- Courage
- Forgiveness
- Generosity
- Fairness

* Students who practise these virtues demonstrate Integrity. Integrity is defined by the Oxford English dictionary as "the quality of being honest and morally upright".

[see Appendix III for definitions]

RESOURCES:

The resources to support the integration of Character/Citizenship education will provide:

- definitions of the virtues identified in the Framework [Appendix III]
- a synthesis of current research on Character Education [Appendix IV]
- a Graduate Profile of an Edmonton Public Schools student
- a sample implementation check-list [Appendix V]
- a sample 3-year planning guide; this will include ways in which parents, school councils, students, staff members can all be involved. [Appendix VI]
- sample indicators of success: Indicators and their appropriate examples will relate to the school, and where appropriate, the workplace. Indicators will be developed to measure the integration of Character Education / Citizenship Education in schools. [Appendix VII]

The resources will be identified for use at the elementary, junior high and senior high school levels. Some suggested resources will be identified and listed in the Framework. Resources will include general references, web sites and literature, courses and speakers. Sample children's literature will be categorized by “virtue”. The resources will be described in a table [Appendix VIII], as shown below:

Type: General Reference (G)	Level: Elementary (E)	Audience:
Student (St)		
Web site (W)	Junior High (J)	Teacher (T)
Literature (L)	Senior High (S)	All (A)

Type	Resource	Level	Audience

The Resource list will be available both as a print resource, on CD-ROM and will be published on the EPSB Curriculum Website. (www.curriculum.epsb.net)

Schools may wish to use the template to generate a list of Character / Citizenship resources already in their collections.

PROGRAM OF STUDIES LINKS TO CHARACTER EDUCATION

The specific values explicitly noted in the General Learner Outcomes or Expectations within the different subject areas are as follows:

LANGUAGE ARTS

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- Respect others and strengthen the community: appreciate diversity, relate texts to culture, celebrate accomplishments and events, use language to show respect.
- Work within a group: cooperate with others, work in groups, evaluate group process.

SOCIAL STUDIES

The following extract can be found in all three Programs of Studies (elementary, junior high and senior high schools) in Alberta. The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with their fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources: religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world.

Moral / ethical characteristics, intellectual characteristics and social / personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

Ethical / Moral Characteristics

Respectful	has respect for the opinions and rights of others and for property
Responsible	accepts responsibility for own actions, discharges duties in a satisfactory manner
Fair	behaves in an open, consistent and equitable manner

Tolerant	is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice
Honest	is truthful, sincere, possessing integrity; free from fraud or deception
Kind	is generous, compassionate, understanding, considerate
Forgiving	is conciliatory, excusing; ceases to feel resentment toward someone
Committed to democratic ideals	displays behavior consistent with the principles inherent in the social, legal and political institutions of this country
Loyal	is dependable, faithful; devoted to friends, family and country

Intellectual Characteristics

Open-minded	delays judgments until evidence is considered and listens to other points of view
Thinks critically	analyzes the pros and cons; explores for and considers alternatives before reaching decisions
Intellectually Curious	is inquisitive, inventive, self-initiated; searches for knowledge
Creative	expresses self in original but constructive manner; seeks new solutions to problems and issues
Pursues excellence	has internalized the need for doing one's best in every field of endeavour
Appreciative	recognizes aesthetic values; appreciates intellectual

Social / Personal Characteristics

Cooperative	works with others to achieve a common goal
Accepting	is willing to accept others as equals
Conserving	behaves responsibly toward the environment and the resources therein
Industrious	applies oneself diligently, without supervision
Possesses a strong sense of self-worth	is confident and self-reliant; believes in own ability and worth
Persevering	pursues goals in spite of obstacles
Prompt	is punctual; completes assigned tasks on time
Neat	organizes work in an orderly manner; pays attention to personal appearance
Attentive	is alert and observant; listens carefully
Unselfish	is charitable; dedicated to humanitarian principles
Mentally and Physically fit	possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health

SCIENCE - ELEMENTARY

Students will demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

Specific Learner Expectations

Students will show growth in acquiring and applying the following traits:

