

# ASCD Session 1409

## “Character Education: Foundational Practice or Curricular Add-on?”



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# Who Am I?



# Essential Questions



1. What do we mean by “Character Education” (and what do we NOT mean)?
2. How do classroom instructional (and assessment) practices impact the development of intellectual character?
3. How does the development of intellectual character relate to improved academic outcomes?

# Can we name Intellectual Character?



# Is this 'all' we want?



# What is the end goal of these traits?



# Character Ed – a caricature of our real aims?



# How Colleges Name Intellectual Character



	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement							
Intellectual promise							
Quality of writing							
Creative, original thought							
Productive class discussion							
Respect accorded by faculty							
Disciplined work habits							
Maturity							
Motivation							
Leadership							
Integrity							
Reaction to setbacks							
Concern for others							
Self-confidence							
Initiative, independence							
OVERALL							

# Character Education: Definition



**Character Education**=  
the process of  
developing/ nurturing/eliciting  
**POSITIVE** learning dispositions  
for **LIFE.**

# KEY DEFINITION:

## What is a Learning Disposition?



**A TENDENCY TO EXHIBIT**

[FREQUENTLY, CONSCIOUSLY,  
VOLUNTARILY]...

**A PATTERN OF BEHAVIOR...**

**DIRECTED TOWARD A GOAL.**

(LILLIAN KATZ, 1993)

# CHARACTER EDUCATION JEOPARDY



## ELLI

(Crick & Broadfoot)

## CCTDI

(Facione & Facione)

## Thinking Dispositions

(Perkins & Tishman)

## BLOOM'S TAXONOMY

## HABITS OF MIND

(Kosta & Callick)

## Learning Disposition Grid (LDG)

(Carr & Claxton)

## PERFORMANCE and MORAL CHARACTER

(Lickona & Davidson)

