Smart and Good Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond

1. Overview of Smart and Good Schools

- Education has traditionally focused on both academic and character development—schools historically have had two great goals: to make students smart, and to make them good.

- The Smart and Good Schools Study provides a new body of research that captures what works in character education—what the best practices are that define high performing schools around the country.

- The report is based on Promising Practices that build strengths of character that help youth lead productive, ethical and fulfilling lives.

- It offers an expanded view of character education that includes cultivating both moral and performance character.

- The philosophy and practices can serve as a comprehensive character education framework on their own, or can fit into or drive any existing quality character education initiative or program a school is using—they don’t replace, but can deepen and extend.

- High performing schools are cohesive, collaborative, have clearly defined philosophy and goals, desired outcomes and powerful strategies that become their signature practices.

- These practices help students strengthen their innate capacity to achieve personal and academic excellence and to create a life of flourishing.

- Work to establish the conditions that support the implementation of Smart and Good Schools.

- As individual practitioners, capitalize on the Power of One to sow the seeds of change.

2. Principles of Smart and Good Schools

- Smart and Good Schools Foster Eight Strengths of Character:
  - Lifelong learner and critical thinker
  - Diligent and capable performer
  - Socially and emotionally skilled person
- Ethical thinker
- Respectful and responsible moral agent
- Self-disciplined person who pursues a healthy lifestyle
- Contributing community member and democratic citizen
- Spiritual person engaged in crafting a life of noble purpose

- Smart and Good Schools ask the question: “What kind of character will young people need to meet the challenges they face in school and beyond—and how can schools help them develop it while meeting their own set of challenges?”

  - “The most important human endeavor,” Albert Einstein wrote, is “striving for morality.” We are defined by our core ethical values—our integrity, our sense of justice and compassion, and the degree to which we respect the dignity and worth of every member of the human family, especially the most vulnerable among us.

  - We are also known to others by the quality of our work. The quality of our work is influenced by many factors, including our skills, the presence or absence of a supportive human environment, and “performance values” such as diligence, preparation for the task at hand, and commitment to the best of which we are capable.

  - When we do our work well, whether teaching a lesson, repairing a car, caring for the sick, or parenting a child—someone typically benefits.

  - When we do our work poorly, someone usually suffers.

  - The essayist Lance Morrow notes the centrality of work to the human community: “All life must be worked at, protected, planted, replanted, fashioned, cooked for, coaxed, diapered, formed, sustained. Work is the way we tend the world.”

  - Where do we learn to care about the quality of our work and to develop the skills to do it well? To a large extent, in school, and in the home.

“For 25 years I’ve led a double life. I’m a full-time classroom teacher in a public school. To make ends meet for my family, I’ve worked during the summers, and sometimes weekends, as a carpenter. In carpentry there is no higher compliment builders give each other than this: That person is a craftsman. This one word says it all. It connotes someone who has integrity, knowledge, dedication, and pride in work—someone who thinks carefully and does things well.

I want a classroom full of craftsmen—students whose work is strong, accurate and beautiful; students who are proud of what they do and respect themselves and
others. In my classroom I have students who come from homes full of books and students whose families own almost no books at all. I have students for whom reading, writing, and math come easily, and students whose brains can’t follow a line of text without reversing words and letters. I have students whose lives are generally easy, and students with physical disabilities and health or family problems that make life a struggle. I want them all to be craftsmen. Some may take a little longer; some may need to use extra strategies and resources. In the end, they need to be proud of their work, and their works needs to be worthy of pride.”

From “An Ethic of Excellence: Building a Culture of Craftsmanship with Students,” by Ron Berger

- All of us would like our students to be craftsmen
  - to think carefully about their work
  - to take pride in it
  - and to produce work that is worthy of pride.
  - And what do we mean by work? We mean all forms of endeavor that engage a person in effortful and meaningful accomplishment, in, for example, the fine arts, vocational arts, athletics, as well as academics.

- How can we foster students’ capacity to work and commitment to doing their work well, in school and throughout life? How do we motivate students to care about the quality of their work?

- A New and Expanded Definition of Character Includes Both Moral Character and Performance Character to Foster Human Development and Achievement

  - Human maturity includes the capacity to love and the capacity to work.

