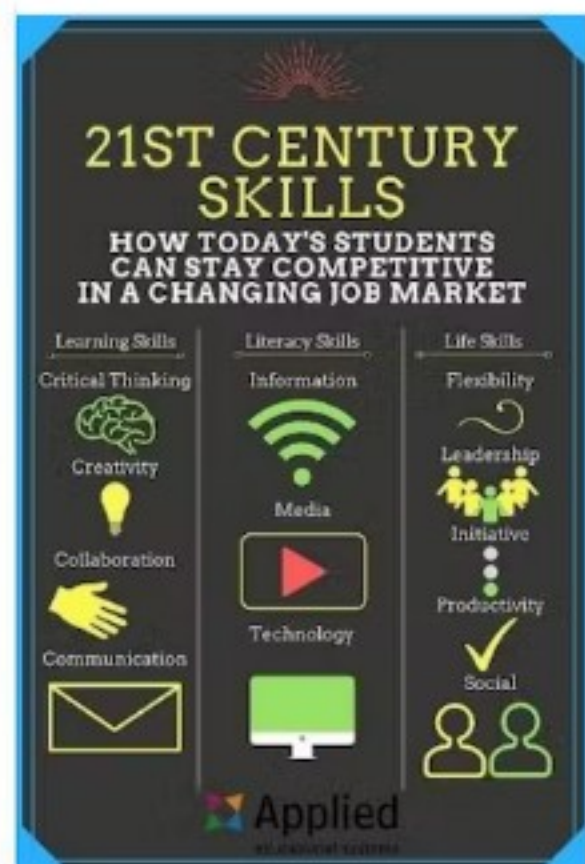
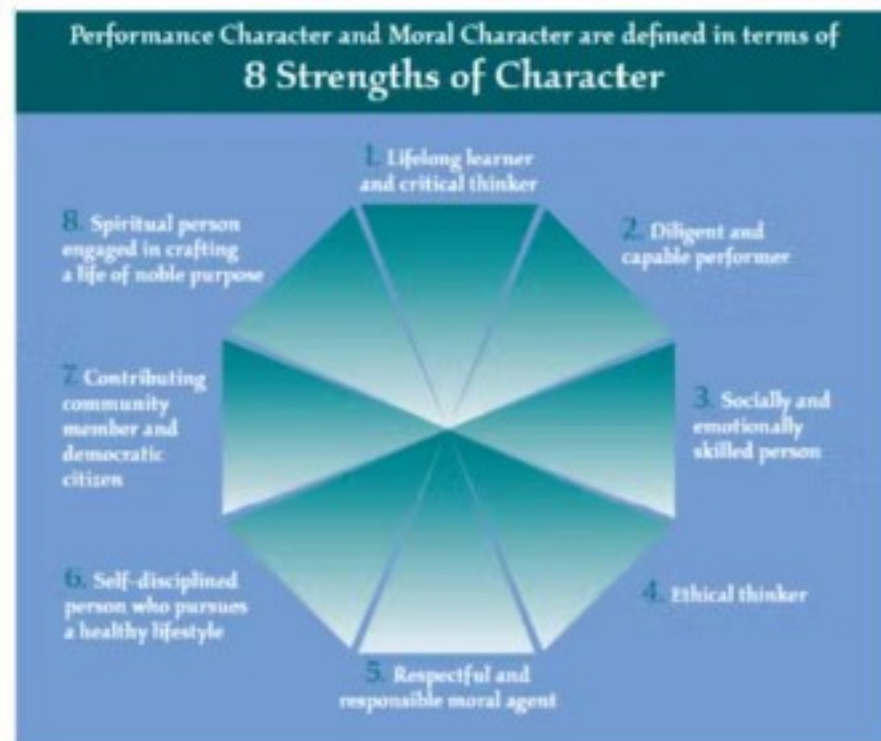


# Practical Strategies for Building the Social, Emotional, and Character Development Foundations Needed for Back to School Success

Matt Davidson, Ph.D.  
President, Excellence with Integrity  
Institute

[Mdavidson@ewii.org](mailto:Mdavidson@ewii.org)





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The Robert D. and Billie Ray Center

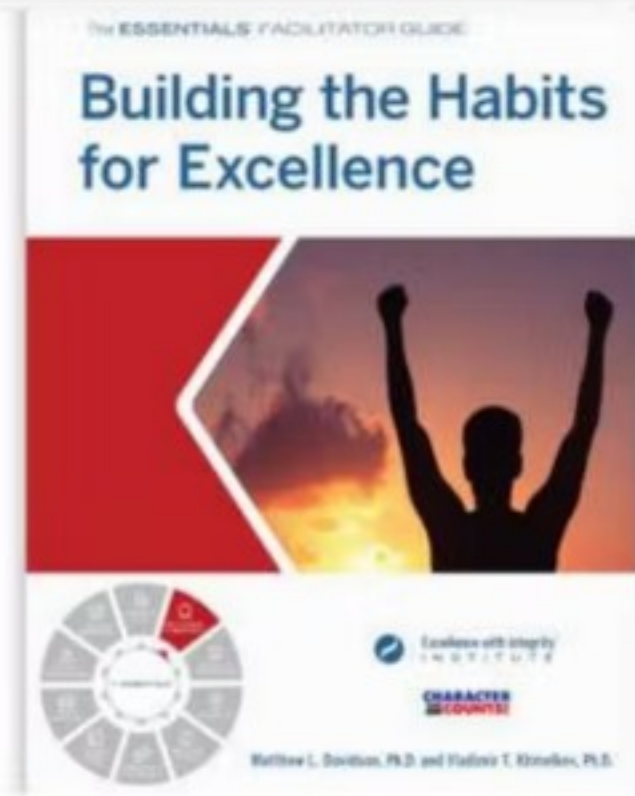


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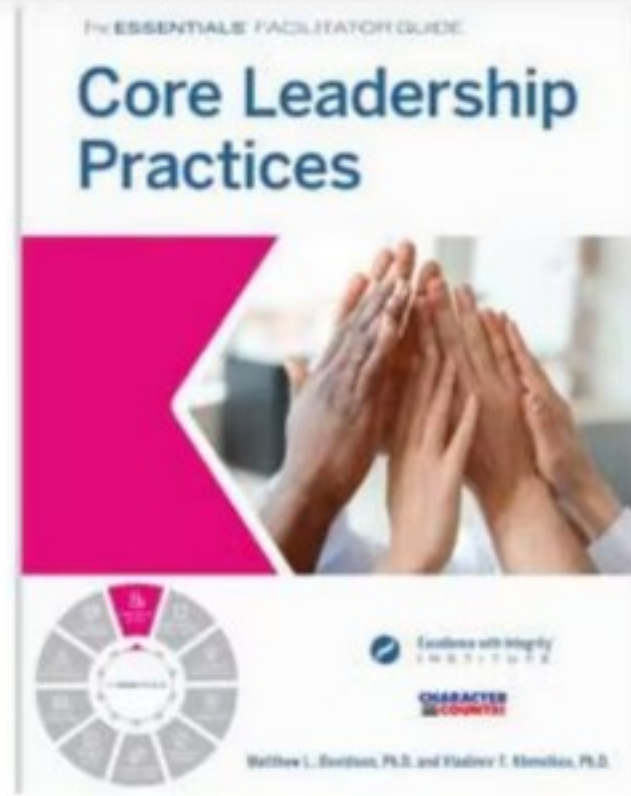