## LEARNING DISPOSITION MOSAIC

Links to slides at the end of the presentation

# Hyde School's Five Words Intellectual and Moral Character



# Core Assumption

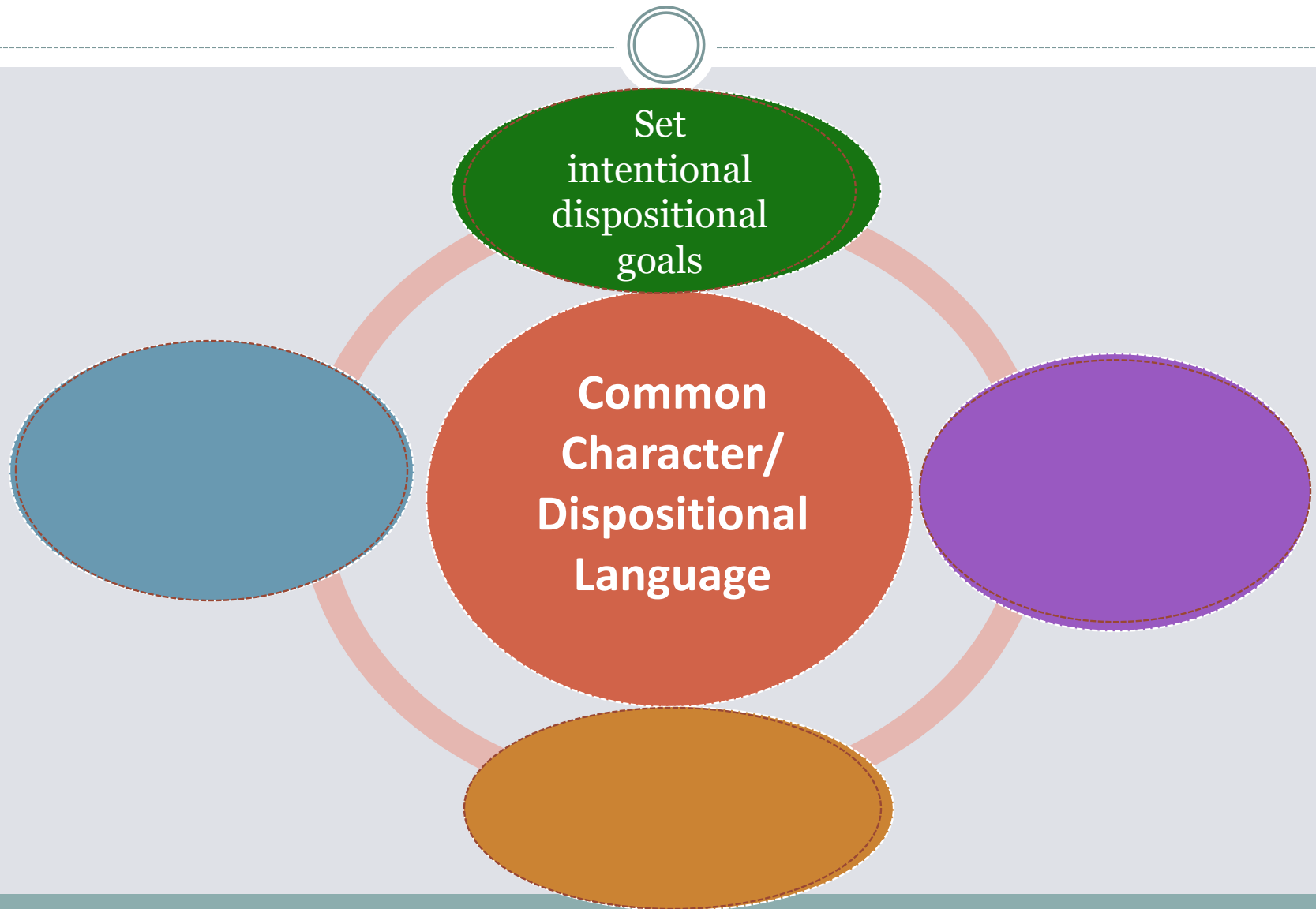


**Classroom practices influence the development of positive learning dispositions/Intellectual character**



(Melissa Gresalfi, “Taking Up Opportunities to Learn,” 2009)

# Steps to making Academic Character Foundational:



Goal Setting in UBD:

# Split-Screen Thinking

(Guy Claxton, 2007)



**Traditional Learning Targets**

**Dispositional Targets**

# Understanding by Design (UbD) meets Learning Dispositions...



Stage 1: Desired Results (Goal-Setting)

