

CHARACTER EDUCATION QUALITY STANDARDS

*Developed by the Character Education Partnership
Endorsed by the TN Character Education Partnership*

Principle #1: Character education promotes core ethical values as the basis of good character

Principle #2: Character is comprehensively defined to include thinking, feeling, and behavior.

Principle #3: Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

Principle #4: The school is a caring community.

Principle #5: To develop character, the school provides students opportunities for moral action.

Principle #6: Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.

Principle #7: Character Education should strive to develop students' intrinsic motivation for developing good character.

Principle #8: The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.

Principle #9: Staff and students demonstrate moral leadership.

Principle #10: The school recruits parents and community members as full partners in the character-building effort.

Principle #11: Evaluation of character education assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Rating Scale:

| | |
|---|------------------------------|
| 0 | Not evident or visible; Poor |
| 1 | Some implementation |
| 2 | Good implementation |
| 3 | Very good implementation |
| 4 | Exemplary implementation |

For further information, visit the Character Education Partnership website at <http://www.character.org>

Principle #1: Character education promotes core ethical values as the basis of good character

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>The school staff and parent community has agreed on the core ethical values they wish to promote in their character education initiative.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #2: Character is comprehensively defined to include thinking, feeling, and behavior.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| <i>The school takes deliberate and effective steps to help every member of the school community acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and to grasp the reasons why some behaviors are right and others wrong.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #3: Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>Character education is intentionally and proactively infused throughout the school day at all grade levels and outside the classroom as well as inside. Core values are upheld by adults and students and integrated into all subjects.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #4: The school is a caring community.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>The school makes it a high priority to foster caring among all members of the school community.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #5: To develop character, the school provides students opportunities to demonstrate core ethical values.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>The school sets clear expectations for students to demonstrate core ethical values both in and outside the classroom.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #6: Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| <i>The academic curriculum provides meaningful and appropriate challenges to students that promote character development throughout the curriculum.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #7: Character Education should strive to develop students’ intrinsic motivation for developing good character.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>The school’s approach to behavior management emphasizes constructive discussion, explanation and appropriate consequences and recognizes good character by emphasizing social rather than material recognition.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #8: The school staff is a learning community in which all share responsibility for character education and adhere to the same core values that guide the education of students.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| <i>All school staff are included in planning, receiving staff development for, and carrying out the school-wide character education effort.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #9: Staff and students demonstrate character-based leadership.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| <i>The character education initiative involves staff, students and parents in leadership roles.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #10: The school recruits parents and community members as full partners in the character-building effort.

| | | | | | |
|---|----------|----------|----------|----------|----------|
| <i>The school and its faculty regularly exchange communications with parents and guardians, provide suggestions and activities that help them reinforce the core values, and offer workshops and resources on character education and general parenting skills.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |

Principle #11: Evaluation of character education assesses the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| <i>The school staff, in collaboration with the appropriate governance body(ies), regularly assesses the character of the school as a moral community to determine its degree of success.</i> | 0 | 1 | 2 | 3 | 4 |
| | | | | | |