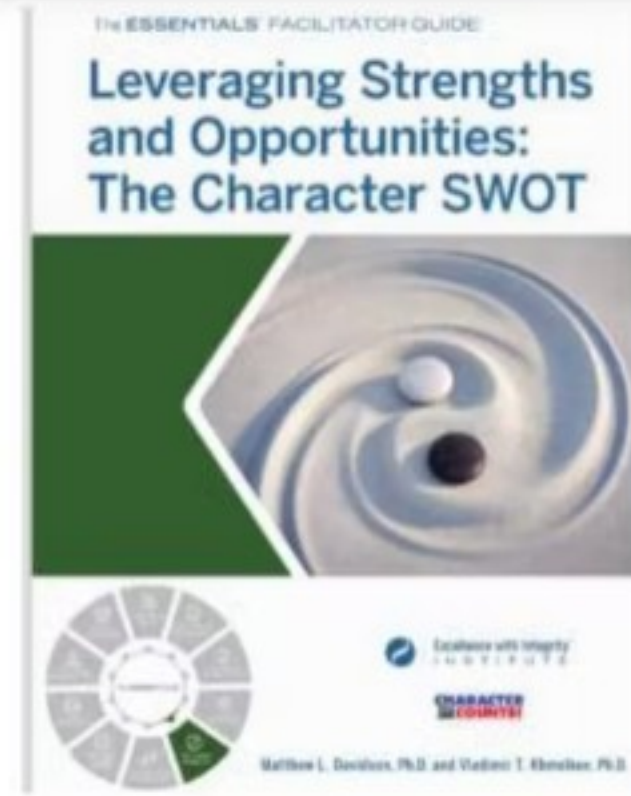
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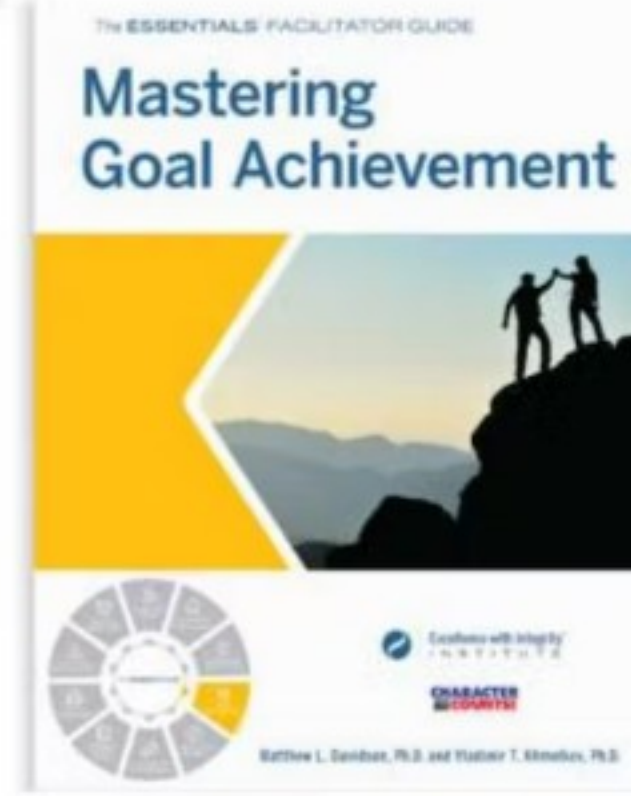
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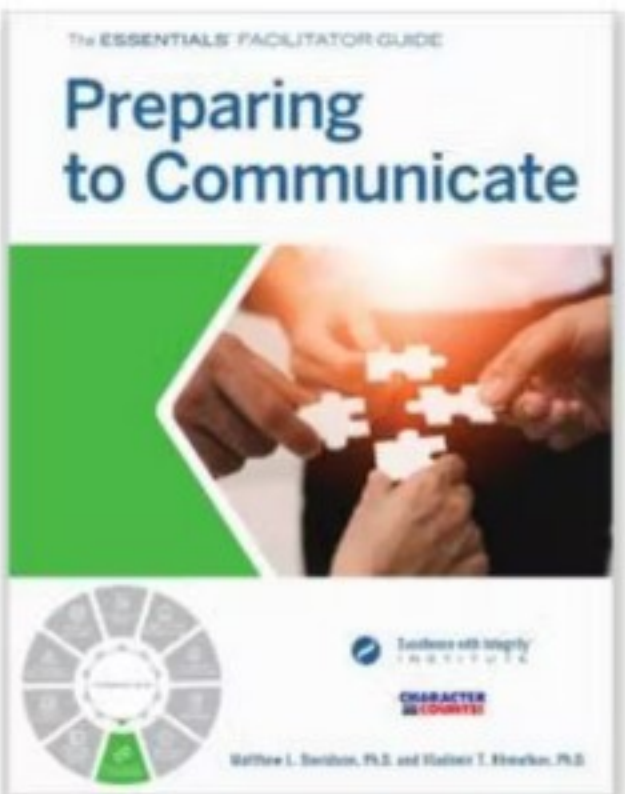
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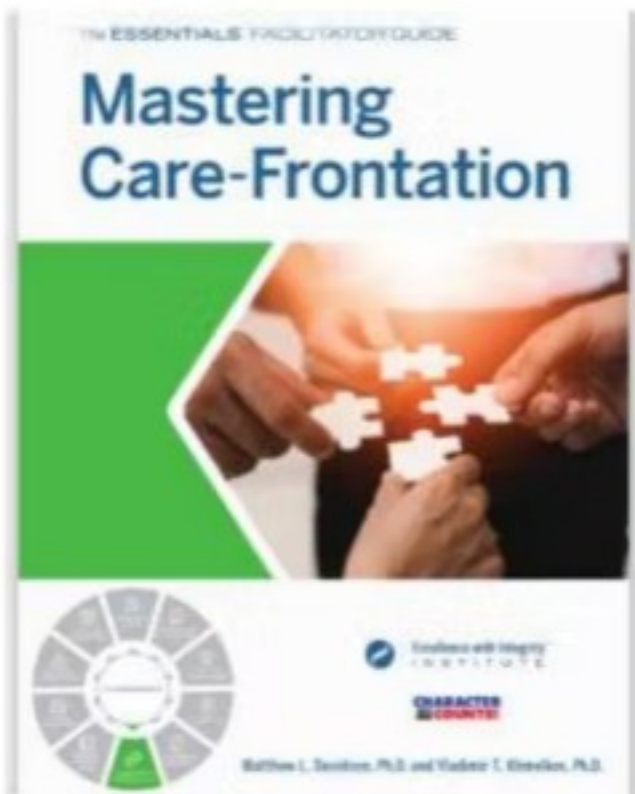
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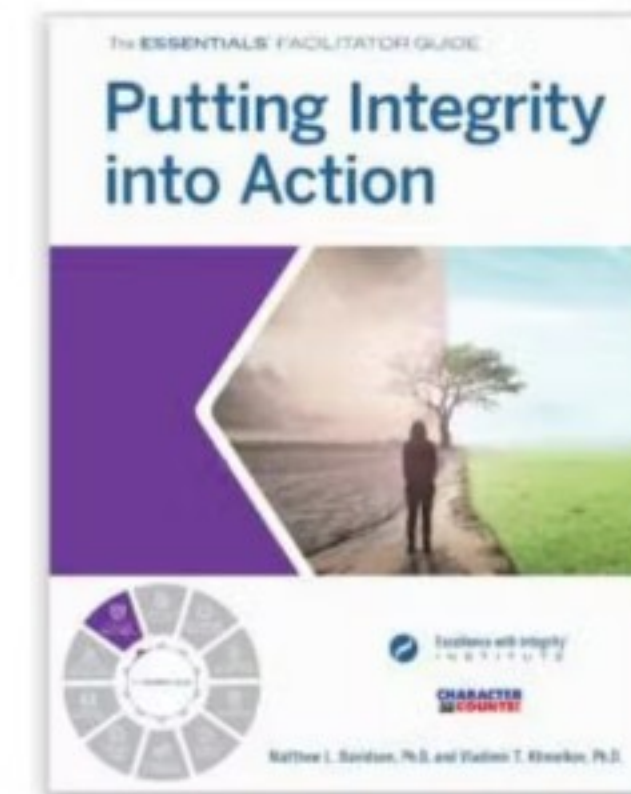
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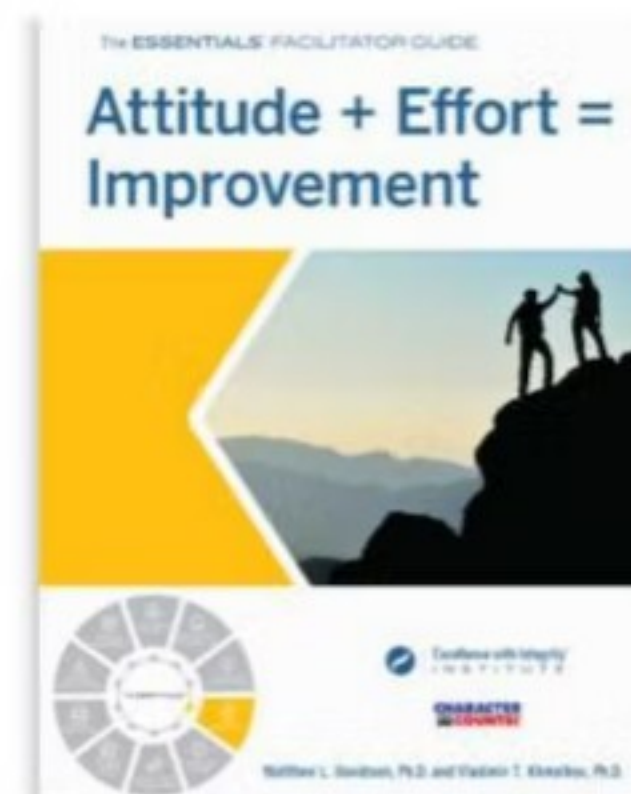
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# CEEA™ SCHOOL SURVEYS