Skills

**LEARNING DISPOSITION**

Knowledge



Stage 2: Assessment Evidence



Stage 3: Learning Plan

# Goal-Setting using Split Screen Thinking



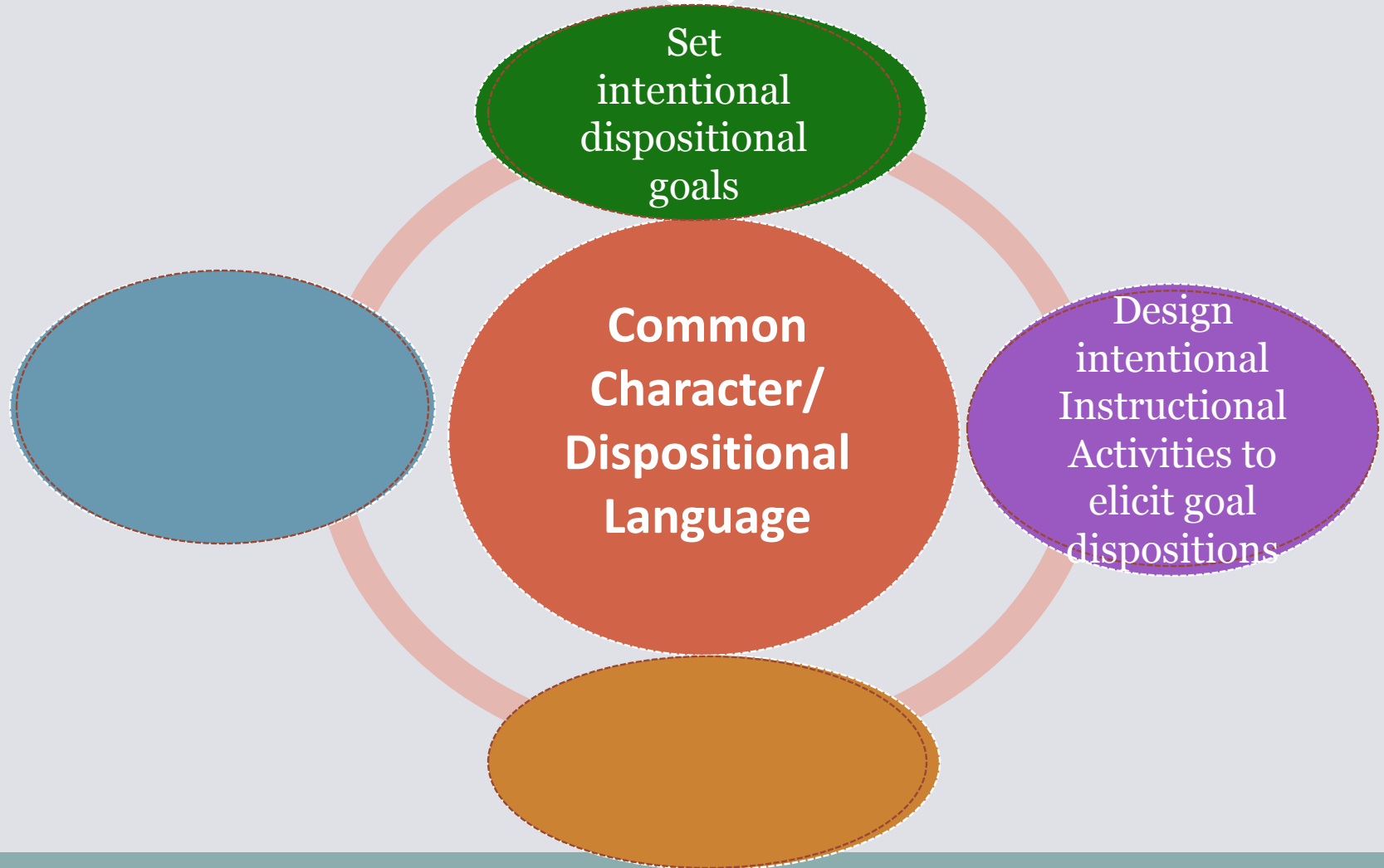
**Designing for Content-mastery**

**Designing for Disposition**

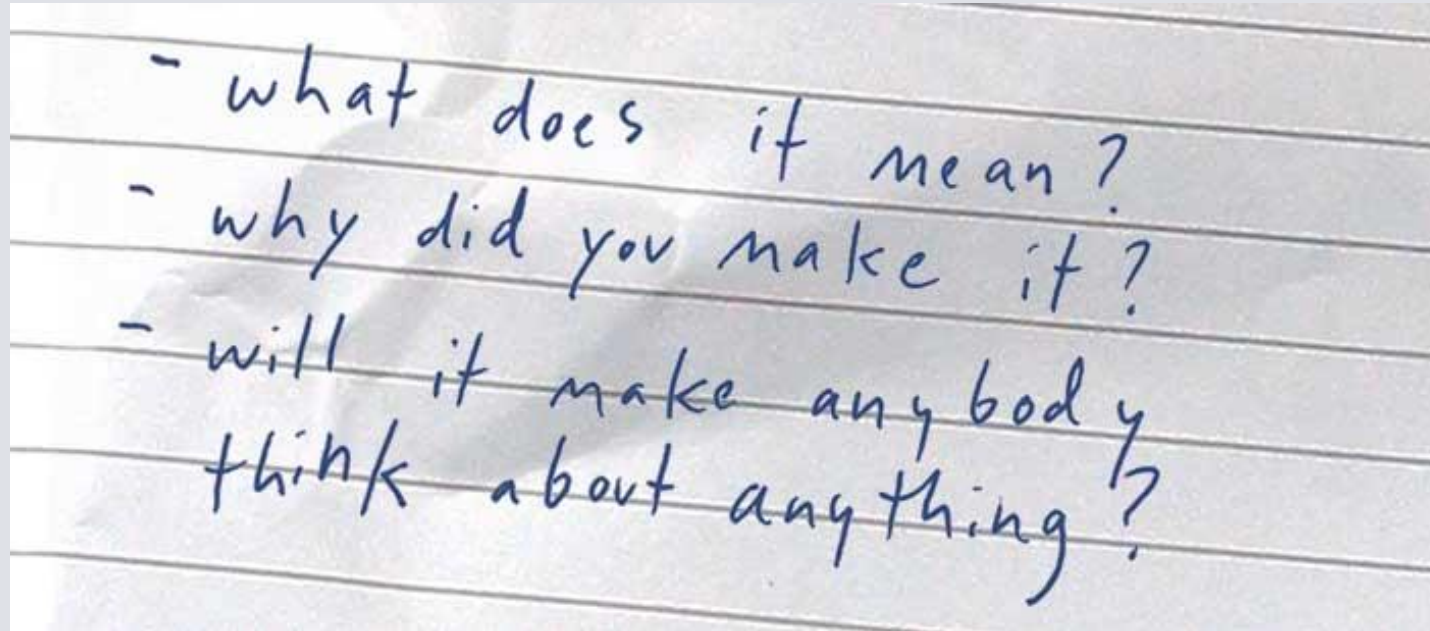
Think about your last lesson (for students or teachers).

