

## Character Development and Education Bibliography

Compiled by Marvin W. Berkowitz, August 1999 (last update 6/08)

Abourjilie, C. (2000). *Developing character for classroom success: Strategies to increase responsibility, achievement, and motivation in secondary students*. Chapel Hill, NC: Character Development Press.

*A brief and very accessible set of suggestions and examples from an exemplary practitioner at the high school level.*

Bear, G.G. (2004). *Developing self-discipline and preventing and correcting misbehavior*. Boston: Pearson Allyn and Bacon.

*Comprehensive approach to behavior management that focuses on character, social-emotional learning, and child development.*

Beedy, J.P. (1997). *Sports PLUS: Positive Learning Using Sports*. Hamilton, MA: Project Adventure, Inc.

*For those interested in the role of organized sports in developing moral character and youth, this is a very valuable book. The author is both knowledgeable and experienced as a practitioner.*

Berger, Ron (2003). *An ethic of excellence: Building a Culture of Craftsmanship in Schools*. Portsmouth, NH: Heinemann.

*Inspiring brief account of how Ron Berger, in his rural MA elementary school classrooms, inspired his students to reach impressive levels of academic and character development and performance.*

Berkowitz, M.W. (1997). The complete moral person: Anatomy and formation. In J.M. DuBois (Ed.), *Moral issues in psychology: Personalist contributions to selected problems* (pp.11-41). Lanham, MD: University Press of America.

*An article describing a psychological model of the moral person with implications for character education.*

Berkowitz, M.W. (2005). *Parenting for good*. Chapel Hill NC: Character Development Group.

*Compilation of newspaper columns with advice on parents on how to raise children in ways to promote character development.*

Berkowitz, M.W. & Bier, M. (2005). *What works in character education: A research-driven guide for practitioners*. Washington DC: Character Education Partnership.

*Practical advice for educators on which character education programs and practices have been found to be effective through scientific research. NOTE: You can download this manuscript from [www.character.org](http://www.character.org) on the Resources page.*

Berkowitz, M.W., & Grych, J.H. (2000). Early character development and education. *Early Education and Development*, 11, 55-72.

*Journal article describing characteristics of early childhood character development and teacher strategies for early childhood character education.*

Berman, S. (1997). *Children's social consciousness and the development of social responsibility*. Albany, NY: State University of New York Press.

*Constructivist approach to character education focusing on building social responsibility through social action and education. Written by a leading character education and school superintendent.*

Boyer, E.L. (1995). *The basic school: A community for learning*. Princeton NJ: The Carnegie Foundation.

*Powerful and articulate vision for reforming elementary schools by a leading educator. A blueprint for effective schools. Includes a chapter on character education.*

Character Education Partnership (1996). *Eleven Principles of Effective Character Education*. Washington DC: CEP.

*A brief booklet outlining the CEP eleven principles (written by Thomas Lickona, Eric Schaps, and Catherine Lewis). A very useful framework for taking the "big picture" on character education. The basis for the National Schools of Character annual awards from CEP. Can be downloaded: [www.character.org](http://www.character.org).*

Character Education Partnership (1998). *Building community consensus for character education: Guidelines for developing broad-based community support for character education programming in schools*. Washington DC: CEP.

*Short booklet with helpful tips on how to involve a wide range of stakeholders in supporting character education in schools. (Written by Linda McKay and Henry Huffman)*

Character Education Partnership (1998). *A primer for evaluating a character education initiative*. Washington, DC: Character Education Partnership.

*Very brief, practical and accessible first step in planning character education assessment. (Written by Marvin Berkowitz)*

Character Education Partnership (1999). *1999 National Schools of Character: Best Practices & New Perspectives*. Washington, DC: Character Education Partnership.

*Descriptions of nationally recognized National Schools of Character. Very helpful examples of exemplary practice.*

Character Education Partnership (2000). *2000 National Schools of Character Promising Practices Citations*. Washington, DC: Character Education Partnership.

*Descriptions of nationally recognized National Schools of Character. Very helpful examples of exemplary practice.*

Character Education Partnership (2000). *Character Education Quality Standards*. Washington, DC: Character Education Partnership.