An Excellence with Integrity Institute Resource

## COLLECT DATA

Culture of Excellence & Ethics Assessment™ School surveys have been in development since 2005 and have been utilized by K-12 education organizations and educational researchers in the U.S. and across the world, including Kenya, Singapore, Mongolia, Costa Rica, South Africa, China, Mexico, Canada, Chile, Africa, India, and the Philippines.

Recognized as valid and reliable instruments by OSDFS experts, CEEA surveys are included in the federal [School Climate Survey Compendium](#).

The validity of the survey findings is enhanced by including parallel items and scales into student, staff, and parent surveys, which allows for triangulation of the results. You can read about [psychometrics of the survey here](#).

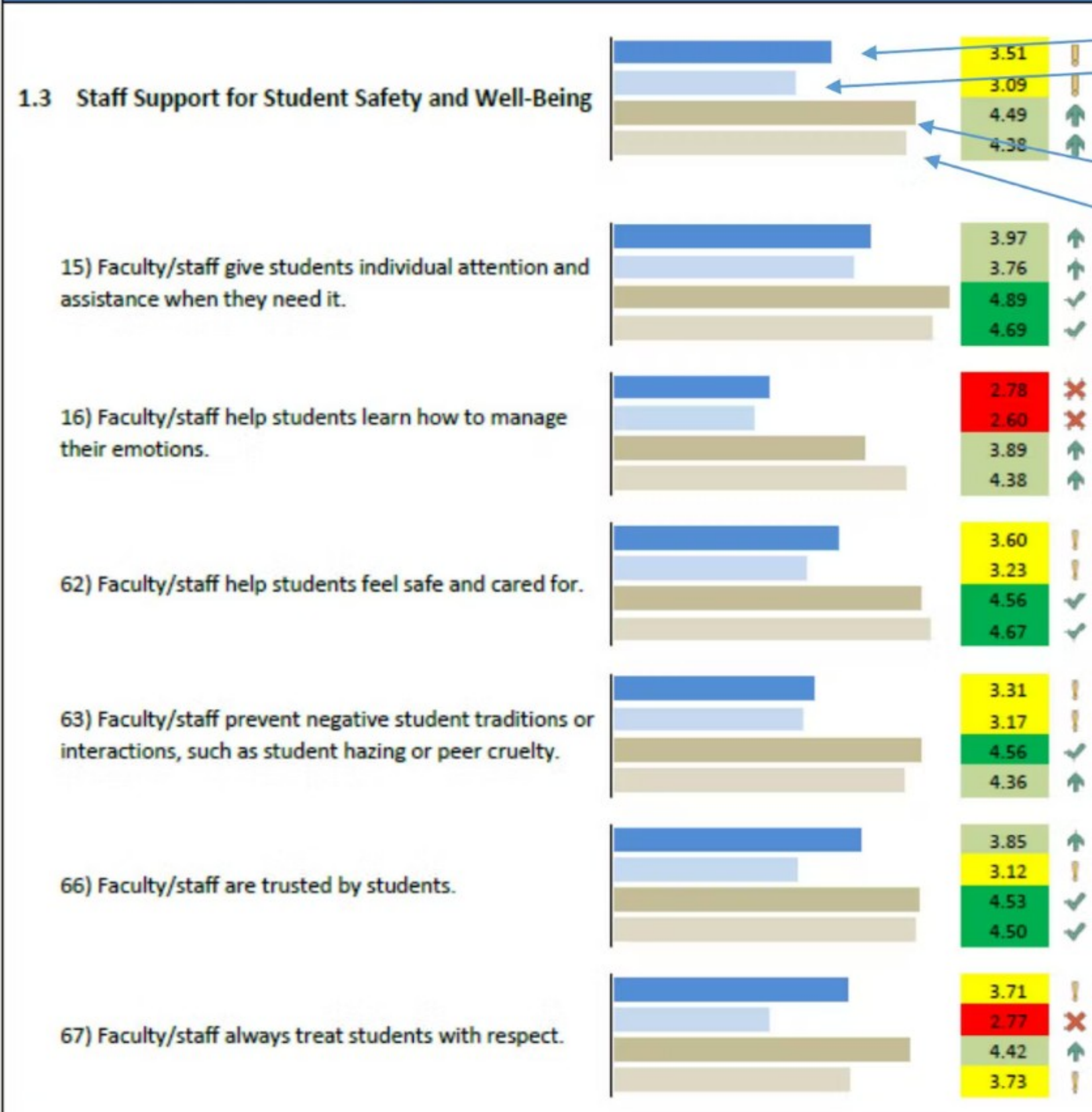
CULTURE OF EXCELLENCE & ETHICS ASSESSMENT		
School Survey Content Matrix		
Part A Student, Staff, & Parent Surveys	Part B Staff Survey	Part C Staff and Parent Surveys
Student Learning & Development/ Staff Teaching Practices	Staff Professional Capacity & Community	Community Connectedness & Partnership
1. Safety and Well-Being	4. Trust and Support	7. Communication and Participation
2. Learning/Teaching for Excellence	5. Professional Growth and Collaboration	8. Partnership for Student Learning
3. Integrity, Responsibility, Citizenship	6. Collective Responsibility for Goals and Objectives	9. Partnership for Student Social Development