Did you have intellectual character / learning disposition targets in mind?

# Making Academic Character Foundational: Step 2

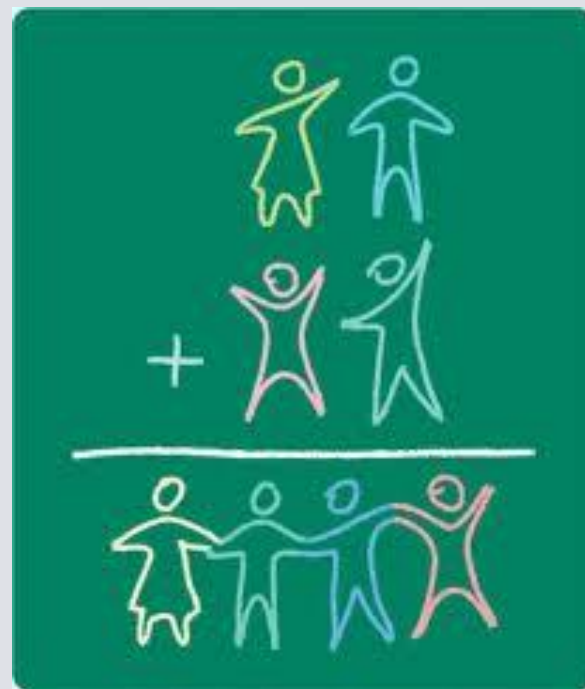


# Designing Activities for curiosity, persistence: Humanities or Science: “Question Conferences”



students can only ask questions—NOT provide answers...

# Designing Activities for courage and humility: Math: “Chalk talk”



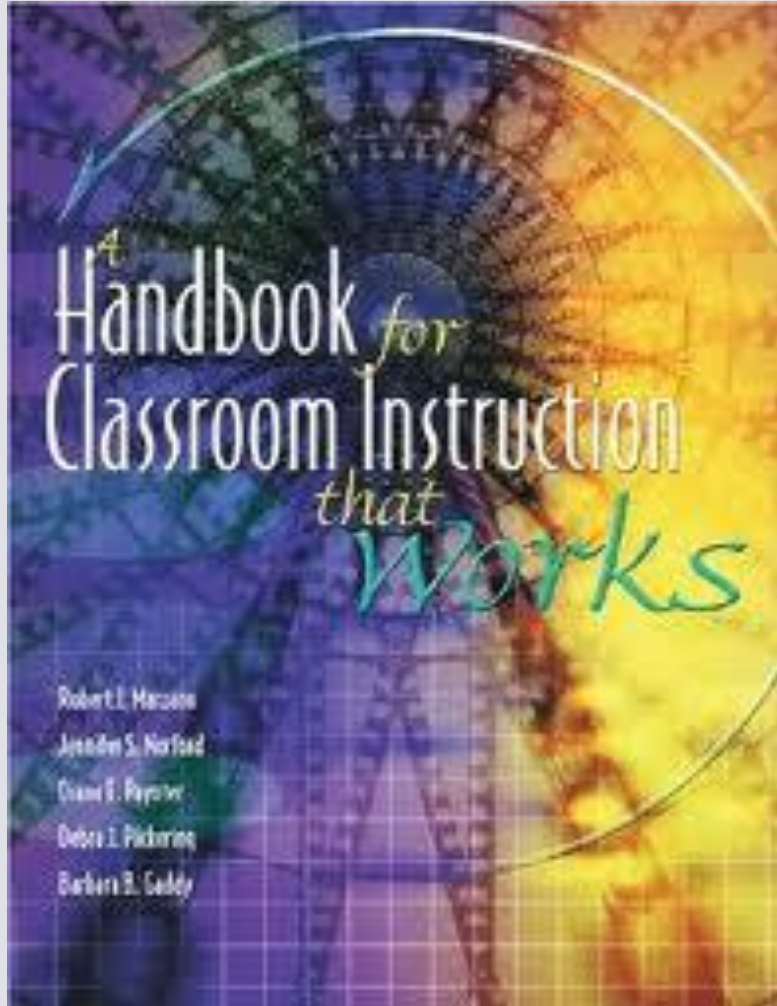
# Designing Activities for perseverance and curiosity: Math: “The Rule of 4”



