
Character, Culture, & the Counselor

Presenters:

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Our Game Plan/Your Lens

11 Principles of Character

School-wide initiatives

Counseling specific initiatives





Leadership Advancing Character & Culture in Schools (LACCS)

LACCS

<https://www.alverno.edu/laccs/index.php>

WCEP

<https://wicharacter.org/>

Character.org

<http://character.org/>

A Framework for School Success

11

PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

character.org

The graphic features a large white number '11' on a dark blue background. Below it, the text 'PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION' is written in white, with 'CHARACTER EDUCATION' in a larger font. At the bottom, 'character.org' is written in white. The background of the graphic is a repeating pattern of the text 'PRINCIPLE 1 Promotes core values, PRINCIPLE 2 Defines "character" to include thinking, feeling, and doing, PRINCIPLE 3 Uses a comprehensive approach, PRINCIPLE 4 Creates a caring community, PRINCIPLE 5 Provides students with opportunities for moral action, PRINCIPLE 6 Offers a meaningful and challenging academic curriculum, PRINCIPLE 7 Fosters students' self-motivation, PRINCIPLE 8 Engages staff as a learning community, PRINCIPLE 9 Fosters shared leadership, PRINCIPLE 10 Engages families and community members as partners, PRINCIPLE 11 Assesses the culture and climate of the school.'

Our Journey



*8 years ago - no common language or shared vision

*PBIS - provided common language, clear expectations, teaching component, some character elements infused

*Moved from compliance to fostering character

*Character Conference and 11 Principles Training

* 2017 State School of Character

Core Character Team



- * Shared leadership

- 10 staff members meet monthly - seek input, plan, & get feedback

- * Volunteer committee members pilot new initiatives and share results
-enthusiasm is contagious

- * Core Character Team and Leadership team-consistent voice for braiding initiatives

Principle 1-Core Values are defined, implemented, and imbedded into school culture.

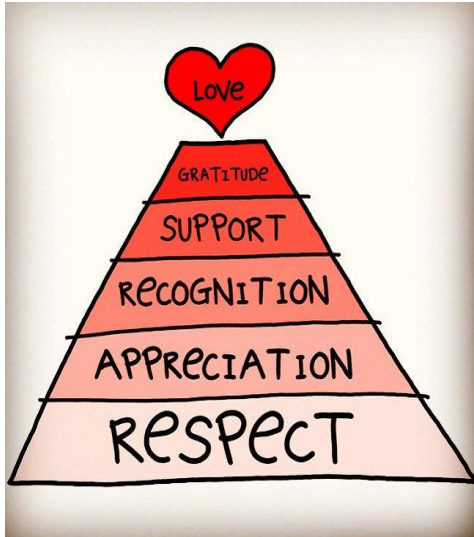
Under PBIS: Ready, Respectful, Responsible --->

Respectful, Responsible, Confident Thinkers

- Mission Statement
- Daily mantra in morning announcements
- Kick-off days
- APaws
- Twice monthly assemblies
- <https://www.kqed.org/mindshift/43321/what-character-strengths-should-educators-focus-on-and-how>
- <https://www.criticalthinking.org/pages/valuable-intellectual-traits/528>



Principle 2-The school or district defines “character” comprehensively to include thinking, feeling, and doing.



- Students receive feedback from all staff for demonstrating traits
 - We recognize students with APAWS, **Student of the Month**
 - This year we returned to our first value - **RESPECT**
 - Morning Meeting used to practice core values
 - Students learn to give *“I messages”*
 - When disrespect occurs, we help students understand how their actions affect others and how they can make better choices. (**Addressed through restorative practices, counseling sessions...**)
-

Guidance lessons

Bullying - Empathy

Cyberbullying - Courage & Compassion

Self-esteem - Perseverance (Positive self-talk)

Academics - Perseverance & Confidence

Emotional management - Flexibility

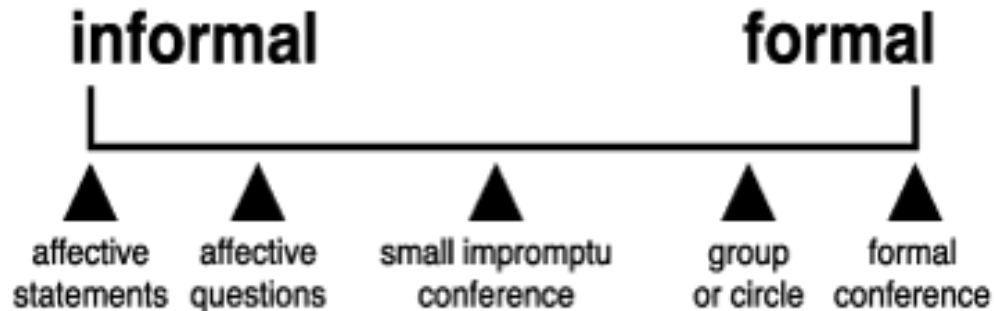
Conflict Resolution - Assertiveness & Flexibility