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# Excellence with Integrity ASSESSMENT™

## A1. Student Safety and Well-Being



Students year 2  
Students year 1  
Teachers year 2  
Teachers year 1

Optimal performance: Scores  $\geq 4.5$  ✓  
 Maintain current focus and attention  
 Approaching optimal performance: Scores  $\geq 3.75$  and  $< 4.5$  ↑  
 Build on current focus and attention  
 Area of opportunity: Scores  $\geq 3$  and  $< 3.75$  !  
 Intensify focus and attention  
 Area of concern: Scores  $< 3$  ✗  
 Commit to intensive effort & focus on



# Connect with us!

## Consortium Partnership

- EWI and Drake University: Home of CHARACTER COUNTS!
- The Essentials modules, samples, video, FAQ, and pricing: [click here](#)



Jason Lamping, Director of CHARACTER COUNTS! Business Development  
[Jason.Lamping@Drake.edu](mailto:Jason.Lamping@Drake.edu) | 515-271-1836 | [CharacterCounts.org](http://CharacterCounts.org)



The Robert D. and  
Billie Ray Center



# Just like me ...

all others are trying to be happy.

all others are trying to avoid suffering.

all others have known sadness and despair.

all others are trying to meet their needs.

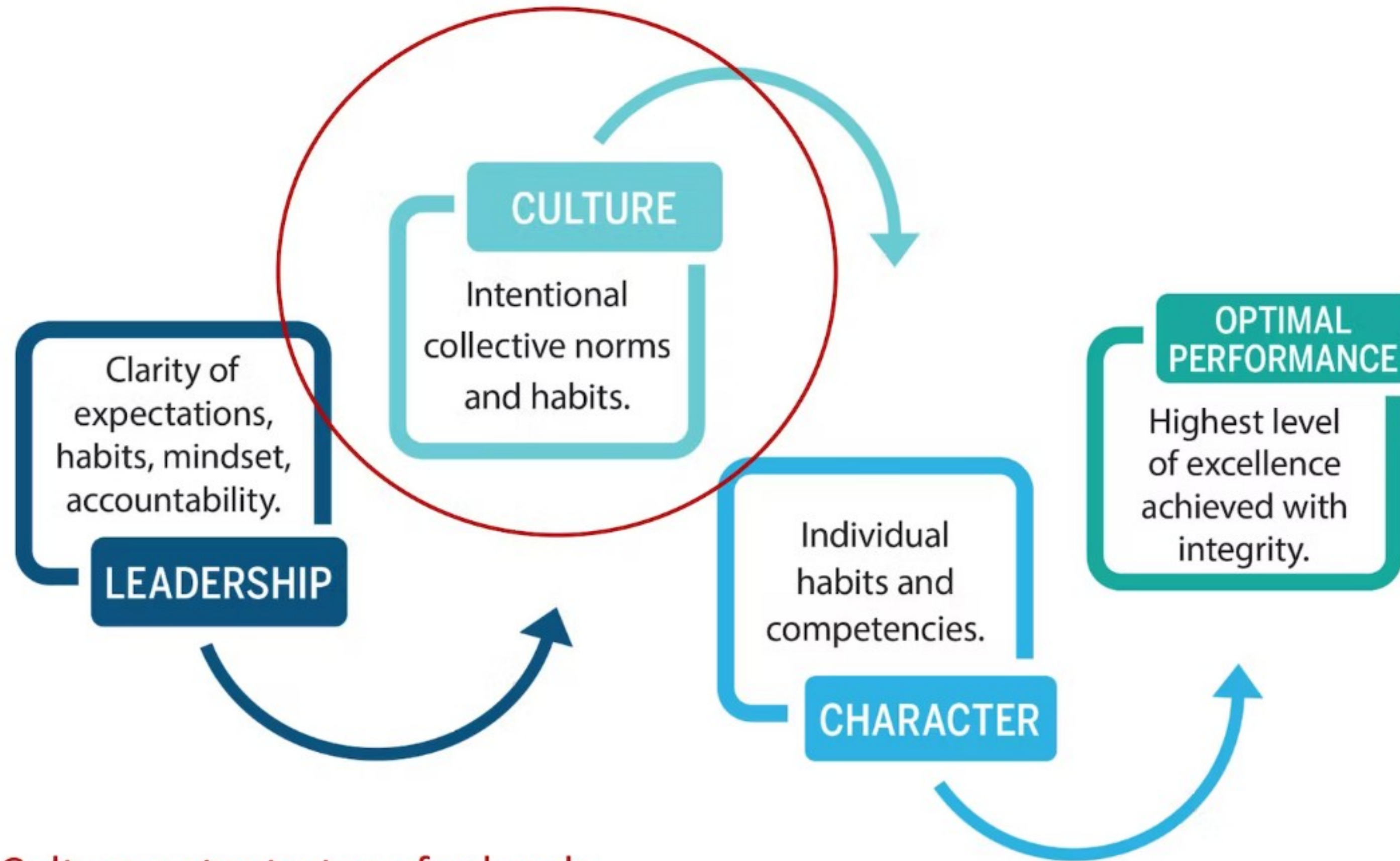
all others are learning how to live.

~ John Bruna: *The wisdom of a meaningful life*

Just like me all  
students, parents,  
teachers, and  
administrators...



# Character Educators: SHAPE YOUR CULTURE!



Culture eats strategy for lunch.  
Culture shapes (or corrupts) character!