<p><b>Geometric (Visual)</b></p> <p style="text-align: center;"><math>2 + (w + 4)</math></p> <p style="text-align: center;"><math>w + 4</math></p>	<p><b>Numeric (Tables)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Width</th> <th>length</th> </tr> </thead> <tbody> <tr> <td>Red rectangle</td> <td><math>w</math></td> <td><math>w + 4</math></td> </tr> <tr> <td>Blue rectangle</td> <td><math>2w</math></td> <td><math>2 + (w + 4)</math></td> </tr> </tbody> </table>		Width	length	Red rectangle	$w$	$w + 4$	Blue rectangle	$2w$	$2 + (w + 4)$
	Width	length								
Red rectangle	$w$	$w + 4$								
Blue rectangle	$2w$	$2 + (w + 4)$								
<p><b>Algebraic</b></p> <p><math>2(2 + (w + 4)) + 2(2w) = 42</math></p>	<p><b>Verbal / Written</b></p> <p>The blue rectangle has a perimeter of 42 meters. It is twice the width and 2 meters longer than the length of the red triangle.</p>									



# Instructional Strategies, Step 2: Designing Classroom Activities to Elicit Character



Marzano: Instructional Strategies that Work:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representation
6. **Cooperative Learning**
7. **Setting Goals and Providing Feedback**
8. Generating and Testing Hypotheses
9. Activating Prior Knowledge