- curiosity
- confidence in personal ability to learn and develop problem-solving skills
- inventiveness and open-mindedness
- perseverance in the search for understandings and for solutions to problems
- flexibility in considering new ideas

- critical-mindedness in examining evidence and determining what the evidence means
- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of personal and shared responsibility for actions taken
- respect for living things and environments and commitment for their care

SCIENCE - SECONDARY

The science curriculum is concerned with generalized aspects of behavior - commonly referred to as attitudes. Attitude outcomes are of a different form than outcomes for skills and knowledge: they are exhibited in a different way and they have different roots in the experiences that students bring to school. Attitude development is a lifelong process that involves the home, the school, the community and society at large. Attitudes are best shown not by the events of a particular moment but by the pattern of behavior over time. Development of positive attitudes plays an important role in student growth by interacting with their intellectual development and by creating a readiness for responsible application of what is learned.

Appreciation of Science

Students will be encouraged to appreciate the role and contributions of science in their lives, and to be aware of its limits and impacts.

Interest in Science

Students will be encouraged to develop enthusiasm and continuing interest in the study of science.

Scientific Inquiry

Students will be encouraged to develop attitudes that support active inquiry, problem solving and decision- making.

Collaboration

Students will be encouraged to develop attitudes that support collaborative activity.

Stewardship

Students will be encouraged to develop responsibility in the application of science and technology in relation to society and the natural environment.

Safety

Students will be encouraged to demonstrate concern for safety in science and technology contexts.

HEALTH

The aim of Health and Lifeskills K-9 is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others.

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Students learn awareness of personal feelings, appropriate expression of feelings and the learning of a vocabulary to express feelings.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles.

Students learn to value the strengths and gifts of self and others. This knowledge is essential in order to build on team strengths and diversity, to create opportunity for all members to make a valued contribution. This leads to an understanding of group dynamics and skills for effective team membership.

Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Students learn to respect the property of others and to understand the concepts of consequences and accountability.

Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, money and personal property.

Service learning is explored and experienced at each grade level. These experiences provide students with opportunities to learn, practise and refine skills while making meaningful contributions to their families, schools and communities.

PHYSICAL EDUCATION

Each of the four learner outcomes (Activity, Benefits Health, Cooperation and "Do It Daily") is based on positive interaction.

Students will

- develop and communicate thoughts and feelings in a respectful manner
- demonstrate etiquette and fair play
- describe, apply and practise leadership
- learn to cooperate
- develop and apply practices that contribute to teamwork
- determine and revise short and long term goals that will continue to provide personal challenges
- perform service, leadership and volunteer work related to physical activity in the community and in school.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The student will be able to

- demonstrate a moral and ethical approach to the use of technology
- demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
- work collaboratively to share limited resources
- model and assume personal responsibility for ethical behavior and attitudes and acceptable use of information technologies and sources in local and global contexts
- demonstrate an understanding of how change in technology can benefit or harm society.

DRAMA

To acquire knowledge of self and others that results from reflecting on dramatic play and to develop respect for others - their rights, their ideas, and their differences.

To foster an appreciation for drama as an art form and develop an awareness of and respect for potential excellence in self and others.

ENGLISH AS A SECOND LANGUAGE

ESL students will become productive and contributing members of Alberta and Canadian society . . . pride in home, community, language and culture.

ABORIGINAL AND INTERNATIONAL LANGUAGES

Students will listen, speak, read, write, view and represent in a specific language to celebrate and build community.

- develop and celebrate community
- encourage, support and work with others

Students will explore, understand and appreciate specific language culture for personal growth and satisfaction, and for participating in and contributing to a multicultural global society.

CAREER AND LIFE MANAGEMENT

The student

- identifies and resolves problems efficiently and effectively
- negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
- leads, where appropriate, mobilizing the group for high performance
- prepares, validates and implements plans that reveal new possibilities
- analyzes the implications of personal / group actions within the global context
- states and defends a personal code of ethics as required

ABORIGINAL EDUCATION

Links will be made upon completion of the provincial curriculum.