*A self-study instrument for evaluating the CEP 11 Principles of Effective Character Education. Excellent elaboration of those principles. Used to evaluate applications to the National Schools of Character program. Can be downloaded: [www.character.org](http://www.character.org).*

Character Education Partnership (2001). *2001 National Schools of Character: Practices to Adopt & Adapt*. Washington, DC: Character Education Partnership.

*Descriptions of nationally recognized National Schools of Character. Very helpful examples of exemplary practice.*

Character Education Partnership (2002). *2002 National Schools of Character: Practices to Adopt & Adapt*. Washington, DC: Character Education Partnership.

*Descriptions of nationally recognized National Schools of Character. Very helpful examples of exemplary practice.*

Character Education Partnership (2004). *Eleven principles sourcebook*. Washington, D.C.: CEP.

*An extensive and valuable set of 11 monographs and an overview video that expands and explains CEP's 11 Principles of Effective Character Education, including implementation strategies and concrete examples from exemplary schools.*

Characterplus (1999). *Evaluation resource guide: Tools and strategies for evaluating a character education program*. St. Louis: Cooperation School Districts.

*Handbook for planning a character education assessment initiative. Includes Berkowitz "Primer" (see CEP above).*

Characterplus (2002). *Replication handbook for school and community decision makers: Strategies for developing and implementing a character education program (2<sup>nd</sup> edition)*. St. Louis: Cooperation School Districts.

*Practical handbook for planning a character education initiative from a very effective project.*

Colby, A., & Erlich, T. (2000). Higher education and the development of civic responsibility. In T. Erlich (Ed.), Civic responsibility and higher education. Phoenix AZ: Oryx Press.

*This book chapter gives an overview of the state of moral and civic education at the college level and a preview of a study the authors are conducting of*

*programs designed to foster moral and civic development at colleges and universities around the U.S. {Author's description}*

Dalton, J., & Watson, M. (1997). Among friends: Classrooms where caring and learning prevail. Oakland CA: Developmental Studies Center.

*Excellent guide to how to build classrooms that are caring communities. One of many resources from the DSC.*

Damon, W. (1988). The moral child: Nurturing children's natural moral growth. New York: Free Press.

*Excellent overview of children's moral character development. Well grounded in research but readable and accurate.*

Damon, W. (1997). The Youth Charter: How communities can work together to raise standards for all our children. New York: Free Press.

*Blueprint for community and school-based efforts to raise academic and behavioral standards for children.*

Damon, W. (1999, August). The moral development of children. Scientific American, 72-78.

*Excellent brief article introducing a broad perspective on the sources of character in childhood.*

Damon, W. (Ed.) (2002). *Bringing in a new era in character education*. Stanford CA: Hoover Institution Press.

*Cutting edge collection of chapters that often challenge mainstream character education.*

DeRoche, E.F., & Williams, M.W. (1998). Educating hearts and minds: A comprehensive character education framework. Thousand Oaks, CA: Corwin Press.

*A recent and somewhat traditional view of character education. Not that different from Lickona in focus. Does have a chapter on assessment which is rare.*

DeRoche, E.F., & Williams, M.W. (2001). Character education: A guide for school administrators. Lanham MD: Scarecrow Press.

*The only book on character education for school administrators. Incorporates much of their 1998 book's perspective on character education, adds material specifically for school leaders, and includes excellent resource guides.*

DeRoche, E.F., & Williams, M.W. (2001). Character education: A primer for teachers. Allen TX: Argus.

*Brief introduction to character education for teachers. Includes materials on teaching strategies, including instructional strategies and curriculum strategies, which many books omit.*

Developmental Studies Center (1996). That's my buddy! Friendship and learning across the grades. Oakland CA: Developmental Studies Center.

*Creative and effective suggestions for using cross grade classroom pairings to promote learning and character.*

Developmental Studies Center. At home in our schools. Oakland CA: Developmental Studies Center.

*Description of how to transform traditional school-wide activities (e.g., science fairs) to help build a caring community and involved parents and other stakeholders in character education.*

Developmental Studies Center. Ways we want our class to be: Class meetings that build commitment to kindness and learning. Oakland CA: Developmental Studies Center.

*A how-to book on one of the most essential elements in effective character education, class meetings, from the experts who have implemented comprehensive character education school reform effectively.*

Developmental Studies Center. Reading, thinking and caring: Literature-based reading (grades k-3) and Reading for real: Literature-based reading (grades 4-8). Oakland CA: Developmental Studies Center.

