Educating for Character

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Challenges of 21st Century Teaching

- **Greater Need for Education** in Society
- **Higher Standards** for Learning
- **More Diverse Students** with Greater Educational Needs
- **Greater Expectations** of Schools for Ensuring Success
- **Greater Social Needs** for Humane Education

21ST-CENTURY SKILLS DEFINED

ATC21S started by internationally defining 21st-century skills as four broad categories.

WAYS OF THINKING

· Creativity and innovation

· Critical thinking, problem-solving, decision-making

· Learning to learn/metacognition (knowledge about cognitive processes)

TOOLS FOR WORKING

· Information literacy

· Information and communicatio technology (ICT) literacy

WAYS OF WORKING

· Communication

· Collaboration (teamwork)

WAYS OF LIVING IN THE WOR

· Citizenship – local and global

· Life and career

· Personal and social responsibility — including cultural awareness and competence

Toward What Ends?

- Resolving conflict
- Sustaining the earth
- Sustaining people

  -- Employment

  -- Food and shelter

  -- Clean water

- Nurturing peaceful collaboration
- Developing new products, solutions, strategies for living and learning

For students -- and the earth -- to survive and succeed, we need to cultivate

- Personal responsibility and
- Social responsibility, developed through
- Mindfulness, Curiosity, Resilience,
- Ethics, Courage, and Leadership

Developing Caring

"For a person 18 years of age to graduate from high school without ever having had to do a piece of work on which somebody else truly depended; without ever having cared for, or even held, a baby; without ever having looked after someone who was old, ill, or lonely; or without ever having comforted or assisted another human being who really needed help. . . No society can long sustain itself unless its members have learned the sensitivities, motivations, and skills involved in assisting and caring for other human beings."

(Urie Brofenbrenner)

Where are We? U.S. Data:

Across 148,000+ 6th to 12th graders,

- Only 29-45% of the students reported they had social competencies such as empathy, decision-making, and conflict resolution skills
- Only 29% indicated that their school provided a caring, encouraging environment.
- 30% of high school students engage in multiple high-risk behaviors such as substance abuse, sex, violence, and attempted suicide.

(Durlak et al., 2006)

What Kind of Schools Can Create these Abilities?

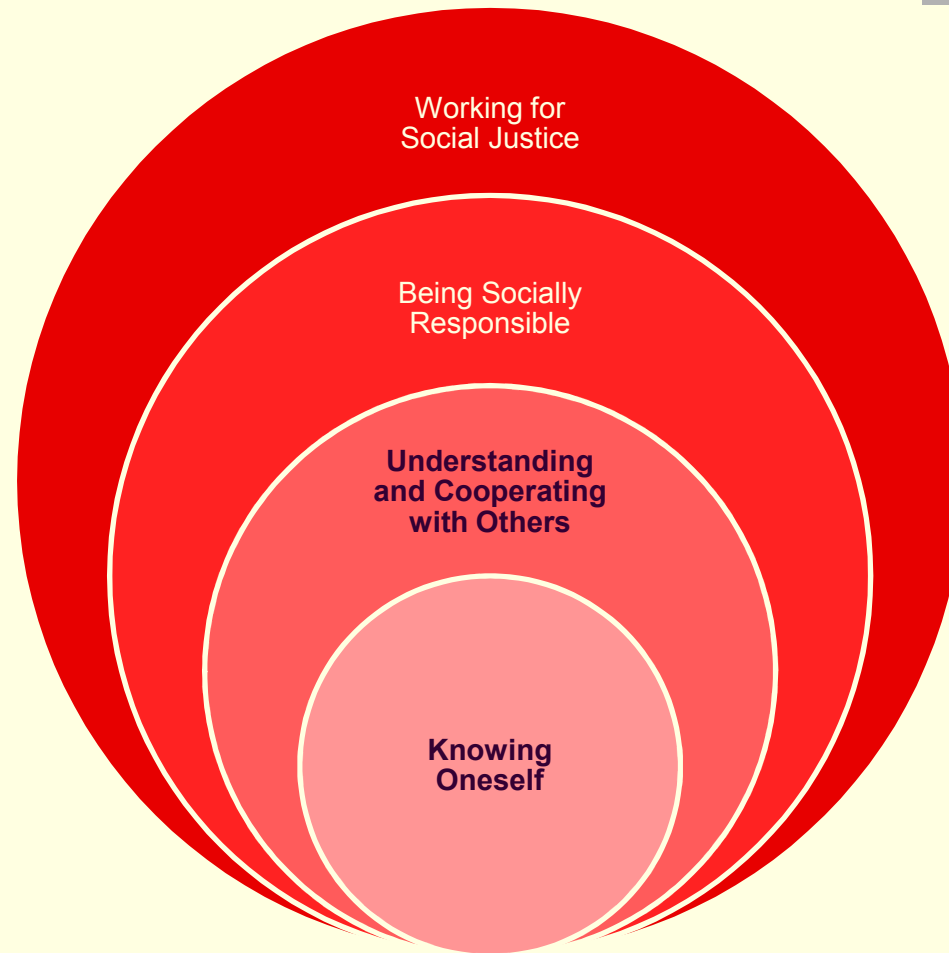# Social Emotional and Social Justice Learning