APPENDIX III

THE VIRTUES AND RELATED BEHAVIORAL EXPECTATIONS

***Integrity** is the collective application of the following virtues:*

Courage is the act of taking a risk to do the right thing.

Diligence (Hard work, Perseverance) is the act of beginning a task, then working without distraction until it has been successfully completed.

Empathy (Compassion, Kindness, Charity) is the act of putting oneself in the place of one who has suffered a loss or setback, and expressing that feeling or emotion appropriately.

Fairness is the act of making decisions and solving problems where everyone's needs are addressed.

Forgiveness is the act of bearing no malice to someone who has, intentionally or unintentionally, hurt someone physically, emotionally or socially.

Generosity is the act of rationally helping others in their times of need.

Honesty (Truthfulness, Sincerity) is the act of presenting the facts, without distortion.

Loyalty (Commitment) is the act of remaining true to family, friends, self and the community.

Optimism is the act of looking at the positive even when things are at their lowest.

Responsibility (Dependability, Reliability, Trustworthiness) is the act of carrying out prescribed roles and duties without supervision in home, school, community and society.

Respect Demonstrating that something or someone is valued.

CHARACTER-BASED CITIZENSHIP EDUCATION

Research Review

An increasing interest in character and citizenship education has developed across North America over the past 15 years. Issues related to the degradation of children's social, educational, economic and cultural contexts have been widely documented (Leming 1993; Lickona et.al. 1991; Williams 2000). School violence and student isolation continue, despite school districts' best efforts to reduce it (Kagan 2001). Benjamin Levin (2000) emphasizes change issues, such as lack of trust of institutions, the struggle to accommodate diversity, and rising economic and social inequality from a Canadian perspective. Reasons for the decline of morals and values vary according to the underlying theories of researchers. Despite these issues, a growing body of research is pointing to promising practices that improve student behaviour, attitude and achievement (Williams 2000).

Developing district policies and frameworks to create an atmosphere of principled, responsible and caring schools is possible (Osborne 1999). Regardless of theoretical background, a comprehensive approach to character and citizenship development can be implemented. Mary Williams (2000) describes nine components of successful character based frameworks, including: vision, standards, expectations, implementation criteria, leadership, resources, teacher training, partnerships and assessment. As school districts and schools address each of the components using collaborative, consensus-building methods, student behaviour, attitudes and achievement improve (Scott 1992; Brooks & Kann 1993).

School based work in character and citizenship development has been greatly elaborated, and substantial resources have been developed across North America. Approaches to this type of education include direct instruction, indirect instruction and community building. Some approaches may emphasize on element over another, but effective programs have all of them in some form (Williams 2000). In addition common teaching practices that develop students' character and citizenship behaviours include consensus building techniques, cooperative learning strategies, use of literature to highlight specific virtues, effective conflict resolution techniques, engagement in explicit moral reasoning, service learning and embedded structured instructional strategies such as "expert group jigsaw" and "three step interview" (Williams 2000; Kagan 2001).

Leadership at the school level plays a critical role in successful character-based programs. Edward DeRoche (2000) describes key leadership behaviours relating to leaders as visionaries, consensus builders, standard bearers, knowledge sources, architects, role models and risk takers. At the core of these behaviours, moral leadership for a moral community is critical (Sergiovanni 1996). Leading around a core set of ideas or values is fundamental to building a community where students, teachers and parents work together to fulfill not only the technical skills, attitudes and knowledge aspects of

schooling, but to extend a sense of common commitment to doing the right things in and out of school.

A focus on character and citizenship education across a school district can have a positive impact on student well-being, achievement, and possible educational outcomes. It requires a strong commitment to virtuous ideals and practices. Staff commitment to engaging the extended community will also have a strong positive impact on district results.

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SAMPLE IMPLEMENTATION CHECK LIST

(This Implementation Checklist has been used successfully in district schools. Teachers may wish to adapt it to meet the needs of their particular school Some of these tasks are ongoing).