*Literature based curricula for both reading and character development for elementary and middle school grades.*

Developmental Studies Center. Blueprints for a collaborative classroom. Oakland CA: Developmental Studies Center.

*How-to guide for collaborative learning that builds character.*

Devine, T., Seuk, J.H., & Wilson, A. (Eds.) (2000). Cultivating heart and character: Educating for life's most essential goals. Chapel Hill NC: Character Development Publishing.

*A comprehensive presentation of the character education philosophy and practice of the International Education Foundation. Approaches character education from the standpoint of deep existential questions often found more often in philosophy and theology.*

DeVries, R., & Zan, B. (1994). Moral classrooms, moral children: Creating a constructivist atmosphere in early education. New York: Teachers College Press.

*Very practical and thorough treatment of a constructivist approach to early elementary character education.*

DiBiase, A., Gibbs, J.C., & Potter, G.B. (2005). *EQUIP for educators: Teaching yough (Grades 5-8) to think and act responsibly*. Champaign IL: Research Press.

*Hands on, practical application of the EQUIP model for middle school. Great set of lessons and frameworks for implementation to promote social and moral skills.*

Edelman, M.W. (1992). *The measure of our success: A letter to my children and yours*. New York: Harper.

*Inspirational book for parents to raise moral children.*

Elias, M.J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., & Shriver .P.(1997). [Promoting social and emotional learning: Guidelines for educators](#). Alexandria, VA: ASCD.

*An introduction to and overview of the field of social-emotional learning by the leaders in the field.*

Gibbs, J.C., Potter, G.B., & Goldstein, A.P. (1995). *The EQUIP Program: Teaching youth to think and act responsibly through a peer-helping approach*. Champaign IL: Research Press.

*Excellent and practical guide to building empathy, responsible behavior, and moral reasoning in delinquent youth. Practices can apply in schools and correctional facilities.*

Glasser, W. (1969). *Schools without failure*. New York: Harper and Row.

*Classic book on schools that build character. Predates much of current character education, but is very consistent with it.*

Graham, J. (1999). *It's up to us: The Giraffe Heroes Program for teens*. Langley WA: The Giraffe Project.

*Takes the Giraffe Project, an excellent heroes/service character education curriculum and adapts it for high school implementation.*

Hoffman, J.B., & Lee, A.R. (1997). *Character education workbook for school boards, administrators & community leaders*. Port Chester, NY: National Professional Resources.

*Brief step by step workbook for communities to take the initial steps in developing a character education initiative. Particularly focuses on creating a task force and identifying targeted values.*

Howes, C., & Ritchie, S. (2002). *A matter of trust: Connecting teachers and learners in the early childhood classroom*. New York: Teachers College Press.

*Enlightening presentation of research and practice on how to build trust in early childhood education. Great model for healthy classrooms.*

Huffman, H.A. (1994). *Developing a character education program: One school district's experience*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Good brief "how to" book based on the experience of the Lebanon PA school district's award winning character education initiatives.*

Jackson, A.W. & Davis, G.A. (2000). *Turning points 2000: Educating adolescents in the 21<sup>st</sup> century*. New York: Teachers College Press.

*Powerful and insightful blueprint for middle schools that promote character development.*

Jackson, P.W., Boostrom, R.E., & Hansen, D.T. (1993). *The moral life of schools*. San Francisco: Jossey Bass.

*Powerful ground-breaking presentation of the hidden curriculum in schools that impacts moral development of students.*

Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1994). *Cooperative learning in the classroom*. Alexandria VA: Associations for Supervision and Curriculum Development.

*Brief and practical overview of effective cooperative learning by the experts.*

Kinsley, C.W., & McPherson, K. (Eds.) (1995). *Enriching the curriculum through service learning*. Alexandria VA: ASCD.

*A short edited introduction to how to use service learning in schools by leaders in the field of service learning.*

Kohn, A. (1999). The schools our children deserve: Moving beyond traditional classrooms and "tougher standards". Boston: Houghton Mifflin.

*Cogent argument for enlightened school reform by a leading critic of traditional schools.*

Lantieri, L., & Patti, J. (1996). Waging peace in our schools. Boston: Beacon Press.