Restorative Practices

Informal - Get the facts, I-messages, Apologizing, Logical consequences, student generated (when possible)

Peace Tables

Restorative Circles



Principle 3-The school or district uses a comprehensive, intentional, and proactive approach to character.

- Use of 11 principles to guide implementation
- Character plan is aligned with the district's commitment to rigorous, relevant learning that begins with relationships
- All staff teaches, reinforces, and integrates specific character traits across curricular areas on a daily basis
- Morning Meetings, **Guidance Lessons**, **Buddy Benches**, **Peer Mediators**, **Peace Tables**, Assemblies- all promote strong character





Playground Initiatives

Buddy Benches - Teach purpose/guidelines first guidance lesson.

Peer Mediators - 5th graders are trained- 4 students help K5 students at recess.

Conflict Resolution Skills

Peace Tables

Equipment Manager -Checks playground equipment weekly - pumps up recess balls. Has fostered increased sense of belonging.

Recess supervisors - Invited to attend Morning Meetings to foster relationships and build cohesiveness.

Principle 4-The school or district creates a caring community



- Students are greeted upon arrival by name with music in foyer
 - Discipline is grounded in relationships and learning
 - Morning meeting, Buddy Bonding, Peer Mediators, Peer Groups (Counselor participates), Bus Buddies, & Mentors promote intentional relationships and teachable moments
 - Welcome walks
 - Policy and guidance lessons
 - School climate survey results reflect our success
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Peer Groups



- Support focal student with a disability
 - Stemmed from need - Idea came from Autism Modules PMII
 - https://autisminternetmodules.org/user_mod.php
 - Instruction has ranged from using the Social Thinking Unthinkables and responses, Zones of Regulation, communication barriers (SLP) during lunch
 - Interventions: formal, informal, educational, social
-



Mentors

Initially, identified 15 students who lacked connections and paired with staff volunteers

This year, class lists put on wall during a staff meeting. Dots put by names of students with whom we had a relationship. Lists than analyzed by staff. Logical mentors then put in place. Seek more authentic connections -- previous teacher, EL, PE

<https://thecornerstoneforteachers.com/the-2x10-strategy-a-miraculous-solution-for-behavior-issues/>



Principle 5-The school or district provides students with opportunities for moral action.

Safety Patrol, Peer Mediators, Bus Buddies, Box Tops, Classroom Jobs

Water for South Sudan, Soles for Africa, Milkweed Campaign, Nursing Home Senior Buddies, Children's Hospital, Hurricane Victims, No Kill Animal Shelter

Interactions with individual students





School Bus Communities

Safety Patrol - Greeters/Door Holders/Bus signs

K4 Bus Buddies - 4th graders paired with K4 students. Walk them out and sit with them on the bus each afternoon. Lasts all year long.

K5 Tag-a-Long Tigers - 5th graders paired with K5 students to teach them how to handle dismissal independently. Takes place for first 2 weeks of school. Buddy Bonding class thereafter.

Peaceful School Bus - Expectations, concerns, activities. Stress respect for driver.

https://www.hazelden.org/OA_HTML/item/10078?The-Peaceful-School-Bus-Program&src_url=itemquest



Moral Development Stages

Stage	Description		
6	Principled conscience	Do the right thing just because it's right	^
5	Social order and human rights	We have to get along & respect each other's rights	^
4	Respect for law and order	Compliance to laws	Internal Driven
3	Admiration	Approval not shame	^
2	Reciprocity	If I do it for him, he'll do it for me	^
1	Obedience & Punishment	Carrot and Stick	^
0	Egocentric	It's about me	External Drive

How do we create an ethical culture of integrity?

Compliance

- Review rules
- Follow the expectations/rules
- “Do this.”
- “Don’t do that.”
- Repeat as often as Necessary

Training
EXTERNAL

Deterrence

- “If I do that, I’ll get punished, so I’m not going to do that.”
- To change moral behavior, must have clear and consistent consequences

Punishments
EXTERNAL

Development

- Develop students’ morals and character
- They have to want to improve themselves
- Show them role models & give them tools
- Challenger their own character -why did I do that?