- ☐ Why does your school need to implement such an initiative?
- ☐ Is the administration supportive of the initiative?
- ☐ Are there staff members aware of the initiative?
- ☐ Establish a core committee.
- ☐ Educate through resources and inservices.
- ☐ Establish a list of your school needs and concerns.
- ☐ Identify core area(s) of focus.
- ☐ Create a mission statement (Include all stakeholders: students, staff and parents).
- ☐ Create an awareness of the initiative with students, staff and parents.
- ☐ Measure the existing school climate for beliefs, needs and starting points using existing or by creating measuring instruments. (See Appendix ____: Evaluation Resources)
- ☐ Choose the goal(s) for the year and select the “virtues” on which the school will focus.
- ☐ Create an implementation plan for the year.
- ☐ Check for progress using interim measures.
- ☐ Re-evaluate through a post-test at the end of the year and make the appropriate changes where necessary.
- ☐ Establish a connection with school council and community members
- ☐ Talk to students and get feedback from their perspective.
- ☐ Connect with other schools and share information.

SAMPLE SITE-BASED 3-YEAR IMPLEMENTATION PLAN FOR CHARACTER EDUCATION

The following information is a breakdown of the steps that may assist your school to incorporate the district Framework for Character / Citizenship Education into your school culture. Over the course of about three years, the Character Education framework can be established in the school and extended school community.

YEAR ONE

1. Establish a Character Education Committee

This committee should be made up of at least one administrator and a group of teachers from a variety of grades and departments (if applicable). **It is essential to include students, parents and community members wherever possible.** It will take time to increase the involvement of stakeholders but support and buy-in is vital to the success of the initiative.

Understanding the philosophy behind the initiative and establishing goals for your school will take several brainstorming meetings. The following is a list of possible activities the committee may undertake:

- ❑ Invite a guest speaker such as an EPS consultant to discuss Character Education with staff during a Professional Development Day.
- ❑ Conduct a needs assessment for your school and community, and establish goals for the initiative.
- ❑ Create a clear mission statement.
- ❑ Offer Professional Development opportunities to the stakeholders of the initiative, including print, visual and electronic resources, (Appendix IX) and guest speakers.
- ❑ Develop a resource library as soon as possible, for easy access by all stakeholders.
- ❑ Share and express ideas or concerns brought to the committee, and relay committee information back to colleagues in the school.
- ❑ Emphasize connectedness among staff. Information should be relayed to all staff, through faculty council and department heads (high school), or through committee representatives, (elementary school) to staff. This is vital to integrating character education as part of the curriculum in all classrooms.
- ❑ Recognize positive participation by staff, students, parents and community members as they work towards the goals of the initiative.
- ❑ Use leadership students or members of student council to integrate homeroom discussions that can generate ideas and information, related to school goals. This group of students can work in conjunction with the steering committee members.

2. Introduce the idea to the school staff.

- ❑ It is desirable that all staff be in support of this initiative.
- ❑ **Administrative support is imperative.**
- ❑ Get the staff connected and sharing best practices. Staff mixers are a good venue to promote the sharing of ideas.
- ❑ Be positive, upbeat and well-informed of the positive attributes of Character Education. Share statistical information that reinforces the positive results of integrating Character Education in school culture.
- ❑ Reinforce the idea that this initiative is not an add-on to the curriculum. Emphasize that the Framework is meant to be facilitating and to help enhance a positive school atmosphere where students improve their achievement. It will not take endless hours of preparation and is not designed to change teaching methods. The steering committee will take care of planning and processing.
- ❑ A Character Education initiative will provide behavioral guidelines for students
- ❑ Create a strategy of the week that will help teachers think about and introduce the concept of good character into their classrooms and in all areas of the school.

Ultimately, you want teachers to help integrate the philosophy and the type of actions intrinsic to each virtue. Use teachable moments that will not embarrass the student. Use these opportunities to highlight the virtues that build citizens of good character. There may be personal stories that can be shared or quotes that can be used.

3. Introduce the idea to the students

Set up a dialogue with students, introducing Character Education and how it will be integrated in the school. This will take up some of the teacher's class time. Be sure to keep the assignment short and simple. For each assignment there should be a short lesson plan which tells each teacher what they are expected to do with their class. Information gathered from this assignment will be given to the Character Education committee by a designated date.