# # 6 Cooperative Learning



**Group work that focuses on collaborative process—ensuring that ALL in a group understand a concept**

# Mrs. S & Collaborative Learning



video

# Mrs. H. & Collaborative Learning



video

# UbD meet Learning Dispositions...



## Stage 1: Desired Results

Skills

**LEARNING DISPOSITION**

Knowledge



## Stage 2: Assessment Evidence

Performance

**OTHER: Teacher Observation, Self-Assessment**

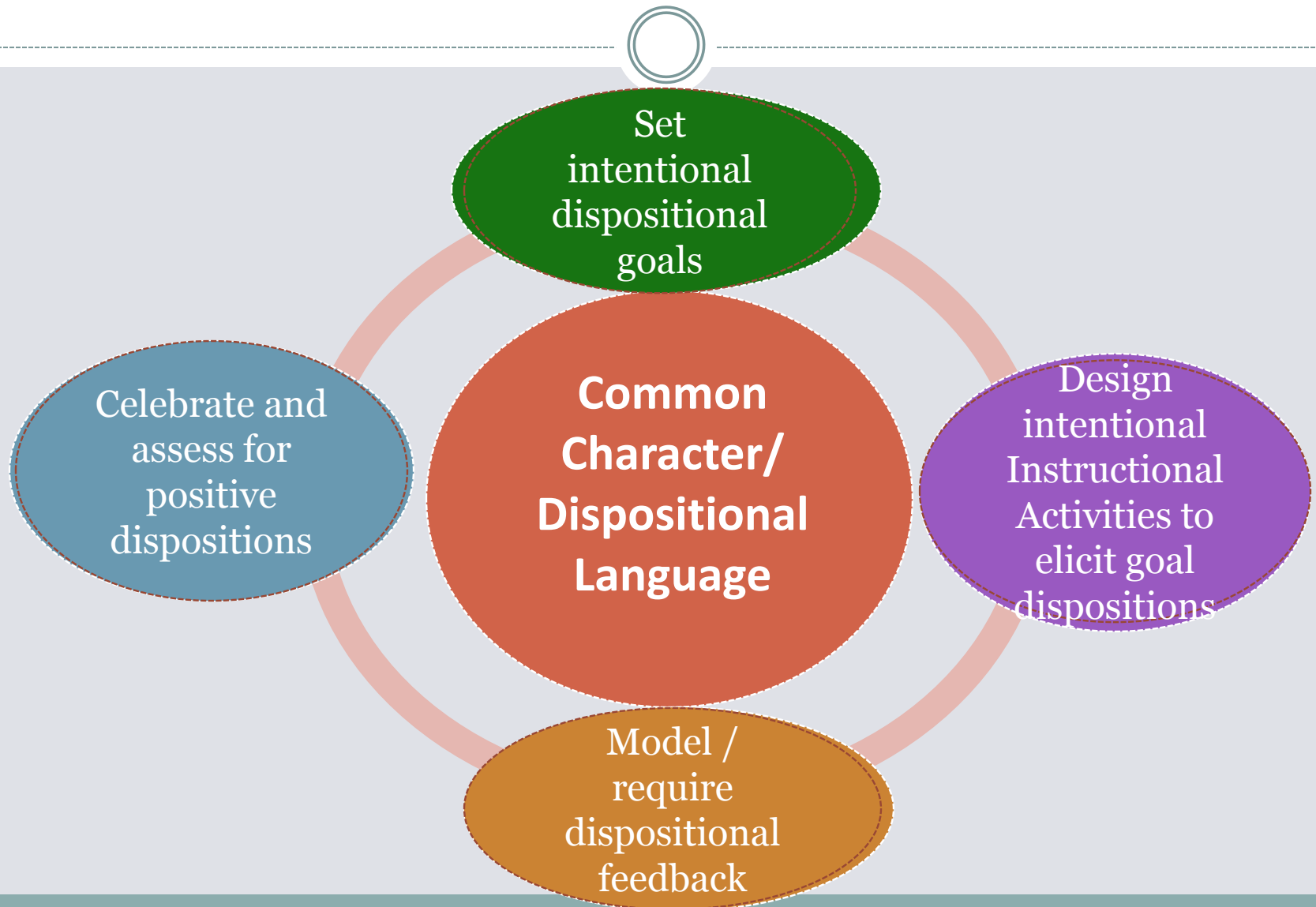


## Stage 3: Learning Plan

Learning Activity

**Feedback**

# Steps to making Academic Character Foundational:



# Character Education is Foundational...



“Help us by giving feedback about this session.

You are currently attending **session 1409**.

Please visit [www.ascd.org/evaluations](http://www.ascd.org/evaluations) to let us know how it went.”

# Further Resources



- [ktruluck@hyde.edu](mailto:ktruluck@hyde.edu) & <http://www.hyde.edu/2010/03/16/blogs/according-to-truluck/character-education/>
- [youngsu@portlandschools.org](mailto:youngsu@portlandschools.org)
- [Blogs.portlandschools.org/learning dispositions](http://Blogs.portlandschools.org/learning-dispositions)  
(last year's Assessment presentation + hyper-linked bibliography to research articles)

# Making Character Instruction Foundational



**SOW A THOUGHT, REAP AN ACTION.  
SOW AN ACTION, REAP A HABIT.  
SOW A HABIT, REAP A CHARACTER.  
SOW A CHARACTER, REAP A DESTINY.**

**(RALPH WALDO EMERSON)**



**Crick &  
Broadfoot:  
ELLI**

**Effective  
Lifelong  
Learning  
Inventory**

## **7 Dimensions of “Learning Power”**




- ◆ Changing & Learning (learning is “learnable”)
- ◆ Meaning-Making (making connections)
- Critical Curiosity
- ◆ Creativity
- ◆ Learning Relationships (interdependence)
- ◆ Strategic Awareness
- ◆ Resilience





**CCTDI:  
Facione &  
Facione  
California  
Critical  
Thinking  
Dispositions  
Inventory**


- 
- ◆ Truth-seeking/open-mindedness
  - ◆ Inquisitiveness
  - ◆ Analytic-ity
  - ◆ Systematic-ity
  - ◆ Critical Thinking
  - ◆ Self-confidence
  - ◆ Maturity of Judgment





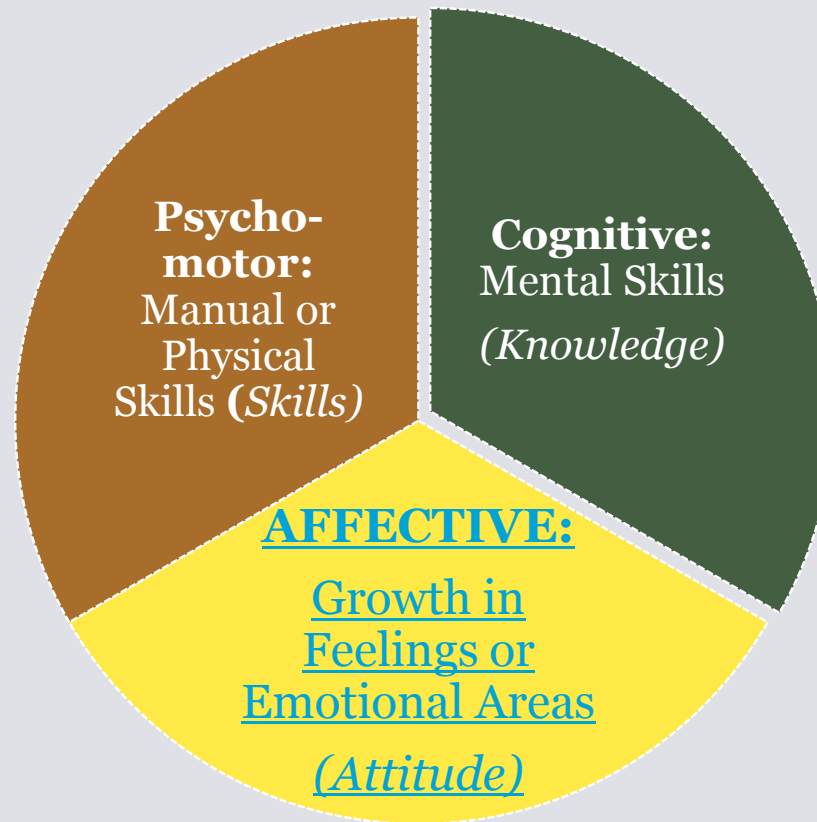
## Thinking Dispositions (Perkins & Tishman)

