



CENTER FOR
CHARACTER &
CITIZENSHIP

University of Missouri-St. Louis—College of Education

What Works in Character Education: Schools for the 21st Century

Melinda C. Bier, PhD

Marvin W. Berkowitz PhD

Tartu University, 9 Dec 2019

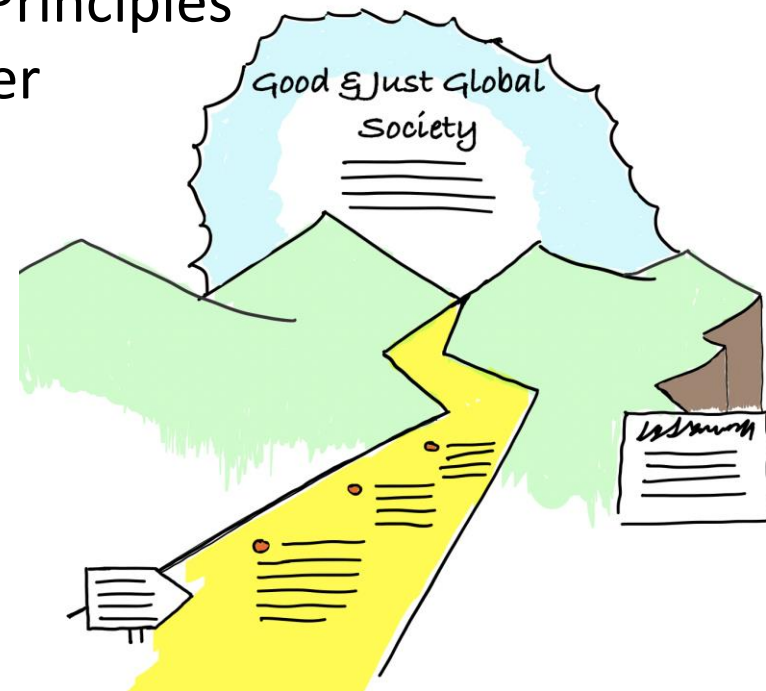
Character-education: From Values to Virtuous Action



Character Education focused Emerging Leaders

Today's Short Journey

- Understand the “Why” and the “What” of Character and our the **STL/MO** brand of Character Ed
- What Works in Character Ed Research
- PRIMED: Empirically based Design Principles for Implementing Effective Character Education.

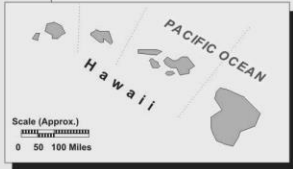




The United States

0 50 100 200 MI.
0 50 100 200 KM.

1959





CENTER FOR
CHARACTER &
CITIZENSHIP

University of Missouri-St. Louis—College of Education

The Historic Dual Purpose of School

“Throughout history, and in cultures all over the world, education rightly conceived has had two great goals: to help students become smart and to help them become good.”

– Thomas Lickona & Matthew Davidson, *Smart & Good High Schools* (2005)

The Power of One



Sandford McDonnell
CEO & Chairman of McDonnell
Douglas Aircraft
(now Boeing)

- Princeton trained engineer
- A founder and leader of the aerospace industry

**One who supported the
goodness and contribution of others**



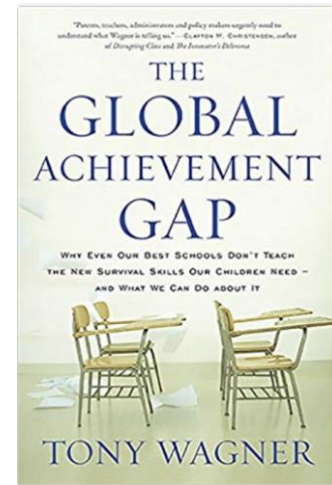


“We cannot always build the future for our youth. But we **can** and **do** build the youth for our future.”

*-- Franklin D. Roosevelt,
US President*

Tony Wagner's 21st Century Skills List

- CRITICAL THINKING & PROBLEM SOLVING
- COLLABORATION ACROSS NETWORKS & LEADING BY INFLUENCE
- AGILITY & ADAPTABILITY
- INITIATIVE & ENTREPRENEURSHIP
- EFFECTIVE ORAL & WRITTEN COMMUNICATION
- ACCESSING & ANALYZING INFORMATION
- CURIOSITY & IMAGINATION



What's Missing?