- ❑ Use the first classroom session to brainstorm what the students see as the negative aspects within their school. What are the areas they would like to work towards changing? Students should also make suggestions as to how to improve or correct these negative aspects. If students are involved in the decision making process they are more likely to follow established rules and lead by example.
- ❑ Use the second classroom session to relay the results of the first session to the students. Explain the general consensus and the issues which the school will begin to address. Continue a discussion with the students, asking what they think are positive character traits they would like to establish within their school. Provide them with examples of positive character traits (see Appendix III).

- ❑ Teachers should continue to take advantage of the momentum of these discussions to reinforce and model appropriate positive behavior and encourage their students to do the same.

4. Discussions

Classroom discussions need to have a clear focus. If staff and students do not see immediate action resulting from these, the discussions will be perceived as being a waste of time and directionless. Be sure that the information from these discussions is relayed to the Character Education steering committee. The committee should take action based on coordinated discussion sessions in classrooms. The actions of the committee must confirm that the school is serious about integrating the virtues into the school culture and reinforcing Character Education at this site.

YEAR TWO

The second year opens new avenues for exploration. These can be generated from experiences in the daily life of the school population, and from attendance at conferences, seminars and the messages of guest speakers. Because many project ideas will be generated it may be difficult to decide on an initial plan of action. By the end of the second year, the school should be well on its way to developing a strong character-based culture in the school.

Some experts believe that schools should focus on only one virtue per year, because time needs to be spent on practice and repetition of the virtue. Some schools integrate more than one virtue each month. It may take more than five years for a school population to become comfortable with the integration of Character Education in school life. Every year new ideas will be generated and old ones improved. Set only two or three goals for the year. Any more will stress the teaching staff, confuse the students and present a chaotic picture to the community. Even if only one goal is attained each year, that is a positive step.

Consider the following elements of implementation:

1. School Council Involvement

Begin getting parents involved. They may have a new perspective on the building of good character that has not been discussed within the school. They are also a strong link to the community and will be an excellent asset for spreading the word that your school is concerned about the overall well-being of our youth of today. As a committee, discuss what you would like your school council to do. In return, ask them how they would like to contribute.

2. Faculty Council / Leadership Committee

Administration should be the first group of people to see the plans for Character Education for the year. If staff know that the administration is committed to the project they will be more likely to buy into and support the initiative.

At the high school level, department heads should be informed of the initiative's progress. They should take the information to their individual department meetings. At the elementary school level, representatives from the leadership committee or school administration should provide time for staff to share the initiative's progress. Incorporating the philosophy of character education into every aspect of the school will facilitate strong growth and a better understanding of how valuable character education is. This will make the transition smoother.

3. Athletics

Coaches, advisors and physical education teachers have many opportunities to integrate the concept of good character into their interaction with students. Most of their programs will already have many of the concepts related to character education in place. What is necessary is to bring the philosophy to a conscious level and to talk about virtuous behaviour outside of and during sports. Because the students are representing their school and their peers, this is an excellent opportunity to show the community the sportsmanship and integrity of the students on and off of the court

4. Choose a virtue

From the needs assessment done in the previous year, the steering committee will have identified the virtues your school will be working on. You may wish to identify a list for the school year, or meet on a regular basis to update whether or not to move to focusing on a new virtue, on a regular basis. When a virtue is chosen, tie it into what practice of the virtue looks like. For example, if the virtue is "Respect", advertise what Respect looks like:

- place garbage in appropriate containers
- be on time for class
- listen to the speaker

Once a virtue has been identified get feedback from students in your class as to what the virtue means to them, and how it looks in action. (Appendix III)

5. Poster Design

This is an active project for the steering committee. From the data compiled as a result of staff and class discussions, address questions such as:

- What does the school want to say?
- How will they say it?
- What colours and motifs will be used?
- Where will the posters be most effective?