  - Character strengths such as empathy, fairness, trustworthiness, generosity, and compassion are aspects of our capacity to love. These qualities make up what we could speak of as “moral character”—they enable us to be our best ethical selves in relationships and in our roles as citizens.

  - Character strengths such as effort, initiative, diligence, self-discipline, and perseverance constitute our capacity to work. These qualities make up what we could speak of as “performance character”—they enable us to achieve, given a supportive environment, our highest potential in any performance context, i.e. the classroom, the athletic arena, the workplace, etc.

  - Core ethical values are foundational in a life of character, but character education must also develop students’ performance values, such as effort, diligence, and perseverance to:
    - Promote academic learning
    - Foster an ethic of excellence
- Develop the skills needed to act upon ethical values

- In addition, the moral and performance aspects of character are mutually supportive.

- “Moral character: “Being Our Best Ethical Self”
  - Moral character is the pathway to ethical behavior
  - Moral character is a relational orientation that enables us to treat others and ourselves with respect and care
  - It plays a central role in helping schools create safe and caring environments, prevent peer cruelty, decrease discipline problems, reduce cheating, foster social and emotional skills, develop ethical thinking, and produce public-spirited democratic citizens.

- Performance character: “Doing Our Best Work”
  - Performance Character is the pathway to excellence
  - Performance character is a mastery orientation needed to realize our potential for excellence and to ensure that we use ethical means to achieve our performance goals
  - It plays a central role in helping schools improve all students’ academic achievement, promote an ethic of excellence, reduce drop-outs, prepare a competent and responsible workforce, and equip young people with the skills they will need to lead productive, fulfilling lives and contribute to the common good.

- Make the development of performance and moral character—the integration of excellence and ethics—the cornerstone of the schools mission and identity.

3. Research: What Works In Character Education Is to Foster Both Moral Character and Performance Character

- Character development supports and fosters academic achievement

- Character development fosters positive school culture and sense of community

- Character education fosters pro-social behaviors and reduces at risk behaviors such as risk of school failure, bullying, teen pregnancy and substance abuse

- Various studies show the contribution of performance character to human development and achievement

- Remember the “marshmallow test?” conducted by Walter Mischel and colleagues that showed that impulse control in the service of a distant goal is a
“meta-ability,” affecting the development of many important psychological capacities.

- In “Character Strengths and Virtues: A Handbook and Classification,” Christopher Peterson and Martin Seligman present theoretical and empirical support for performance character attributes such as creativity, love of learning, and persistence.

- Recent research on expert performance in the arts and sciences, sports and games reveals that stars are made, not born. Outstanding performance is the product of years of deliberate practice and coaching—training that develops performance character as well as higher levels of the target skill, rather than the result of innate talent.

- Longitudinal studies such as “Talented Teenagers: The Roots of Success and Failure” find that adolescents who develop their talent to high levels, compared to equally gifted peers who don’t fulfill their potential, show higher levels of such performance character qualities as goal-setting and wise time management.

- Colby and Damon’s study called “Some Do Care: Contemporary Lives of Moral Commitment” reveal both strong performance character, (e.g. determination, organization, and creativity) and strong moral character, (e.g. a sense of justice, integrity, and humility) working synergistically to account for exemplars’ achievements in fields as varied as civil rights, education, business, philanthropy, the environment, and religion.

- When researcher Kathryn Wentzel asked middle school students, “How do you know when a teacher cares about you?” they identified two behavior patterns: The teacher teaches well, (makes class interesting, stays on task, stops to explain something), and the teacher treats them well, (is respectful, kind, and fair)
  - In other words, “a caring teacher” models both moral and performance character.

- For more information, see the “What Works in Character Education” study, visit the U.S. Department of Education’s character education website, and read Dr. Victor Battistich’s paper, “Character Education, Prevention, and Positive Youth Development.”

- If you do only one thing in prevention—implement a comprehensive, quality character education initiative in your school.
4. What Difference Does Your Focus on Character and Integrating Ethics and Excellence Make in Terms of What a Teacher or School Actually Does?

- Whether you’re teaching a student to do calculus, write a persuasive essay, understand history, or play a musical instrument, you always keep in mind two fundamental questions:
  
  - First, what is the contribution of character to this challenge? Are students not turning in homework because they don’t know how to be organized, manage their time, and persevere?
  