“To educate a person
in mind and not in
morals is to educate a
menace to society”

US President Theodore Roosevelt

What is Character?

The complex constellation of individual characteristics - the aggregate of which form the individual nature of a person.

What is Good Character?

Good character consists of **understanding, caring** about, and **acting upon core ethical values.**

- Character Education Partnership

**Values
Virtues
Character**



What is Character Education?

Systematic initiatives to foster student character development.

BY ANY OTHER NAME....

Virtues Education

Moral Education

Values Education

Pro-social Education?

Non-Cognitive Factors

Social & Emotional Learning

Character Education

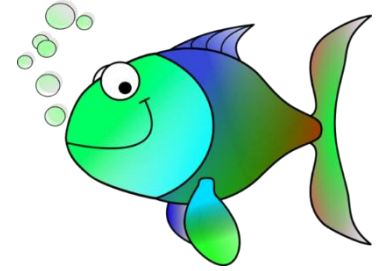
David Shield's (2011) Multi-Dimensional Model of Character:

1. Individual Character
 - 4 personal dimensions
2. Collective Character

Individual Virtue Dimensions

- Performance virtue
- Intellectual virtue
- Civic virtues
- Moral virtues

Our Collective Character is Manifest in our School's Culture/Climate



Personal Character

Performance Character

Intellectual Character

Civic Character

Moral Character

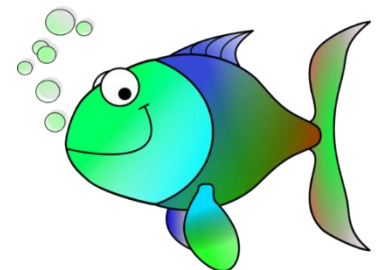
Collective Character

Culture of Quality & Excellence

Culture of Thinking

Culture of Engaged Service

Culture of Love and Justice



Research Question? What is Effective in Character Education?

- **What Works?**
- **For What Outcomes?**
- **With Whom?**
- **Under What Circumstances?**

What Works in Character Ed (WWCE): A Series of Interdisciplinary Literature Reviews

- WWCE (2005) Review of the Scientific Research Literature
- Updated WWCE (2012)
- Review of Reviews (2016)
- WWCE Meta-Analysis (in progress)

Much **credit and gratitude** goes to our research team and the funders that have made this work possible: The **John Templeton Foundation** funded the original interdisciplinary review of character education's evidence-base. Other funders including the **S.D. Bechtel Jr. Foundation**, **Harry S. Singer Foundation**, and the **Kern Family Foundation** have supported aspects of this ongoing work.

Relevant Literature was Identified via:

- Scientific Literature Database Searches
- Cross-Disciplinary Board of Experts
- Gov't Agencies & Professional Association Whitepapers

Finding 1. A Continuum of School Program Configurations have Produced Significant Positive Results

- **Whole school models**
- Single component strategies
- **Multi-Component programs**
- **Home grown programs**
- Commercial programs
- Academic/Researcher developed programs (theory tests)

Finding 2. Common Practices of 30 Evidence-based Programs

- Professional Development
- Parent Involvement and Training
- Role playing/Perspective-taking Activities
- Problem-solving/Decision-making Activities
- Self-management Skills Training and Awareness
- Peer Discussions
- Worksheets/Homework (individual work)
- Cooperative Learning
- Shared Reading/Story Telling
- Games

Review of Reviews Database

- *What Works in Character Education*
 - Berkowitz & Bier, 2005, 2007; Berkowitz, 2011; Berkowitz & Bier, 2016
- *CASEL “Safe and Sound”, meta-analyses, and review guides*
 - CASEL, 2005; Durlak, et al., 2011; www.casel.org
- *Eleven Principles of Effective Character Education* (www.character.org)
 - Beland, 2003
- Lovat’s review of effective Australian schools
 - Lovat et al., 2009
- Lickona’s compilations; e.g., *Smart and Good High Schools*
 - Lickona, 1991, 2004
 - Davidson et al., 2008; Lickona & Davidson, 2005

Broad Conclusions & Implications

- **Character virtues/strengths are malleable and can be influenced by educational interventions.**
- **Character virtues/strengths are important contributors to educational, employment, health & happiness outcomes.**
- **Character Program Implementation can positively influence academic achievement (school level standardized test scores)**