Your school may wish to use the following ideas to design a general school Character Education poster:

- Identify the virtue(s) being addressed in the school
- Make a collage of several of the virtues the school will address
- Write a mission statement for the school
- Host a poster campaign for designing the poster
- Invite assistance from a professional from the community - they could either assist or donate the layout
- Create the poster through an in-class assignment

Make the posters in different sizes for the classrooms, office, washrooms and entrances. Send a positive message to students, staff and visitors in the halls and classrooms.

6. Quotes

Quotes relating to the virtues can reinforce the concept of good character and reiterate the focus of the school. Quotes can be collected from several sources and categorized to represent the chosen virtues. Each day the quote can be broadcast, by staff or students, as part of student news or administrative announcements. Quotes may be read aloud and then posted.

7. Student Tributes

This is an excellent way to motivate and reward students. When you see a student demonstrating behaviour of good character (preferably when no one else is looking) approach them, let them know that what they did was virtuous or of good character. Write their name on a tribute card, signed by you. The student brings the card to the office, to be entered into a draw for something donated by the community or from the school (designed and made by students).

The issue of whether or not to offer rewards for good behavior is controversial: *Will the student only do the right thing if they are rewarded for it? Should there be concrete reward for actions of character, or is acknowledgement enough?* Do we want students to do the right thing for a reward, or because they have intrinsic motivation to do the right thing? Take into account the developmental levels of the students in your school.

The following are examples of student tributes:

- certificates
- CD's
- posters
- cafeteria credit
- movie passes
- book club credit
- lunch with a teacher
- free entry into a school dance
- students-of-the-week displays

8. Community Involvement

Expand on your current community involvement. Invite their participation in school activities related to Character Education including their ideas or donations for prizes and rewards. Give out school Character Education posters to community businesses, especially if your school is near a mall or strip mall. Community businesses near junior and senior high schools become less apprehensive about the proximity of teenagers to their businesses, when they know your school is focusing on character building, and they are part of the process. It is also a positive reinforcement for students when they see the school poster of positive virtues where they like to "hang out".

9. Classroom discussions

It is extremely important that students get involved in the school's program and growth. They need to hear about the virtues daily. It is through constant, safe and positive repetition that students will learn and retain what they have learned. The following is a list of optional classroom assignments:

- discuss what the students believe are suitable prizes for demonstrating behaviour of character when no one is looking
- discuss what virtues they believe should be on the poster
- discuss what school initiatives the students believe are important and how they would deal with related problems or concerns.
- center discussions around local, site-related current issues which are immediately important to the students

10. Evaluation

Check for progress along the way. Use the indicators as a guideline for measuring how character education looks in your school. A year-end evaluation should indicate improvement in your stated goal area, perhaps related to items of safety, cleanliness and respect, depending on the virtues your staff has decided to focus on.

You may choose to use existing evaluation tools (Appendix VIII) or to create a new evaluation tool for your site.

YEAR THREE

Follow up on the steps put into place in the first two years of the initiative.

- ❑ review school surveys and evaluations to check progress or make changes
- ❑ revisit the mission statement annually; analyze and celebrate your school's progress toward the Character Education goals
- ❑ always set at least one new goal for the new school year
- ❑ expand the stakeholder team of staff, students and community members

- ❑ if the school has Service points, look at integrating Character points
- ❑ add more posters to your school and community
- ❑ add to the school generated materials your school and community can access
- ❑ develop a Character Education slogan / header to be included on report cards, letterhead and school advertising (pens, magnets, bookmarks, etc.)
- ❑ integrate more virtues (if necessary)
- ❑ continue to support teacher lessons with suggestions for the integration of Character Education into regular classroom teaching
- ❑ invite more guest speakers
- ❑ continue to acknowledge staff and students for their efforts
- ❑ encourage students and staff to bring in motivational materials related to Character Education, such as song lyrics and stories

APPENDIX VII

SAMPLE INDICATORS OF SUCCESS

- Decrease in students late for class
- Increase in students coming prepared for class
- Decrease in referrals to the office due to discipline concerns
- Decreased number of students in the hallways during class time
- Increased concerns of harassment due to more students stepping forward to talk about it because they feel safe to do so.
- Increased use of the language of good character by students, staff and parents.
- Increase in the number of students performing school service voluntarily.
- District survey results show an increase in safety, and in respect for the school and student-teacher interactions.
- Positive changes in the outcomes of the chosen school goals. (e.g. Decrease in garbage, decrease in negative language etc.)
- School postings, letters and class codes of conduct contain language of character.