  - Do we have put downs, exclusion, and bullying in our school because we haven’t invested time in developing character qualities such as respect and caring?
  
  - Second, how might handling this issue with a character focus help students and our community—now and in the future? For example, if we develop strong norms of collective responsibility in our schools, will students be better teammates now and better employees and citizens as adults? If we cultivate integrity through our honor code, will it help our young people have more honest relationships later in life?
  
  - When you keep a focus on character, there’s both a short-term payoff and a long-term payoff regardless of the learning task you’re working on

- The Smart and Good Schools philosophy supports the educational reform idea of focusing on “rigor, relevance and relationships”
  
  - Relationships:
    
    - For many students, their experience of high school is one of anonymity. We can’t hope to improve student achievement, decrease disciplinary problems, or increase retention unless we can improve the quality of the relationships students experience.
      
      - We do this through the creation of an “ethical learning community,” where students feel known and needed, supported and cared for, and challenged to do their best work
  
  - Rigor:
    
    - Develop a “conscience of craft” and qualities such as perseverance, positive attitude, diligence and orderliness
      
      - Create a “culture of critique” where students support and challenge each other in the pursuit of excellence
- Example: a student writes an essay. It gets shared with and critiqued by the rest of the class. The teacher mediates that feedback and does his or her most important instruction as part of that process
  - A “culture of critique” examines models of excellence, requires multiple revisions, and has students striving to meet the standards of real-world work—and real rigor
  - Relevance:
    - The qualities of performance character and moral character and the process of working collaboratively to achieve excellence are not only absolutely relevant for success in school—secondary and post-secondary—but also for success in the workplace.

- **The Four Keys** to Developing Performance Character and Moral Character:
  - **A Community That Supports and Challenges**
    - Create a classroom environment that is simultaneously supportive and demanding.
    - As a community of educators—teachers, coaches, counselors, principals—take a strong stand for integrity in all phases of school life.
    - Create an orientation program for new students.
    - Create advisory groups whose members support and challenge each other to set and pursue goals related to performance character (How can we help each other do our best work?) and moral character (How can we help each other develop positive relationships in all areas of our lives?)
  - **Self-Study**
    - Provide students with regular opportunities to self-assess and establish personal goals.
    - Help students use self-monitoring tools to gauge progress toward their goals.
    - Have all students, ideally in their freshman year, create a personal mission statement.
    - Find time to have students regularly grapple with existential questions. (“What is happiness?” “What is the meaning of life?” “What gives my life a sense of purpose?” “How am I developing my unique potential?”)
O Other Study

- In history and literature classes, discuss moral and performance character as shown by historical and literary figures.
- Invite people of exemplary work ethic from a variety of work settings (carpenters, factory technicians, lawyers, business people) to discuss their work.
- Provide students with opportunities to shadow and interview persons at work.
- Invite graduates to come back to the school.

O Public Performance

- Provide regular opportunities for students to make their schoolwork public—to peers, the whole school, and the wider community.
- Provide many and varied opportunities for students to engage in community service and service-learning.
- Use public competitions to develop the knowledge, motivation, and skills of performance character and moral character.
- Provide regular opportunities for simulated work or real work experiences.

5. Ten Practices That Develop Performance Character

- These school-based strategies do not replace the important contribution that parenting practices make to performance character development, nor do they reduce the need for schools to reach out to families as partners in encouraging their children’s effort and learning.

- But these ten practices, taken together, can help shape a school and peer-group culture that maximizes the motivation to learn and achieve, even in students who might not bring such dispositions to the classroom.

- (Practice #1) Create a safe and supportive learning community
  
  - A caring school community that respects student differences and creates a sense of belonging among students and staff lays the groundwork for hard work and academic success.

  - A landmark study of 90,000 middle and high school students found that students who feel “connected” to school, as measured by the quality of their relationships with teachers and schoolmates, are more likely to be
motivated to learn and have heightened academic aspirations and achievement.

- **(Practice #2) Create a culture of excellence**
  
  o Excellence is born from a culture. Schools should do everything possible to foster a culture where it’s “cool to care about excellence,” and where all students, given enough time and support, are seen as capable of high-quality work.

  o When students enter a culture that demands and supports excellence, they will do their best work in order to fit in.

  o To create this culture, be consistent across classrooms in expecting students’ best effort and by providing well-designed project-based learning that elicits quality work. “Work of excellence is transformational,” Ron Berger says.

  o And remember that there are many paths to excellence. For many young people, the entry into the experience of “craftsmanship” may be the band, the art class or the basketball team.