# The Positive Power of INTENTIONAL CULTURE

## • Collective Safety/Trust

- Authentic relationships
- Deep trust
- Interpersonal vulnerability

2

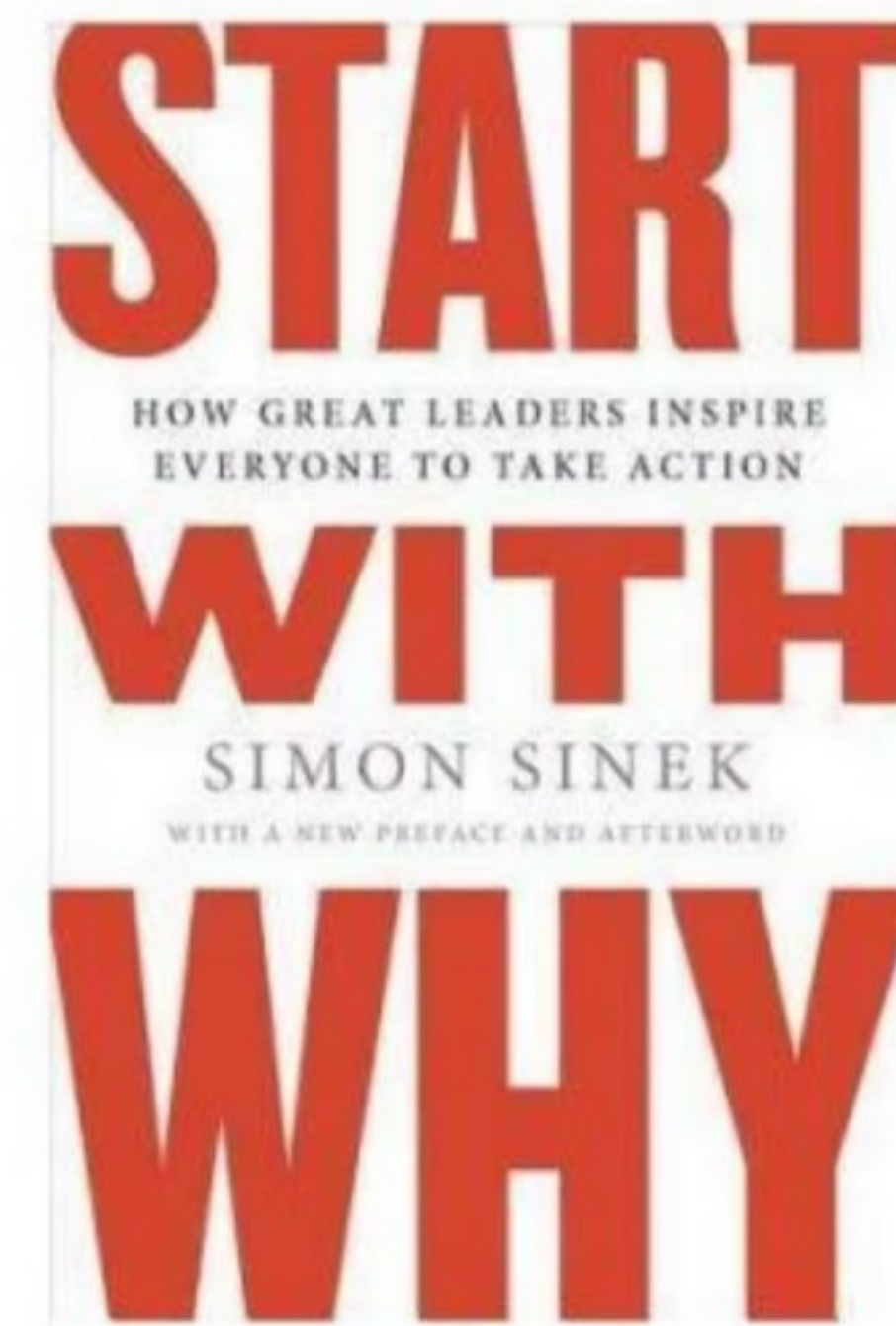
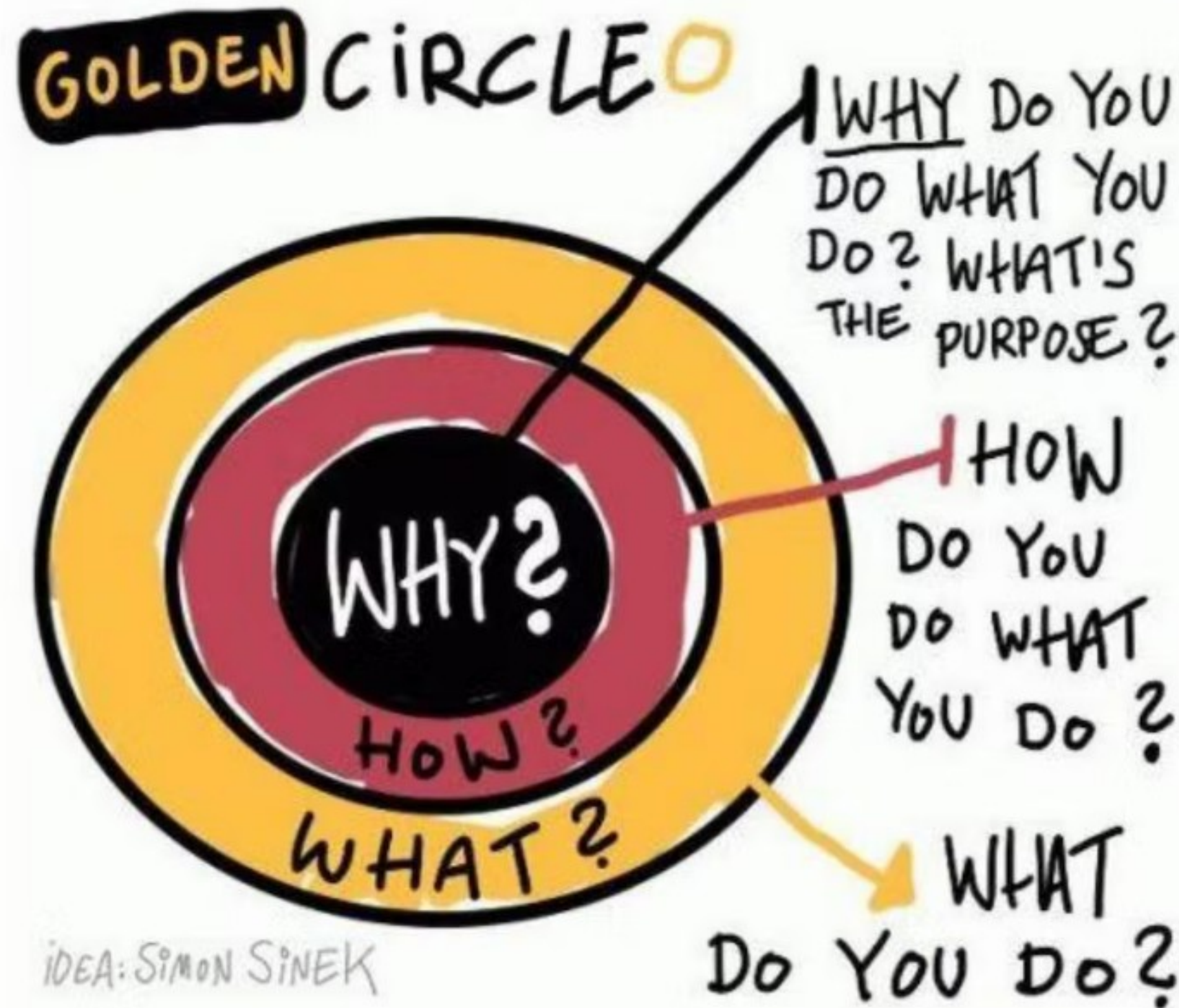
1

## • Collective Confidence

- Belief in OUR abilities
- Expecting high expectations
- Embracing pressure with courage and curiosity



# Practice what you preach. PREACH WHAT YOU PRACTICE ~ Tom Lickona





# Self-Awareness and Self-Regulation

## Personal HABITS often come from our COLLECTIVE HABITS.

What's your word?

What's your number?

What's your story?

What's this quote mean to you?

Highlight, Lowlight Flashlight?