*Results must not be used increase or decrease a student mark in a subject area; this is not to be used as a part of student evaluation.

SOME GENERAL RESOURCES TO SUPPORT CHARACTER / CITIZENSHIP EDUCATION

Type: General Reference (G)	Level: Elementary (E)	Audience: Student (S)
Web site (W)	Junior High (J)	Teacher (T)
Literature (L)	Senior High (S)	All (A)

Type	Resource	Level	Audience
G	<i>Educating for Character: How Our Schools Can Teach Respect and Responsibility</i> , by Thomas Lickona, (1992), Bantam Doubleday Dell Pub (Trd Pap); ISBN:0553370529	(E,J,S)	(T)
G	<i>Teachable Virtues: Practical Ways to Pass on Lessons of Virtue and Character to Your Children</i> , by Barbara C. Unell, Jerry L. Wyckoff (Editors) (1995), Perigee; ISBN: 0399519599	(E)	(T)
G	<i>The Values Book: Teaching Sixteen Basic Values to Young Children</i> , by Pam Schiller and Tamera Bryant (1998), Gryphon House; ISBN: 0876591896	(E)	(T)
G	<i>Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing</i> , by Michele Borba, Ed.D. (2001). Jossey-Bass; ISBN: 0787953571	(E)	(T)
G	<i>Advisor, Advisee Character Education, Lessons for Teachers and Counselors</i> , by Sarah Sadlow, (1998) Character Development Group	(E, J)	(T)
G	<i>Shaping Character</i> , by C. Scott, (1992), The American School Board Journal. December, 1992, 28-30.		(T)
G	<i>Leadership for the School House: How is it Different? Why is it important?</i> , by T. Sergiovanni, (1996). Jossey-Bass		(T)
G	<i>Handbook of Research on Improving Student Achievement</i> , by Cawelti, (1999)	(S)	(T)

Type	Resource	Level	Audience
G	<i>Positive Promotions</i> (catalogue) ph: (800) 635-2329; Fax: (800) 635-2329 www.positivepromotions.com	(E, J, S)	(T)
G	<i>Successories</i> (catalogue) ph: (800) 361-5363 www.successories.com	(E, J, S)	(T)
G	<i>School As A Caring Community Profile - II (SCCP-II)</i> by, T. Likona & M. Davidson, (2001) Center for the 4 th and 5 th Rs, New York: SUNY Cortland.		(T)
G	<i>Character Education Quality Standards (A Self-Assessment Tool for Schools and Districts)</i> by, Character Education Partnership		(T)
G	<i>The Moral Intelligence of Children</i> , by Robert Coles (1997) Random House		(T)
G	<i>Building Community in Schools</i> , by Thomas J. Sergiovanni, (1994), Jossey-Bass		(T)
G	<i>Esteem Builders - A K-8 Self-Esteem Curriculum for Improving Student Behavior and School Climate</i> , by Dr. Michele Borba, Jalmar Press	(E, J)	(T)
G	<i>Playing Fair - A Guide to the Management of Student Conduct</i> , by Jean D. Hewitt, EduServ	(E, J)	(T)
L	<i>The Children's Book of Virtues</i> , by William J. Bennett	(E, J)	(S)
L	<i>Portraits of Character</i> , by Claudia Cangilla McAdam, Robert McAdam, Diane McAdam Bange, (2001) Kagan Publishing	(E, J)	(S)
L	<i>A Call to Character: A Family Treasury of Stories, Poems, Plays, Proverbs and Fables to Guide the Development of Values for You and Your Children</i> , by Colin Greer (Editor), Herbert Kohl (Editor) (1997), HarperCollins; ISBN: 0060927879		(A)