- **(Practice #3) Foster, in both faculty and students, a “growth mindset” that emphasizes the importance of effort.** A “growth mindset”—the belief that we can improve with effort—can lead us to be curious, engage in learning for its own sake, pursue challenges, and increase our efforts to overcome obstacles.

  o To a person with a “fixed” mindset, grades are an evaluation of their worth; to persons with a “growth” mindset, grades are an indication of whether they have met their goals or need to apply more effort.

  o Carol Dweck’s research found that schools should emphasize effort rather than innate ability (“You worked hard on that paper” rather than “You’re such a talented writer.”)

  o View all students as full of potential rather than limited by labels and stereotypes.

  o We can help students take on challenges that provide stretch but are within their current reach, by helping them build the skills needed for success, and by encouraging them to extend their reach over time.

- **(Practice #4) Develop thinking dispositions in all members of the school community**
o Develop other thinking dispositions that play an important role in learning, such as being open-minded, curious, met cognitive (reflecting on thinking), strategic, skeptical and seeking truth and understanding.

o These “habits of mind” are developed through discussion, modeling and observation, practice and reflection. Coaching students in conflict resolution and teaching them to “think before acting” provides further opportunities for nurturing these intellectual dispositions.

• (Practice #5) **Assign work that matters**

  o Assign work that inspires students because it is challenging, meaningful, affects others and is therefore intrinsically rewarding.

  o Example: 6th graders might interview senior citizens and write their biographies, to be bound into books that might become precious family heirlooms.

    ▪ Students will understand the reasons to do a quality job—to labor over several drafts and cover designs, to get critiques and help from everyone by reading their opening paragraphs aloud to the whole class for suggestions.

    ▪ Doing work that positively impacts others fosters students’ intrinsic motivation by fulfilling several interrelated human needs: making a contribution, feeling connected within a community, and experiencing a sense of competence.

• (Practice #6) **Provide models of excellence**

  o If we want students to aspire to excellence, they must see what excellence looks like. Show students varied examples of high-quality work and examine what makes a particular drawing, science project or piece of writing so good. What was the process of achieving such high quality? What mistakes and revisions were likely part of the process?

• (Practice #7) **Develop a culture that encourages feedback and revision**

  o Group feedback sessions can serve as a central strategy for developing performance character.

    ▪ Students bring their work to the circle, solicit comments and suggestions from their peers and teacher, and use that feedback to revise and improve their work.

    ▪ The teacher uses the critique session as the optimal context for teaching students necessary academic concepts and skills.
- Students presenting a piece of work typically begin by explaining their ideas or goals and stating what they would like help with.

- Classmates respond first with positive comments and then offer suggestions, often sensitively phrased as questions: “Would you consider making such-and-such change?”

- Through this process of supportive group critique, guided by norms of respect and care, students function as an ethical learning community where they not only pursue their own best work, but also strive to bring out each other’s best work.

**Practice #8** Prepare students to make public presentations of their best work

  - Students work harder to do their best when they know their work will be presented to an audience beyond the classroom.

  - In some schools, every project that students complete is shared with some kind of an outside audience, whether another class, the principal, parents, or the wider community.

  - The teacher’s role is not to be the sole judge of students’ work but to function like a sports coach or play director, helping students prepare their work for the public eye.

  - Some high schools require seniors to do an “exhibition”—a public presentation to a jury of teachers, peers and at least one community expert—of long-term research or creative work. Service learning projects often involve sharing one’s work in this public way.

  - If we require students to present publicly, we must, of course, help them acquire and practice the skills they will need to make successful presentations.

**Practice #9** Use rubrics to help students take responsibility for their learning.

  - Use rubrics to help students learn to self-assess, set goals, and take responsibility for their learning.

  - Columbine Elementary in Woodland Park, CO has seven “personal and social responsibility standards” that are integrated into classroom instruction and students’ reports cards.
Performance character is represented by four of these standards: “practices organizational skills,” “takes risks and accepts challenges,” “listens attentively and stays on task,” and “evaluates own learning.”