Table 1

RESEARCH REVIEWS Takes PRIME to PRIMED

Research -Based Practices

| | | Reviews: | WWCE | WWCE+ | Lovat | CASEL | EPPI | Hattie | Marzano |
|----------------------|----------------------------|----------|-----------|-----------|--------|--------------|-------------|----------|----------|
| | | Outcome: | Char/Acad | Character | Values | SEL/Academic | Academic | Academic | Academic |
| | | Input: | Character | Character | Values | SEL | Citizenship | Mixed | Academic |
| METHODS | | | | | | | | | |
| PRIORITIZATION | Professional Development | | √ | √ | | | | √ | |
| | Common Language | | | | √ | | | | |
| | School-wide Implementation | | √ | √ | √ | | | √ | √ |
| RELATIONSHIPS | Interactive pedagogy | | √ | √ | √ | √ | √ | √ | √ |
| | Family/Community Partic. | | √ | √ | √ | | | | √ |
| | Building Trust | | | √ | | | | | |
| | Focus on relationships | | | | | | | | √ |
| | Nurturance | | | √ | | | | | √ |
| INTRINSIC MOTIVATION | Real/Relevant curriculum | | | | | | √ | | √ |
| | Service to others | | √ | √ | √ | √ | | | |
| | Progressive Behavior Mgmt. | | √ | √ | | | | | √ |
| MODELING | Modeling | | √ | √ | √ | | | | |
| EMPOWERMENT | Empowerment | | | √ | | | | | √ |
| OTHER | Direct Instruction | | √ | √ | √ | √ | | | |
| | Inquiry-based education | | | | | | | √ | √ |
| | Recognition | | | | | | | | √ |
| | High expectations | | | √ | | | | √ | √ |
| | Safe Schools | | | | | | | | √ |
| | Reflection | | | | √ | | | | √ |

WWCE: Berkowitz & Bier (2005a)

WWCE+: Berkowitz (2011)

LOVAT: Lovat et al. (2009)

CASEL: Durlak et al.(2011)

EPPI: EPPI (2005)

HATTIE: Hattie (2009)

MARZANO: Marzano (2003a, 2003b, 2007)

PRIMED: Empirically Based Tool for Implementing Effective Character Ed.

Berkowitz, Bier, & McCauly (2016)

- **P**rioritizing
- **R**elationships
- **I**ntrinsic motivation
- **M**odeling
- **E**mpowerment
- **D**evelopmental

Prioritization

Authentic Prioritization of Character and
Social Emotional Development in School

Halls & Walls - place

When you give the aliens a school tour...

- What is in the halls?
- What is on the walls?
- Which students are represented?
- What *Ambient Learning* taking place?
 - *Tom Hoerr (2019)*



Prioritization

- **Rhetorical emphasis**
 - E.g., Shared goals and values
- **Allocation of resources**
 - E.g., Investment in professional development
- **School and classroom climate**
 - E.g., Trust in teachers
- **School-wide structures**
 - E.g., Comprehensive approach to c.e.
- **Leadership**
 - E.g., Principal competently leads the initiative

Indicators of Prioritization

- What gets **talked about**
 - Mission statement
- What gets **supported**
 - Resource allocation
- What and who gets **measured**
 - Adult Culture ??
- What gets **selected**
 - Hiring selection criteria
- What gets **recognized**

Relationships

- **Relationships within the school**
 - E.g., Peer interactive pedagogy (such as cooperative learning)
 - E.g., Teaching interpersonal skills (SEL)
 - Faculty Book Groups
- **Relationships beyond the school**
 - E.g., Relationships with family/parents
 - Purposive hospitality
 - E.g., Relationships with community members

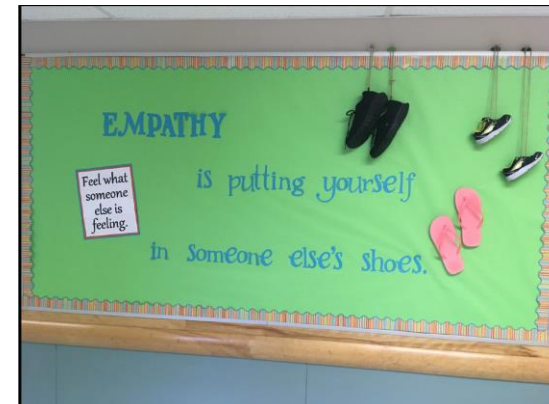


Intrinsic Motivation

Promotion of the Internalization of Core Values/Virtues Through Intrinsic Motivational Strategies

Intrinsic Motivation

- **Character approach to behavior management**
 - E.g., Developmental Discipline
 - E.g., Empathy
- **Focus on self-growth**
 - E.g., Opportunities for revising one's work/efforts
 - Goal setting (training and opportunities)
- **Service**
 - E.g., Opportunities for moral action
 - E.g., Community service and/or service learning



Modeling

All Adults and
Older Students
Model Core
Values/Virtues
and Social-
Emotional
Competencies

What is empathy?