Type	Resource	Level	Audience
L	<i>Books that Build Character: A Guide to Teaching Your Child Moral Values Through Stories</i> , By William Kilpatrick, Gregory Wolfe, Suzanne Wolfe (Contributor), Robert Coles. (1994), Simon & Schuster; ISBN: 0671884239		(A)
L	<i>The Book of Virtues: A Treasury of Great Moral Stories</i> , by William J. Bennett. (1996), Touchstone Books; ISBN:0684835770		(A)
L	<i>The Moral Compass: Stories for a Life's Journey</i> , by William J. Bennett, Editor. (1996), Touchstone Books; ISBN:06848335789		(A)
L	<i>Character Education And Guidance Videos</i> , by Live Wire Media ph: (800) 359-5437	(E, J, S)	(A)
W	<ul style="list-style-type: none"> • http://www.goodcharacter.com/ free downloadable lesson plans • 	(E, J, S)	(T)
W	<i>A Guide to Moral Decision Making</i> , by Chris MacDonald, Ph.D., Dalhousie University. (Succinct, precise checklist for in-class use with junior and senior high students.) http://www.ethics.ubc.ca/chrismac/publications/guide.html	(E, J, S)	(T)
W	All About Respect - Comprehensive Web Site for Respect Resources http://www.allaboutrespect.net (Lesson plans, readings)	(E, J, S)	(T)
W	Character Trait portfolio/analogy assignment: http://www.dpi.state.nc.us/nccep/lp/lp99ab.html	(J, S)	(T)
W	Character lesson plans. http://www.ncpublicschools.org/nccep/lp/ (sorted by school subject area)	(E, J, S)	(T)
W	<i>The Master Teacher</i> (catalogue) www.masterteacher.com		(T)

Type	Resource	Level	Audience
W	<i>Character Education Catalogue</i> (Character Education Partnership catalogue) www.character.org		(T)
W	<i>Wisdom for Life</i> , by Wiseskills Resources, ph: (888) 947-3754 ; fax (831) 426-8930; www.wiseskills.com (cross-curricular stories and lesson plans	(J, S)	(A)
W	<i>Positive Promotions</i> ph: (800) 635-2666; fax: (800)635-2329; www.positivepromotions.com		(T)
G	<i>Philosophy 35</i> (a locally developed course by Edmonton Public Schools)	(S)	(T)

Example Children's Literature Resources (by Virtue)

	COURAGE		
	<i>The Emperor and the Kite</i> , by Jane Yolen, Putnam and Grosset Group	(E, J)	(S)
	DILIGENCE		
	<i>The Little Engine that Could</i>	(E)	(S)
	EMPATHY		
	<i>April Flowers</i> (Aladdin Angelwings), by Donna Jo Napoli, Lauren Klementz-Harte	(E)	(S)
	OPTIMISM		
	<i>Good Times on Grandfather Mountain</i> , by Jacqueline Briggs Martin, Susan Gab (Illustrator)	(E)	(S)
	HONESTY		
	<i>Notes from a Liar and Her Dog</i> , by Gennifer Choldenko	(E, J)	(S)

	LOYALTY		
	<i>The Velveteen Rabbit</i> , by Margery Williams	(E)	(S)
	RESPONSIBILITY		
	<i>The Hole in the Dike</i> , by	(E)	(S)
	RESPECT		
	<i>The Enchanted Tree</i> , by Flavia and Lisa Weedn, ISBN: 0768320524	(E, J)	(S)
	SINCERITY		
	<i>The Fox and the Crow</i> , by Aesop	(E,J,S)	(S)
	FORGIVENESS		
	<i>Touching Spirit Bear</i> , by Ben Mikaelson	(J, S)	(S)
	GENEROSITY		
	<i>The Star Gift</i> , by Flavia and Lisa Weedn, ISBN: 0768320542	(E, J)	(S)
	FAIRNESS / JUSTICE		
	<i>The Cow of No Color : Riddle Stories and Justice Tales from World Traditions</i> , by Nina Jaffe, Steve Zeitlin, Whitney Sherman, (Illustrator) Steven j Zeitlin	(E,J,S)	(S)