- Each standard is further broken down into specific skills, with levels of competence, which are: “in progress,” “basic,” “proficient,” and “advanced.”

- Under “practices organizational skills,” the first item under that is “completes and turns in work.”
  - In progress—“I rarely complete my work and turn it in on time,” basic—“I sometimes remember to hand in my completed work, but I need a lot of reminding,” proficient—“I usually remember to hand in my completed work with few reminders,” and advanced—“I consistently hand in my work with no reminders.”

- Teachers’ conference with students individually to help them assess where they are on the rubrics and set goals for improvement.

**Practice #10) Encourage mastery learning**

- Help students to develop the skills to achieve a certain level of mastery of a given concept or skill. Keep re-teaching and having them work to achieve it.

- At Quest High School in Humble, TX, a teacher explains: “Our whole program is about perseverance. In the beginning, kids don’t realize they will have to redo an assignment, maybe two or three times—until they get it right. They learn to persevere.”

- A school leader says, “Over the years in our school, students come to set an internal bar for the quality of their work. They eventually begin to turn in quality the first time.”

**6. More Best Practices:**

- **Develop the Ethical Learning Community: Staff, Students, Parents and the Wider Community Working Together to Integrate Excellence and Ethics**
  
  - **Principle 1: Develop Shared Purpose and Identity**

  - Build a unified school culture around excellence and ethics by promoting high expectations for learning and behavior
- Create a touchstone or motto that expresses the school’s commitment to excellence and ethics

- Touchstones or mottos that express the school’s commitment to excellence and ethics (Example: “Abeunt Studia in Mores” or, “They leave, striving after morality.”)

- Develop an honor code

- Develop school traditions that express and strengthen the commitment to excellence and ethics

- Make a character compact with parents

  - **Principle 2: Align practices with desired outcomes and relevant research**
    - Engage staff in aligning practices
    - Encourage parents to align their parenting practices with relevant research

  - **Principle 3: Have a voice; take a stand**
    - Develop student voice in the classroom
      - Maximize all students’ responsibility for participating in academic discussions
      - Hold class meetings that seek and act upon student feedback
    - Develop student voice in the school
      - Use surveys to seek students’ input on school improvement
      - Structure small-group discussions of whole-school issues
      - Create a democratic school wide governance system that gives students a voice in decisions affecting the whole school
      - Representative democracy
“The Leadership Team: A Representative School Democracy”

- Direct democracy
  - School-Within-A-School Model
  - Whole-School “Town Hall” Model
  - Cluster Model

- Develop faculty and staff voice

- Develop parent voice

  - The Parents Advisory Board

- Develop community voice

- **Principle 4: Take Personal Responsibility for Continuous Self-Development**

  - Promote the value of striving for excellence and ethics as central to a fulfilling life in school and beyond
    - Communicate the school’s vision to incoming students
    - Invite graduates back to speak
  
  - Promote ongoing self-reflection on the quest for excellence and ethics
  
  - Challenge students to move outside their comfort zone
  
  - Create a culture of excellence in classrooms, and a school wide system that monitors and supports achievement
  
  - Foster personal responsibility for excellence and ethics among faculty and staff, parents and the wider community

- **Principle 5: Practice Collective Responsibility for Excellence and Ethics**

  - Model care-frontation as adults
• Create a school norm of collective responsibility and structures that institutionalize it
  • Brother’s Keeper
  • Concern Meeting

• Principle 6: Grapple with the Tough Issues—The Elephants in the Living Room
  • Identify the elephants
  • Create study groups to grapple with high-priority issues

• Develop The Professional Ethical Learning Community: Faculty and Staff Collaborating to Integrate Excellence and Ethics
  • The Interdependence of Excellence and Ethics

• Principle 1: Develop Shared Purpose and Identity
  • Develop a school mission that has excellence and ethics as the cornerstones
  • Recruit and develop school leaders committed to the pursuit of excellence and ethics
  • Hire all staff wisely; work to get the right people on the bus, in the right seats
  • Cultivate collegiality
  • Tell your school’s “story,” conveying its history, purpose and identity
  • Celebrate your school’s purpose, people, and progress

• Principle 2: Align Practices with Desired Outcomes and Relevant Research
  • Align practices with desired outcomes (performance character, moral character, and the 8 Strengths of Character)
  • Examine existing research on desired outcomes
• Examine existing research on educational practices that contribute to desired outcomes

• Engage in a continuous cycle of research-based action and reflection in order to assess effectiveness and plan next steps

○ Principle 3: Have a Voice; Take a Stand

• Create school structures that provide faculty and staff with regular opportunities for collaborative discussion and decision-making

• Be willing to stop business as usual and confront important issues and events in the life of the school, community and world.