# Back to Basics: Creating an Intense and Intentional Culture

Strong  
Deep  
Passionate  
Concentrated  
Powerful

“

No significant learning  
ever took place  
without a significant  
relationship.

~ James Comer

”

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www.ewii.org

Proactive  
Designed  
Purposeful  
Positive  
Planned



In a landmark study of school connectedness and student engagement, Katherine Wentzel asked middle school students about the kinds of adult behaviors they interpret as caring. She asked two questions:

## **1. How do you know when a teacher cares about you?**

- teacher tries to make classes interesting
- teacher talks and listens to students
- teacher is honest, fair, and trusting
- teacher shows concern for students as individuals by asking whether they need help
- teacher makes sure students understand what is being taught
- teacher asks students if something is wrong



## 2. How do you know when a teacher does not care about you?

- teacher is boring or off-task
- teacher continues teaching when students aren't paying attention
- teacher ignores, interrupts, embarrasses, insults, or yells at students
- teacher shows little interest in students by forgetting student's names, not doing anything when they did something wrong, or not trying to explain something when students don't understand.



What is a Caring  
School Community?

*A place where you are  
**KNOWN, NEEDED**  
**SAFE ,CARED FOR** and  
have **VOICE** in shaping  
your environment.*

---

~ Eric Schaps





# THIS ISN'T *JUST* NICE RESEARCH, IT'S PRACTICAL THEORY....

- To help students **KNOW** that they are **SAFE** and **CARED FOR** and to give them **VOICE** in their classroom, have a classroom conversation:
  - How do you know when teachers CARE ABOUT YOU?
  - How do you know when teachers DO NOT CARE ABOUT YOU?
  
  - How do teachers know when a student CARES about their teachers and classmates?
  - How do teachers know when students DO NOT CARE about their teachers and classmates?



# A conversation (no matter how good) does NOT a CULTURE make.

- So, convert the dialogue to a COMPACT, an AGREEMENT, and SET of NORMS that WE agree to (culture).
- Then, return to the agreement to offer praise and polish.
- Where and when you stumble, DIG
  - Break down the problem into values and skills and habits.
  - NOT punishment so much as **practice**.





# Caring Conversation Class Compact

*In order to do our best work and treat each other with respect and care we agree that we will:*



1. Give others your full attention; listening with your eyes and ears.
2. Give the respect you want to get.
3. We don't say CAN'T. We TRY.
4. Give your best, encourage others to give their best.
5. OWN mistakes, FIX 'em, FLUSH 'em!



# COMPACT FOR EXCELLENCE BASICS

Excellence with Integrity TOOLS™

## COMPACT FOR EXCELLENCE

In order to do our **best work** and treat each other with **respect and care**, we each agree to/not to:

- »
- »
- »
- »
- »
- »

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## PRAISE & POLISH REVIEW

- » I think we did well on ...
  
- » I think we could improve by ...
  
- » I think we should add or clarify the following ...

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Excellence with Integrity TOOLS™

## SAMPLE COMPACT FOR EXCELLENCE AGREEMENTS

*Learn from our mistakes*

- |                                                         |                                                  |                                |
|---------------------------------------------------------|--------------------------------------------------|--------------------------------|
| <i>Come prepared</i>                                    | <i>Give our best effort</i>                      | <i>Be kind and considerate</i> |
| <i>Stay on task</i>                                     | <i>Respect one another &amp; our environment</i> |                                |
| <i>Be ready and willing to contribute</i>               | <i>Listen to each other</i>                      |                                |
| <i>Do our part</i>                                      | <i>Be honest and trustworthy</i>                 |                                |
| <i>Work hard</i>                                        | <i>Apologize when necessary</i>                  |                                |
| <i>Celebrate our successes</i>                          | <i>Avoid put downs or gossip</i>                 |                                |
| <i>Do what we say we will do</i>                        | <i>Avoid humor that hurts</i>                    |                                |
| <i>Be on time and ready to work</i>                     | <i>Take responsibility for actions</i>           |                                |
| <i>Avoid negative words, attitude, or body language</i> |                                                  |                                |
| <i>Stand up for our ideas and beliefs</i>               |                                                  |                                |



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Adapted from Lickona & Davidson (2005).



# “The Souhegan Six”

Souhegan HS, New Hampshire

1. Respect and encourage the right to teach and the right to learn at all times.
2. Be actively engaged in the learning; ask questions, collaborate, and seek solutions.
3. Be on time to fulfill your daily commitments.
4. Be appropriate; demonstrate behavior that is considerate of the community, the campus, and yourself.
5. Be truthful; communicate honestly.
6. Be responsible and accountable for your choices.



# Mr. Shoeneck's Standards of Excellence

1. I will honor commitments.
2. I will only make statements that add value and stick to the purpose at hand.
3. I will come to meetings prepared and determined to contribute.
4. I will offer alternative proposals to those things with which I disagree.



5. I will avoid working in isolation and will seek the thinking of others.
6. I will not be limited by current boundaries and limitations.
7. I will look for “How Can We” rather than “Why We Can’t.”
8. I will focus on helping others toward their purpose through listening and sharing of thoughts.



# Character-Based Consequences

- **Relevant**—logically related to the rule or the offense (not arbitrary)
- **Respectful**—of the person (not embarrassing or demeaning)
- **Reasonable**—not harsh or excessive
- **Restorative**—they restore or repair the relationship through restitution. Restitution basically says, “**If you broke it, you fix it.**” We all make mistakes, but we also can make up for our mistakes.
- **Resource-building**—they help the child develop, and plan to use, the character skills—such as empathy, self-control, social skills, and the motivation to do the right thing—that were not put into practice when the behavior problem occurred.



# Shape LAYERS of Culture

- 
- Whole School Community
  - Grade Level
  - Classroom
    - Subject groups
  - Hallway
  - Playground
  - Extra Curriculars





# Themes, Mottos, and Touchstones can focus a community and squeezes light and heat from Values and Traditions.

- All in.
- JUST-US.
- Better today, better tomorrow.
- Grateful Attitude and Persistent Effort.
- Choose the better.
- Extend the plus.
- Be the change.





Themes, Mottos, and Touchstones can focus a community and squeeze light and heat from our values and habits.

- All in.
- JUST-US.
- Better today, better tomorrow.
- Grateful Attitude and Persistent Effort.
- Choose the better.
- Extend the plus.
- Be the change.





# Fenway High School Motto

Work Hard.

Be Yourself.

Do the Right Thing.



# St. Benedict's Prep

“Whatever hurts my brother,  
hurts me.”



Mottos, themes,  
touchstones:

Communicate our essential  
FRUITS and ROOTS.





What are the strengths of character  
NEEDED FOR  
teaching and  
learning this  
year.