You know how someone feels,
you care and want to help.

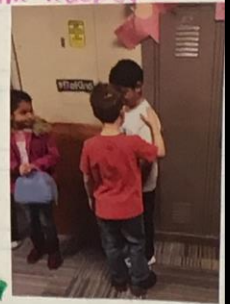
What does it look like?



helping
someone
that fell
get back
up.)



told the others
to stop being mean
• gave hugs
• helped her tell
the teacher



How can I show it?

* saying I'm sorry.

* I ~~do~~ understand but I
don't agree.

* Ask someone to play with you.

• rub a shoulder
• Say 'I understand'

Modeling

- E.g., Role modeling and/or mentoring
- E.g., Studying exemplars
- E.g., Telling the school's stories (how we "be" here) from one generation to new students, new teachers, new families.



Empowerment

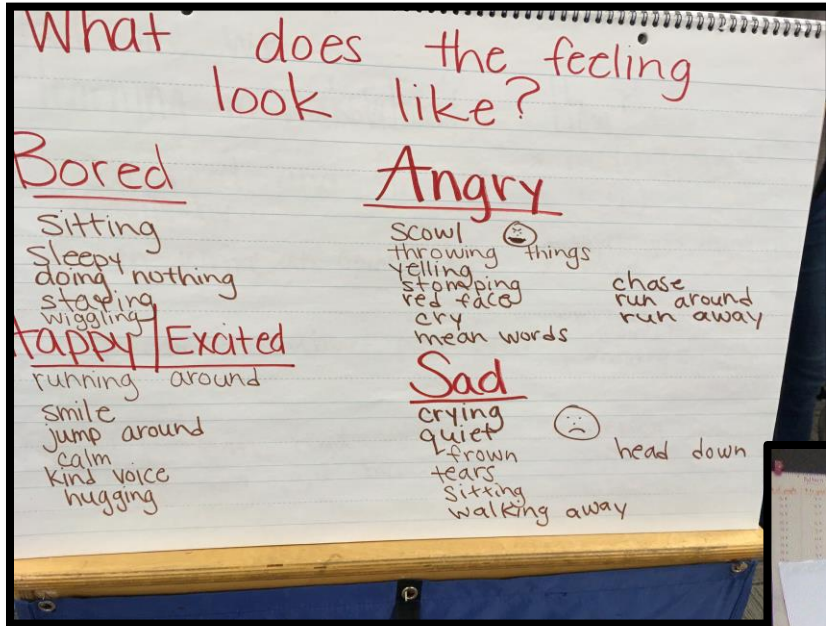
Schools Empower Stakeholders as Co-owners and Co-Authors of the Character Education Initiative (and the School in General ??)

- E.g., Shared leadership
- E.g., Democratic classrooms

Examples of Student **E**mpowerment

- Democratic student government
- Class meetings
- Training and using peer mediation
- Student guided curricula (e.g., project based learning)
- Student run honor system
- Student advisory committee
- Culture of staff collaborative decision-making

Students Interactive Co-Construct



Developmental Pedagogy

Schools Intentionally Foster the Development of Student Character and Social-Emotional Competence and Utilize Methods that are Developmental in Purpose

- **Sustained Commitment**
 - PD
 - Time for Collaboration
- **Teaching Character**
 - E.g., Teaching SEL competencies
 - E.g., Integrating character concepts in the curriculum
- **Expectations for Growth**
 - E.g., High expectations/Pedagogy of Excellence
- **Opportunities for Practice**
 - E.g., Role-playing