- **El Puente Academy for Peace & Justice**

  New York City

- **Fenway High School**

  Boston, Massachusetts

- **International Studies Academy**

  San Antonio, Texas

- **East Palo Alto Academy**

  East Palo Alto, California

Social & Emotional Learning Core Competencies

Source: Center for Academic, Social, and Emotional Learning

Developing Character: From Social-Emotional Learning to Social Justice

Working for
Social Justice

Being Socially
Responsible

**Understanding
and Cooperating
with Others**

**Knowing
Oneself**

Source: L. Darling-Hammond, SCOPE

Nurturing Consciousness

"Adolescents need see themselves as part of a larger world that stretches beyond their neighborhood and community to the country and a larger world. Nurturing global consciousness requires that young people experience a caring environment, have opportunities to engage in decision-making and prosocial action, see prosocial behavior modeled by adults, develop skills such as perspective taking and conflict resolution, and have opportunities to confront injustice." (Lantieri, 2005)

Schoolwide Practices

- **Training in Mindfulness and Self-Awareness**
- **Explicit Teaching for**
  - **-- Personal Responsibility**
  - **-- Social Responsibility**
  - **-- Empathy**
  - **-- Conflict Resolution**
- **Use of Restorative Justice**

Habits of Mind and Heart

Habit 1: Personal Responsibility	Habit 2: Social Responsibility	Habit 3: Critical and Creative Thinking		Habit 4: Application of Knowledge	Habit 5: Communication
Be Present *Show up with full attention*	**Collaborate effectively**	**Ask** *Pose Problems*	**Reflect** *Identify strengths & weaknesses*	**Understand Content** *Meet curriculum standards*	**Communicate Key Ideas** *Be clear & persuasive*
Be Punctual *Attend to expectations around time*	**Interact respectfully** *Resolve conflict*	**Predict** ***Hypothesize*** *Estimate Infer*	**Connect** *Make connections Answer "So what?"*	**Demonstrate Disciplinary Skills** *Apply skills; mode of inquiry*	**Organize Thoughts** *Impose structure and create flow*
Prepare *Think ahead, plan, and be ready*	**Build Community** *Foster healthy relationships*	**Investigate** *Gather and Organize Evidence*	**Revise** *Seek other perspectives Revise work*		**Present Ideas Orally and in Writing** *Ensure audience understands*
Produce and Participate *Complete work and engage in class discussion*	**Take Responsibility for Actions** *Exhibit Honesty and Integrity*	**Answer** *Analyze Synthesize Justify Imagine Create*			**Present Ideas Visually** *Use graphic representations effectively*

Successful social-emotional learning programs:

- Teach how to apply social-emotional skills both in and out of school
- Build connections to school by creating caring and engaging learning environments
- Provide developmentally and culturally appropriate instruction
- Offer psychologically safe environments
- Address the cognitive, affective, and social dimensions of learning
- Encourage family and school partnerships

Curricular Practices

- **Project-Based Learning / Exhibition**
  **-- Developing and Defending Ideas
  (Curiosity, Courage, Resilience)
  -- Culture of Revision and Redemption
  (Perseverance, Growth Mindset)**
- **Community Engagement/ Problem-Solving
  (Responsibility, Leadership)**
- **Community Service
  (Ethics, Responsibility)**

"Humanizing Pedagogy"

Humanization is "the process of becoming more fully human as social, historical, thinking, communicating, transformative, creative persons who participate in and with the world."

Educators must "listen to their students and build on their knowledge and experiences in order to engage in … personalized educational approaches that further the goals of humanization and transformation…"   (Paulo Freire)

A Student Reflects on Social Responsibility

" EPAA made me realize that there's more to education than just knowing things, but that we should learn to have the ability of teaching others, to become aware of our surroundings, and to improve our life while making the world around us better."