---



“There is nothing so practical as a good theory.” ~ Kurt Lewin



# PERFORMANCE CHARACTER AND MORAL CHARACTER COMPETENCIES

- |  |                          |                         |                               |
|--|--------------------------|-------------------------|-------------------------------|
|  | <b>Adaptability</b>      | <b>Caring</b>           |                               |
|  | <b>Ambition</b>          | <b>Civility</b>         | <b>Citizenship</b>            |
|  | <b>Craftsmanship</b>     | <b>Confidence</b>       | <b>Courage</b>                |
|  | <b>Compassion</b>        |                         |                               |
|  | <b>Critical Thinking</b> | <b>Collaboration</b>    | <b>Cooperation</b>            |
|  | <b>Courtesy</b>          |                         |                               |
|  | <b>Dependability</b>     | <b>Creativity</b>       | <b>Emotional Intelligence</b> |
|  | <b>Diligence</b>         | <b>Curiosity</b>        | <b>Empathy</b>                |
|  | <b>Forgiveness</b>       |                         |                               |
|  | <b>Drive</b>             | <b>Determination</b>    | <b>Friendliness</b>           |
|  | <b>Graciousness</b>      |                         |                               |
|  | <b>Effort</b>            | <b>Entrepreneurship</b> | <b>Generosity</b>             |
|  | <b>Gratitude</b>         |                         |                               |
|  | <b>Enthusiasm</b>        | <b>Endurance</b>        | <b>Honesty</b>                |
|  | <b>Honor</b>             |                         |                               |
|  | <b>Grit</b>              | <b>Imagination</b>      | <b>Hope</b>                   |
|  | <b>Integrity</b>         |                         |                               |
|  | <b>Initiative</b>        |                         |                               |
|  | <b>Justice</b>           |                         |                               |
|  | <b>Love</b>              |                         |                               |
|  | <b>Passion</b>           | <b>Kindness</b>         |                               |
|  | <b>Mercy</b>             |                         |                               |
|  | <b>Perseverance</b>      | <b>Organization</b>     | <b>Moderation</b>             |
|  | <b>Peacefulness</b>      |                         |                               |
|  | <b>Patience</b>          |                         |                               |
|  | <b>Pride in Work</b>     |                         |                               |
|  | <b>Resilience</b>        | <b>Resourcefulness</b>  | <b>Responsibility</b>         |
|  | <b>Respect</b>           |                         |                               |
|  | <b>Self-Awareness</b>    | <b>Thrift</b>           | <b>Self-Control</b>           |
|  | <b>Sensitivity</b>       |                         |                               |
|  | <b>Service</b>           | <b>Truthfulness</b>     | <b>Trustworthiness</b>        |
|  | <b>Wisdom</b>            |                         |                               |
|  | <b>Work Ethic</b>        |                         |                               |



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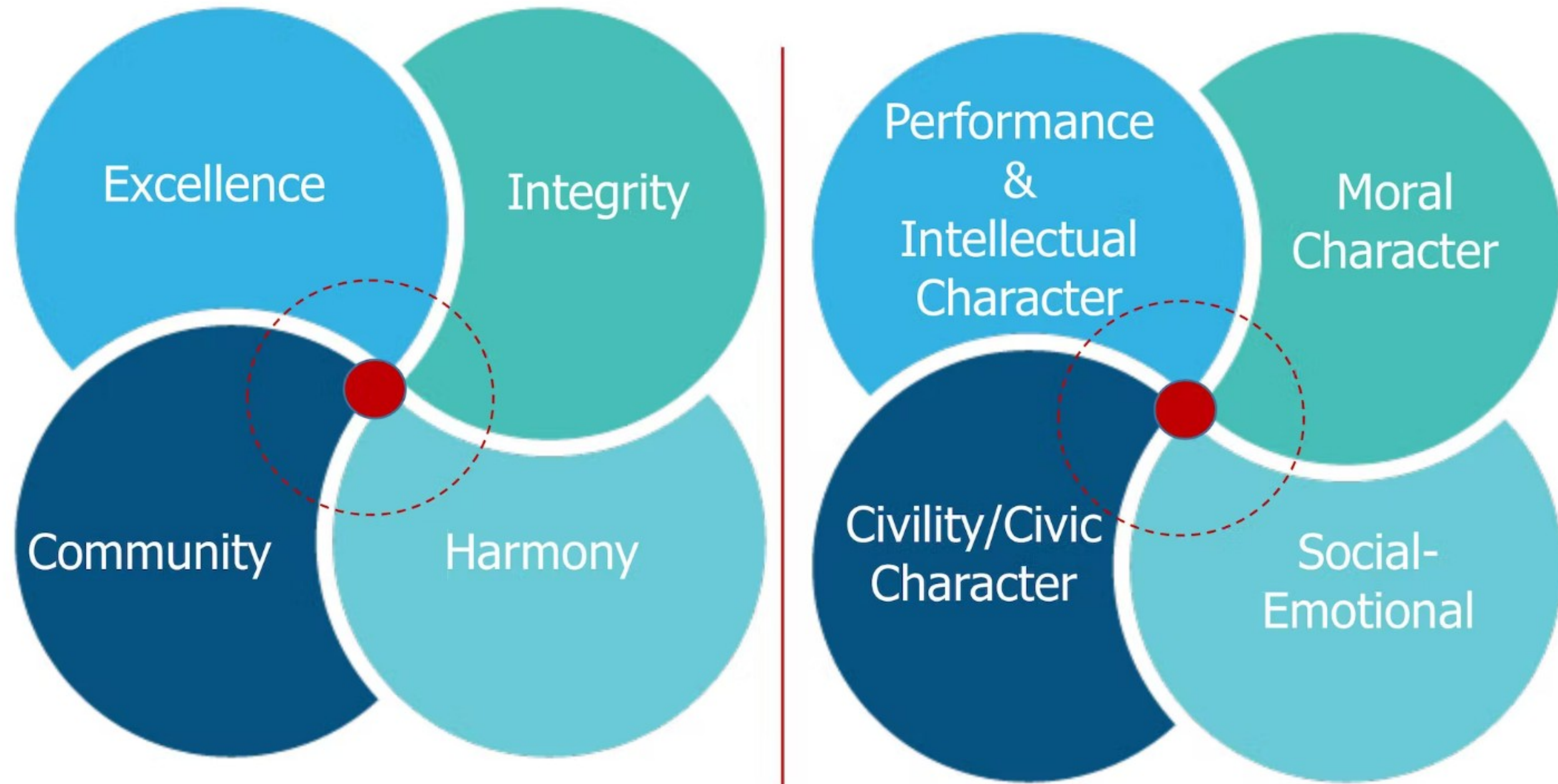
<http://www2.cortland.edu/dotAsset/248332.pdf>







# Strength - Synergy - Balance





# Values and the Sun

- Like the sun, we can't grasp values in their entirety.
- Values have infinite particulars based on societal circumstances, developmental level, student demographics, environmental context, and the value itself (performance, moral, civic, intellectual).
- Social emotional skills are often HOW we put values into action.
- **BREAK DOWN VALUES** into their particulars!





# (Re)CALIBRATE YOUR Values



- Calibrated for performance character?
- Calibrated for intellectual character?
- Calibrated for civic character?
- Calibrated for moral character?
- Calibrated for developmental level, circumstances, **SYNERGY**, etc.

## THE SIX PILLARS OF CHARACTER



TRUSTWORTHINESS

- Be honest. Don't deceive, cheat or steal.
- Be reliable. Do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal. Stand by your family, friends and country.



RESPECT

- Treat others with respect. Follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.



RESPONSIBILITY

- Do what you are supposed to do.
- Persevere. Keep on trying.
- Always do your best.
- Use self-control. Be self-disciplined.
- Think before you act. Consider the consequences.
- Be accountable for your choices.



FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded. Listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.