Disposition to ....

- 
- ◆ Be broad and adventurous
  - ◆ Sustain intellectual curiosity
  - ◆ Clarify and seek under-standing
  - ◆ Be planful and strategic
  - ◆ Be intellectually careful
  - ◆ Seek and evaluate reasons
  - ◆ Be metacognitive



# Bloom's THREE Domains of Learning



# Bloom's Taxonomy



**Characterize:**  
student exerts  
influence on own behavior  
so it comes in line with  
formed value or belief.

Student acts and practices consistently with personal value.

**Organize:** student compares, relates  
and elaborates on learning.

Student defends, modifies, and prioritizes beliefs.

**Value:** student expresses an opinion.

Student accepts or commits to a stance or action.

**Respond:** student reacts in some way.

Student questions ideas, participates with voice and body, and *suggests interpretations*

**Receive:** student passively pays attention: Student shows up, takes an interest, *takes notes*





**Costa & Kallick**

# The Sixteen HABITS OF MIND



Persisting	Thinking about thinking
Thinking and communicating clearly	Striving for accuracy
Managing impulsivity	Finding humor
Gathering data through all senses	Questioning and posing problems
Responding with wonderment and awe	Thinking interdependently
Creating, imagining, innovating	Taking responsible risks
Thinking flexibly	Remaining open to continuous learning
Listening with understanding and empathy	Applying past knowledge to new situations

# Lickona & Davidson

## Performance Character

### *Mastery or Task Orientation*

- Diligence
- Perseverance
- Reliability
- Strong work ethic
- Persistence
- Positive attitude
- Self-disciplined
- Creativity
- Ingenuity