○ Principle 4: Take Personal Responsibility for Continuous Self-Development

• As a school, provide the time, resources and structures necessary for all staff members’ continuous self-development
  • A small grants program
  • Summer institutes and conferences
  • A common book project
  • A whole-school retreat

• Require all staff to develop and implement an annual self-development plan

• Share the journey of your own development with students and each other

○ Principle 5: Practice Collective Responsibility for Excellence and Ethics

• Develop Critical Friends Groups in which staff work together to design and critique teaching and learning practices

• Promote peer mentoring

○ Principle 6: Grapple with the Tough Issues—The Elephants in the Living Room
• Grapple with educational policy issues impacting teaching and learning
• Create the conditions that maximize support for authentic school reform

**Ten Practices for High School Restructuring:**

1. Benchmarking curriculum to high standards that all students are expected to meet.

2. Ensuring effective instructional practice. Teaching practices must focus on literacy, applied learning, and the use of problem-solving strategies.

3. Multiple, ongoing assessments. Students should be assessed using a range of measures:
   - Collaborative assessment
   - Portfolios
   - Exhibitions
   - Competency-based graduation.
   These assessments should be used to give prompt and useful feedback to teachers.

4. Creating small learning communities. Options include:
   - School-within-school models
   - Academies organized around different themes
   - Career pathways
   - Single-grade clusters
   - Multi-grade clusters

5. Flexible use of time, such as block scheduling or extended day, that make it possible for:
   - Students to get inquiry-based instruction and advisories
   - Faculty to get common planning times

6. Reduced student-teacher ratio, achieved through:
   - The above scheduling patterns
   - Course integration
   - Resource reallocation
   - Inclusion of special populations
   - Engaging all professional staff in teaching

7. Extending the classroom to the workplace and community, achieved through:
• Work-based internships
• Service learning
• Classroom-related, field-based projects

8. Creating a personalized and respectful learning environment, including:
   • Clear codes of safety and discipline
   • Support services to ensure that all students can achieve high academic standards:
     • Advisories
     • Mentoring
     • Health and social services

9. Developing and sustaining a collaborative professional culture. Teachers must have continuing opportunities for professional growth, such as:
   • Coaching
   • Developing curricula
   • Study groups
   • Team teaching
   • Workshops

10. Building partnerships with all sectors of the community to support student learning
   • Families:
     o Supporting learning at home
     o Participating in a school decision-making
   • Business:
     o Providing financial assistance
     o Providing technical assistance and mentoring
     o Providing internships and opportunities for field-based learning.
   • Higher education:
     o Changes in college admissions
     o Tutorial/mentoring support
     o Collaboration on curriculum development.

7. Sustaining Your Effort
   • Make a plan—you can’t do it all, so decide what’s most important to do in your classroom and in your school
   • The school leadership team for this could be school team leaders who have gone through training and can work with others on the faculty, or the character education team leaders in the building
   • Offer study groups that lead to lane change credit
   • Provide time to plan with colleagues and implement what is learned
   • Work through grade levels or department planning
   • Provide ongoing time at faculty meeting for discussion and planning
Throughout history, and in cultures around the world, education rightly conceived has had two great goals: to help students become smart and to help them become good. They need character for both. They need moral character in order to behave ethically, strive for social justice, and live and work in community. They need performance character in order to enact their moral principles and succeed in school and in life. Virtue, as the ancient Greeks pointed out, means human excellence. To be a school of character or a community of character is to strive to be our best and do our best in all areas of our lives.

Information on what Smart and Good Schools do was drawn from: A Report to the Nation: Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work and Beyond, by Thomas Lickona, Ph.D. & Matthew Davidson, Ph.D., Center for the 4th and 5th Rs (Respect and Responsibility) State University of New York College at Cortland and from Performance Values: Why They Matter and What Schools Can Do to Foster Their Development: A Position Paper of the Character Education Partnership (CEP), April 2008