CARING

- Be kind.
- Be compassionate and show you care.
- Express gratitude.
- Forgive others.
- Help people in need.



CITIZENSHIP

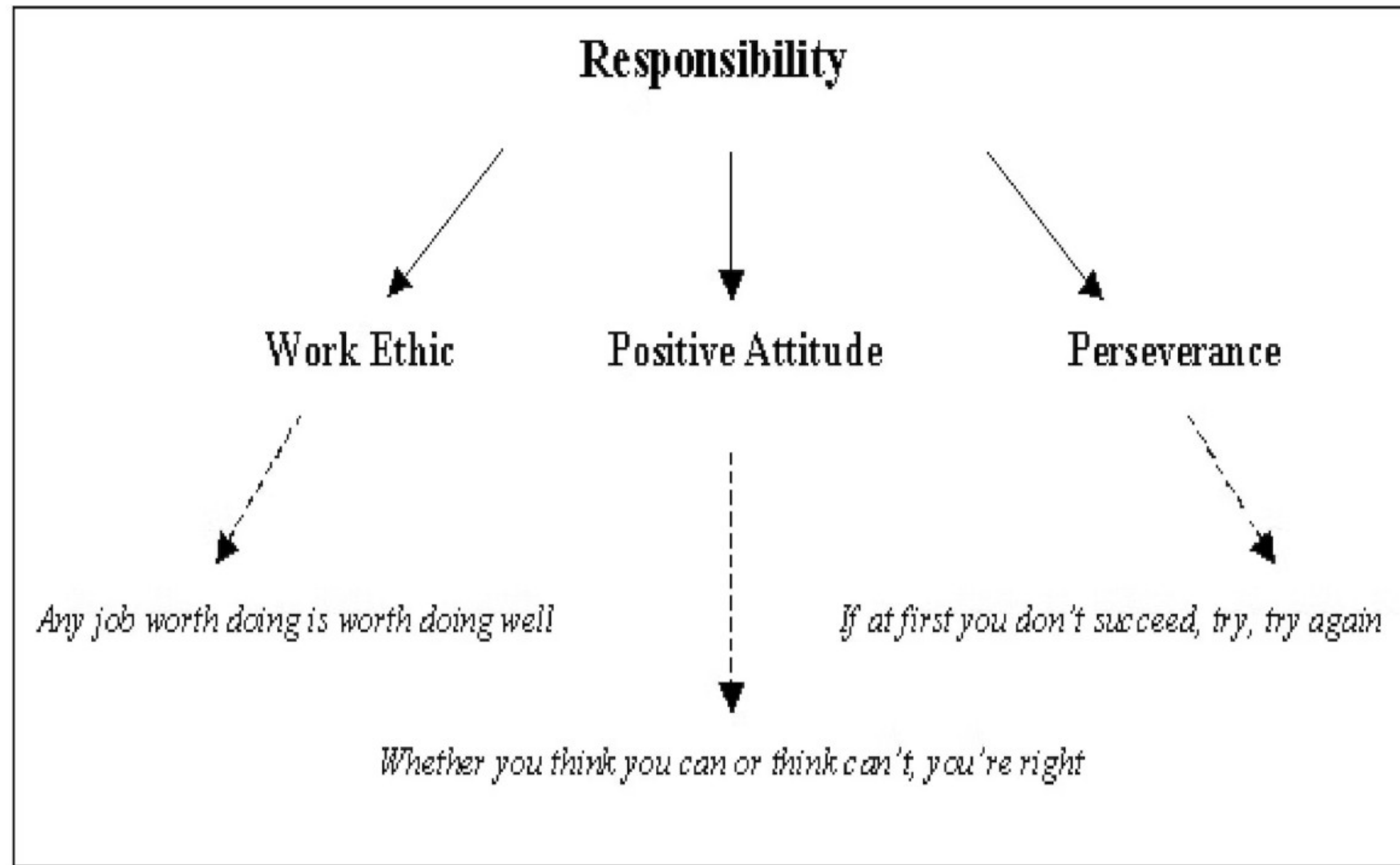
- Do your share to make your school and community better.
- Cooperate.
- Stay informed. Vote.
- Be a good neighbor.
- Obey laws and rules. Respect authority.
- Protect the environment. Recycle.

**CHARACTER COUNTS! IN IOWA**

CHARACTER COUNTS! In Iowa is a project of the Institute for Character Development. www.CharacterCountsInIowa.org  
CHARACTER COUNTS! and the Six Pillars of Character are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.



# The Faces of Responsibility





# Character Reflection Book

1. How have I shown responsibility today?
2. How have I failed to show responsibility today?
3. How will I show responsibility tomorrow?

—Franklin Classical Charter School



# CHOOSING OUR MINDSET

How our approach to Effort, Challenges, Mistakes, and Feedback shapes our mindset.

Fixed Mindset

Growth Mindset

We shape our mindset  
when we choose to ...

Focus only on outcomes and not looking bad, believing skills are something we are born with and that we **cannot** change, develop, or grow.

-  **Not put in the EFFORT:**  
Seeing effort as not necessary or useful.
-  **Fear and avoid CHALLENGES:**  
Avoiding, backing down from challenges, and framing them as threat.
-  **Be ashamed/afraid of MISTAKES:**  
Which cause embarrassment and lead to discouragement.
-  **Resent and resist FEEDBACK:**  
Getting defensive, not valuing the input, and taking it personal.

Focus on the process of getting better, believing that skills are built and that we **can** change, develop, and grow.

-  **Give diligent EFFORT:**  
Knowing that effort leads to growth.
-  **Embrace CHALLENGES:**  
Persevering through challenges and framing them as a growth opportunity.
-  **Build on MISTAKES:**  
Using them as feedback from which to learn and grow.
-  **Value FEEDBACK:**  
Appreciating the help, using the insight, without taking it personally.

Based on *Mindset*, by Carol Dweck. For more, check out: <https://www.youtube.com/watch?v=75GFzikhRY0>

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# Calibrate your Quotations:

“

In any moment of decision  
the best thing you can do  
is the right thing.  
The worst thing you can do  
is nothing.

~ Theodore Roosevelt

”

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“

You're not tough  
alone and you're  
not at your most  
confident alone.

~ Mike Krzyzewski

”

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“

If you want to move fast,  
go alone.  
If you want to go far,  
go together.

~ African Proverb

”

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“

Best is good.  
Better is best.

~ Lisa Grunwald

”

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“

Hard work beats talent when  
talent won't work hard.

~ Tim Notke

”

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# Success Happens TWICE: First, in your mind. Then for real.

- Have you shaped the MACRO Culture and the MICRO Culture
  - Macro: Themes, Values, Goals
  - Micro: Tools, strategies, habits, norms.
- Do you have strong, clear norms and agreements?
  - Compact(S)
- Do you have self-awareness routines?
  - Word, Number, Story, Highlights, Lowlights, Flashlights
- Do you have mistake, recovery, restitution habits?
  - Two Points, Rebound!
  - OWN IT. MAKE UP FOR IT. LEARN FROM IT.



“

**Dear God, I'm doing  
the best I can.**

*~ Prayer of a 9-year-old boy,  
a favorite of renowned scholar of  
religion, Huston Smith*

”

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Intentional culture. Essential competencies. Optimal performance.





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