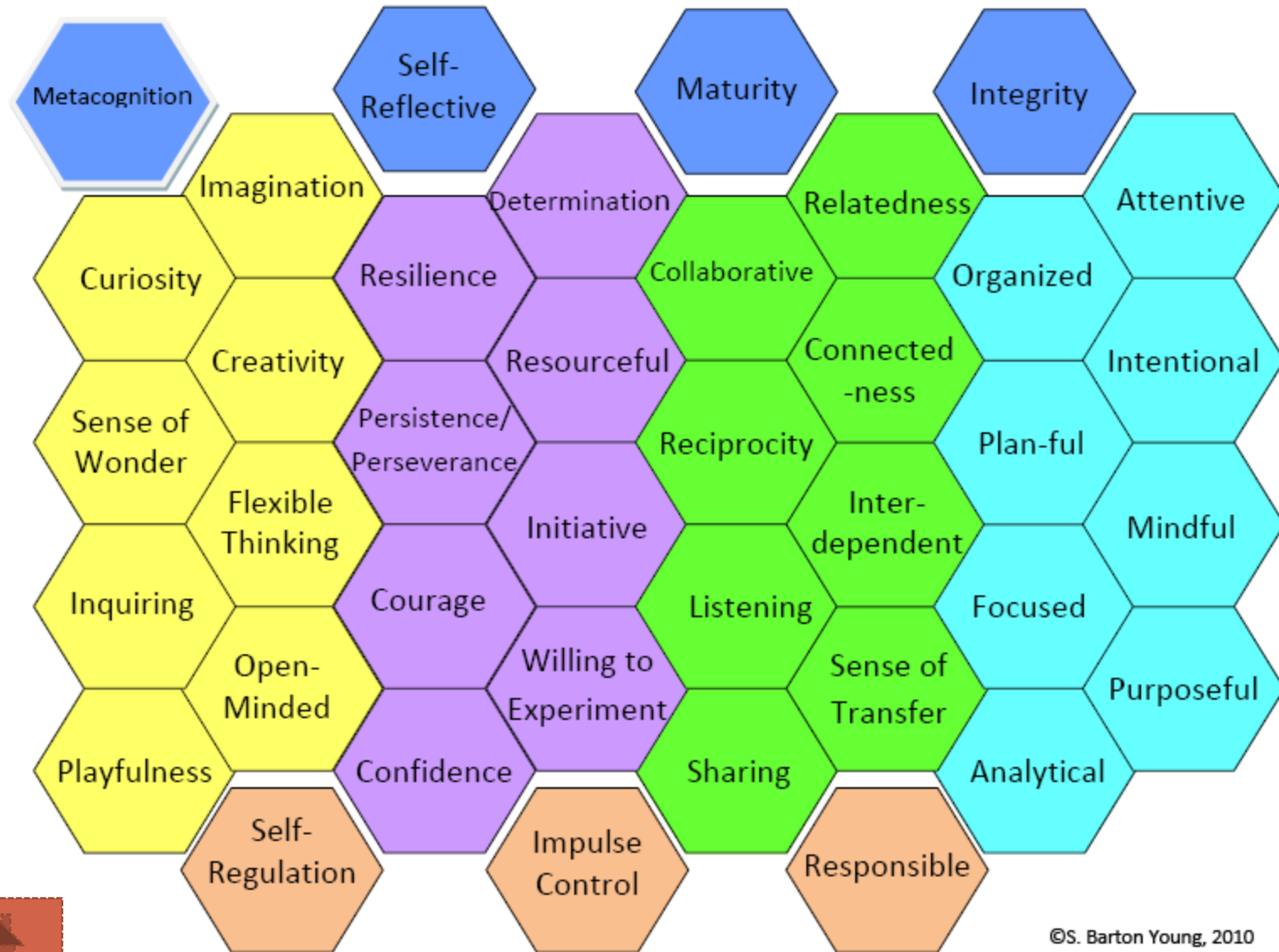
## Moral Character

### *Relationship Orientation*

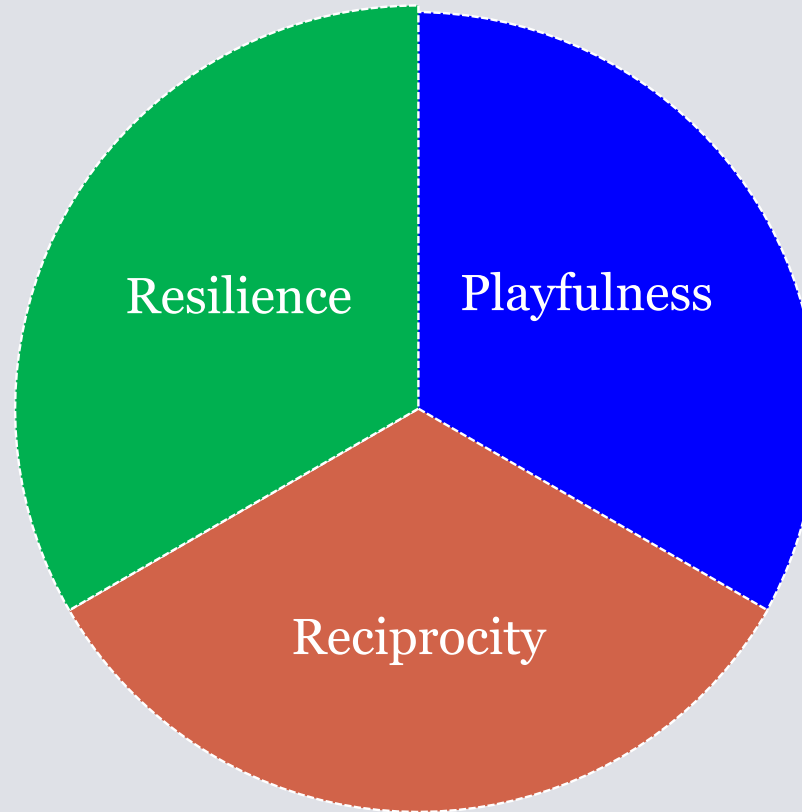
- Respect
- Caring
- Honesty
- Empathy
- Fairness
- Cooperation
- Integrity
- Citizenship
- Loyalty



# Learning Dispositions Mosaic



# Carr & Claxton (2002): Learning Disposition Grid



# Step 1: Establish Dispositional Learning Targets



In this ELA unit on **revision**, we focus on....

Perseverance.



# Step 1: Establish Dispositional Learning Targets