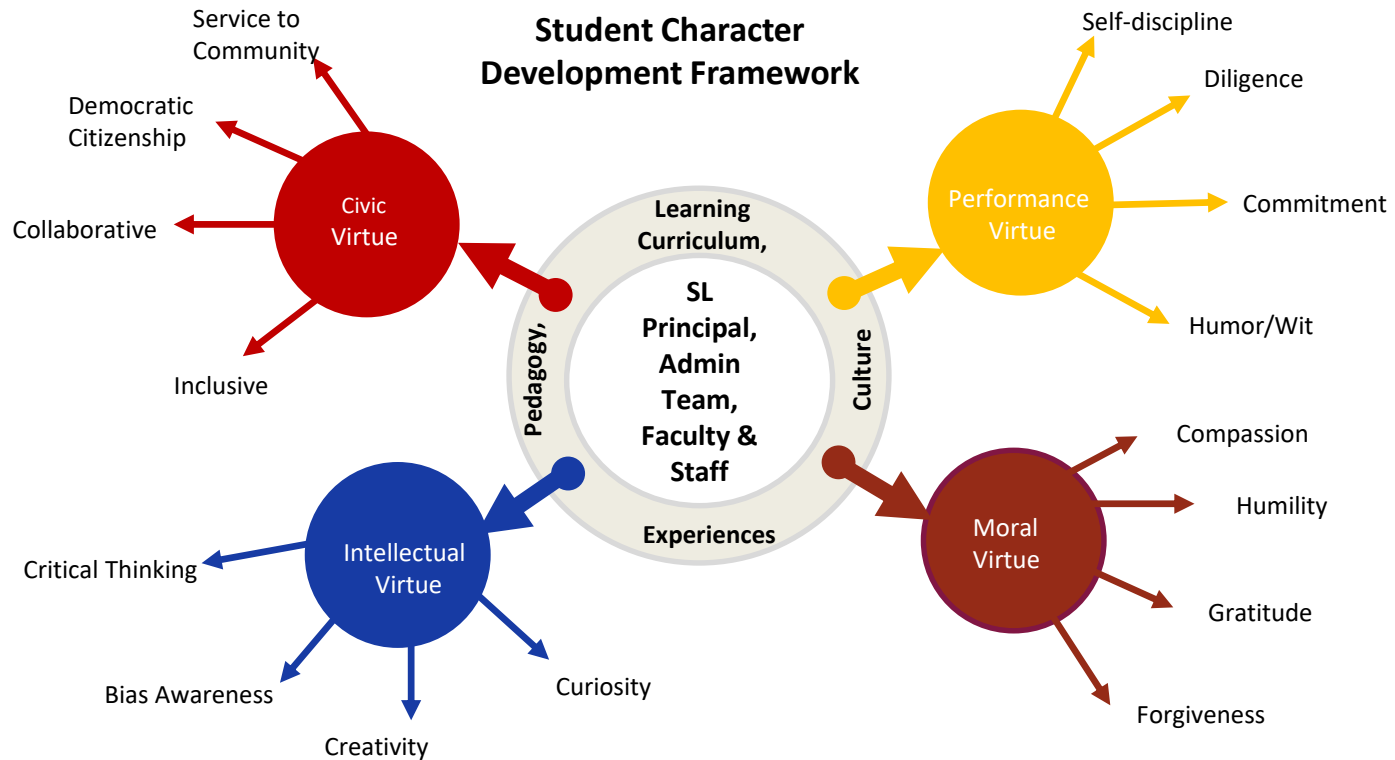
Developmental Pedagogy

- **Teaching Character**
 - E.g., Teaching SEL competencies
 - E.g., Integrating character concepts in the curriculum
- **Expectations for Growth**
 - E.g., High expectations/Pedagogy of Excellence
- **Opportunities for Practice**
 - E.g., Role-playing

The Big Picture

- **Why** care about character?
 - “Character is destiny” – Heraclitus
 - There is no moral world without people of character
 - Ask yourself:
 - What kind of world do you want to live in?
 - What kind of people do you want to live with/near?
 - What kind of people do you want to work with?

What? A Character Education Model Tool?



What is EFFECTIVE character education?

Effective character education employs strategies and activities that utilize an understanding of the psychology of character development and how these psychological mechanisms dynamically interact with the complex ecology in which students, teachers, and families operate. It is thoughtful, intentional, and reflective.

How: PRIMED Design Principles:

Prioritize character
education

Relationships are the
building blocks

Intrinsic motivation
must be nurtured

Model good
character

Empower all
stakeholders

Developmental
Pedagogy