Developing Student Agency

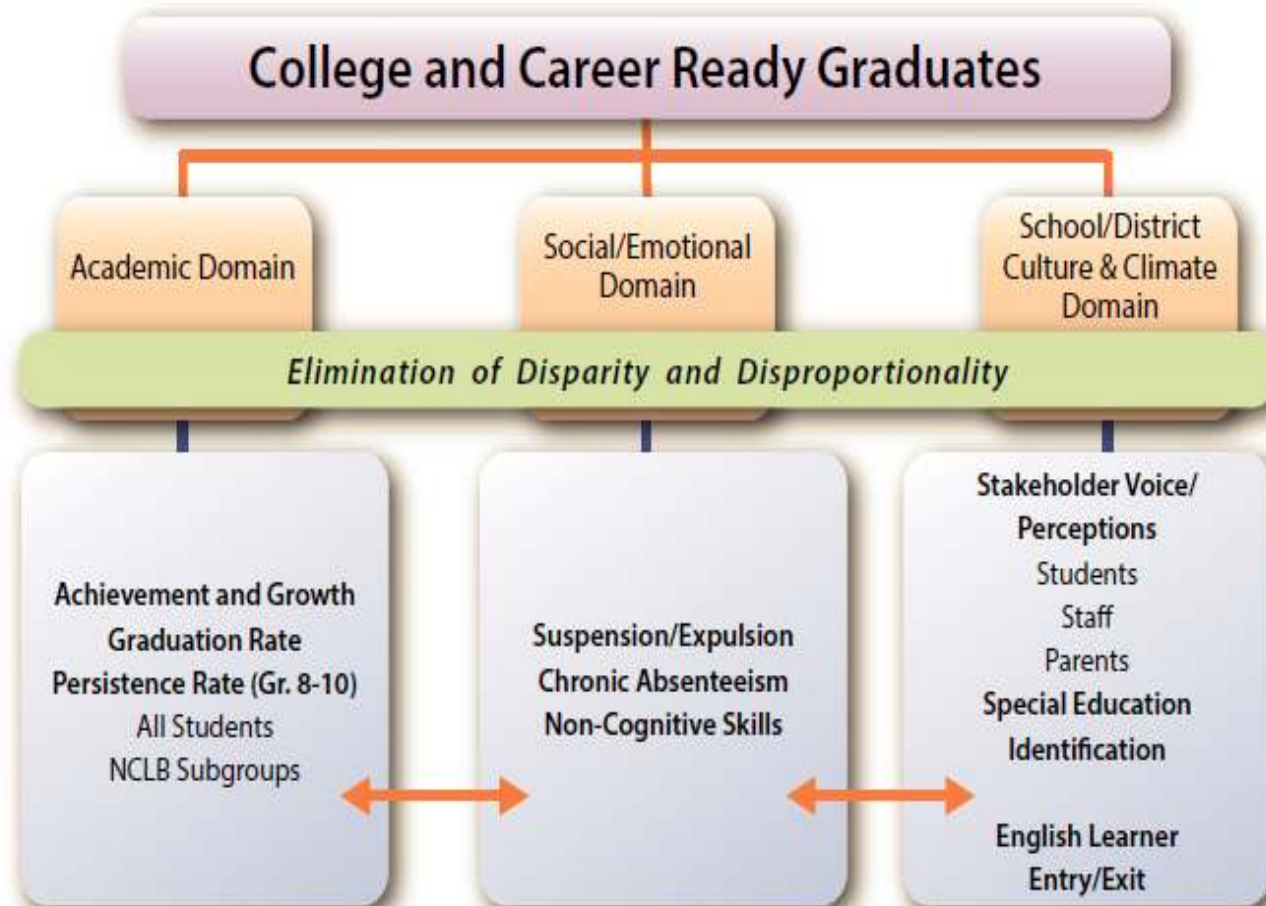| Dependent learners	Independent learners
Rely heavily on the teacher	Are self-reliant
Cannot make decisions about their learning	Can make informed decisions about their learning
Do not know their own strengths and weaknesses	Are aware of their strengths and weaknesses
Do not connect classroom learning with the real world	Connect classroom learning with the real world
Think that the teacher is wholly responsible for their learning	Take responsibility for their own learning
Do not know the best way to learn something	Know about different strategies for learning (generally and personally)
Do not set learning goals.	Plan their learning and set goals.
Work only when extrinsic motivators such as grades or rewards are offered	Are intrinsically motivated by making progress in learning
Do not reflect on how well they are learning and why	Often reflect on the learning process and their own progress

Teaching for Student Agency

1. Create complex, authentic tasks worth doing
2. Plan for choice and inquiry
3. Connect tasks to authentic assessments
4. Build effective scaffolding that supports competence, confidence, and motivation
5. Support self- and peer-assessment and revision
6. Build reflection & extension into learning
7. Enable collaboration & peer learning
8. Develop social-emotional skills
9. Identify strengths, learning styles, and goals
   with students
10. Support student decision making, social responsibility, and leadership

Strategies to Support Professional Learning

- Collaborative curriculum / assessment development
- Engagement in shared decision making
- Action research about the effects of teaching on student engagement and learning in all domains
- Case studies of students
- Shadowing
- Modeling of choice-based, well-scaffolded, authentic learning opportunities

Strategies to Support New Accountability

College and Career Ready Graduates

Academic Domain	Social/Emotional Domain	School/District Culture & Climate Domain

Elimination of Disparity and Disproportionality

Achievement and Growth Graduation Rate Persistence Rate (Gr. 8-10) All Students NCLB Subgroups	Suspension/Expulsion Chronic Absenteeism Non-Cognitive Skills	Stakeholder Voice/ Perceptions Students Staff Parents Special Education Identification English Learner Entry/Exit

CORE Districts Accountability Structure

The Basis for Character Education

"We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been a child like you... and when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work -- we must all work -- to make this world worthy of its children."

-- Pablo Casals