Education
INTERNAL



Principle 6-The school or district offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.

- Workshop model
 - Inquiry
 - Self-directed learning/feedback/goal-setting
 - Data meetings
 - Learning celebrations
 - Growth mindset
-

Principle 7-The school or district fosters students' self-motivation.



- No more color chart or green tickets
 - APAWS
 - Updated reflection sheets
 - Student of the Month
 - Student nominations
 - Class submits character evidence for special assemblies
 - Goal-setting and feedback (academics/behavior)
-

Principle 8-All staff share the responsibility for developing, implementing, and modeling ethical character.



- All staff provide a model of and actively reinforce being Respectful, Responsible, and Confident Thinkers
 - Core character team meets regularly - check-in, listen to feedback, offer learning opportunities, and problem solve with all stakeholders
 - Restablished norms
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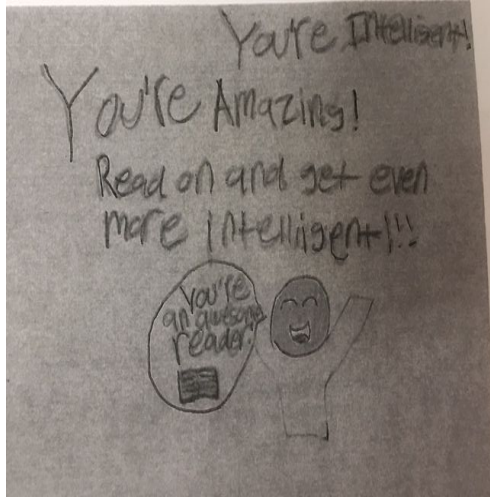
Stay Classy, Edgewood!

Principle 9-The school or district's character initiative has shared leadership and long-range support for continuous improvement.



- All staff/students are involved in assembly planning
- State/National Character Conference & LACCS participation
- Student leaders





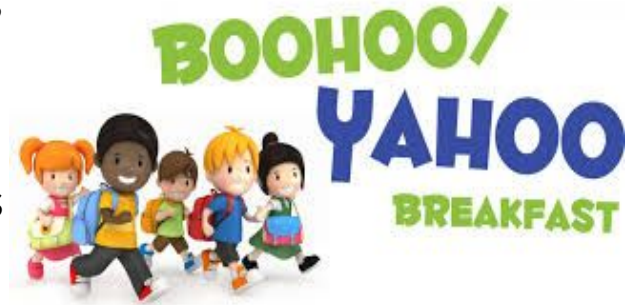
Kindness Club

- Coordinated by 5th grade teacher - meets after school
 - Secret Agents - based off Ted Talk with Ferial Pearson
 - <https://www.youtube.com/watch?v=RVnoHV Id9k>
 - Post it notes in library books
 - Warm fuzzies in student cubbies
 - Read kindness books to younger grade levels
 - Kindness rocks
 - Take one posters - 2nd teachers
 - <https://www.weareteachers.com/take-one-posters/>
 - Reflection Journal
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Principle 10-The school or district engages families and community as partners in the character initiative.



- Staff members go to monthly EHSA meetings
 - Academic information
 - Character updates
- Student of the month breakfast
- Weekend events
- Parent survey
- Family nights
- STEP Volunteers
- Welcome Walks



Principle 11-The school assesses the importance of character education, its culture and climate, and the character growth of students on a regular basis.



- Collect data from yearly surveys to parents, teachers, and **students** - act on results
 - Staff meetings dedicated to character ed - seeking feedback
 - Students in classrooms are taking character surveys and setting goals
 - School of Character Application - Key Indicators (PPG Evidence)
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CELEBRATING CHARACTER

June 19-20
2019

15th Annual Character Education Conference

SPONSORED BY: IN PARTNERSHIP WITH:



Pre-Conference Options-June 19

CharacterStrong: How We Spark Award-Winning Culture with Houston Kraft
1:00 pm - 4:00 pm

Eleven Principles of Effective Character Education Institute Workshop with Elaine Gehring
9:00 am - 4:00 pm

https://www.alverno.edu/assessment/character_conference/index.php



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Keynote Speaker, Joe Beckman

Joe's mission has been to reclaim human connection through student keynotes, leadership workshops, staff trainings, and video-based advisory curriculum, that reignites connection and unleashes student potential. Joe has shared his infectious energy, humor and passion in over 1,000 schools; positively impacting over 1 million people worldwide.