*Accessible and practical model for a comprehensive approach to promoting character and reducing violence in schools. Presents an exemplary implementation model (Resolving Conflict Creatively Program) that has a solid research base.*

Lickona, T. (1983). Raising good children: Helping your child through the stages of moral development - From birth through the teenage years. New York: Bantam Books.

*The best book on parenting for moral character development. Practical and written for parents. Gets a bit conservative on some specific issues (e.g., sexuality and gender roles), but is thoughtful and very helpful.*

Lickona, T. (1991) Educating for character: How our schools can teach respect and responsibility. New York: Bantam Books.

*The "bible" of the field. Written for school teachers, but a great and readable overview. Part 1 is a must; Parts 2 and 3 get into more specifics on methods, etc. and may be selectively read.*

Lickona, T. (2004). *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. New York: Simon and Schuster.

*The master of distilling character education for educators and parents presents his updated theory of character and many new insights on and examples of effective practice.*

Lickona, T., & Davidson, M. (2005). *Smart and good high schools*. Washington DC: Character Education Partnership.

*Excellent new model of character encompassing both moral and performance character. Includes cutting edge research and practice tips for implementing in the high school; however, applied to elementary and middle school as well. NOTE: You can download this entire book from [www.character.org](http://www.character.org).*

McClellan, B.E. (1999). *Moral education in America: Schools and the shaping of character since Colonial times*. New York: Teachers College Press.

*Short book that provides the most extensive history of character and moral education in the US that I have seen. A unique resource in that regard.*

Mosher, R., Kenny Jr., R.A., & Garrod, A. (1994). *Preparing for citizenship: Teaching youth to live democratically*. Westport, CT: Praeger.

*Excellent practical and conceptual presentation of how and why to do character education through democratic schooling. Presents a useful model of how democratic schooling prepares students to be effective citizens in a democratic society. Most appropriate for secondary schools.*

Murphy, M. (1997). *Character education in America's Blue Ribbon Schools: Best practices for meeting the challenge*. Lancaster PA: Technomic.

*Unusual and creative resource. Takes data from Blue Ribbon Schools in the US and derives conclusions about what works in character education from these "star" schools. Also includes chapters on history and evaluation.*

National Association of School Boards (1996). *Character education in the classroom: How America's school boards are promoting values and virtues*. Alexandria, VA: NASB.

*Booklet reporting a national survey of strategies and best practices in character education.*

Novick, B., Kress, J.S., & Elias, M.J. (2002). *Building learning communities with character*. Alexandria VA: ASCD.

*Quick easy read that presents a school reform model and process that fits with social-emotional learning and character education principles.*

Nucci, L. P. (2001). *Education in the moral domain*. New York: Cambridge University Press.

*Thoughtful and unique book that presents the social domain approach to character education by one of its foremost scholars. Strong research base that supports a challenging perspective on education.*

Oakes, J., Quartz, K.H., Ryan, S., & Lipton, M. (2000). *Becoming good American schools: The struggle for civic virtue in education reform*. San Francisco: Jossey-Bass.

*A longitudinal follow-up study of middle schools from the Turning Points project. Draws conclusions about comprehensive middle school reform with a focus on promoting civic virtue.*

Palmer, Parker J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.

*A remarkable and powerful and unique perspective on good teaching. A provocative and stimulating way to promote a community amongst teachers. Very useful for collaborative staff development leading to a caring community for staff and students.*

Patti, J., & Tobin, J. (2003). *Smart school leaders: Leading with emotional intelligence*. Dubuque IA: Kendall Hunt.

*Comprehensive guide for principals on how to restructure schools to promote social-emotional learning and create caring school climates. Very practical with many tools provided.*

Piaget, J. (1965/1932). *The moral judgment of the child*. New York: Free Press.

*A classic. Highly theoretical and empirical first account of the development of moral thinking in children.*

Poliner, R.A., & Lieber, C.M. (2004). *The advisory guide: Designing and implementing effective advisory programs in secondary schools*. Cambridge MA: Educators for Social Responsibility.

*Comprehensive guidebook for how to maximize the power of advisories (homerooms, etc.) in secondary schools. It includes many practical aids such as lesson plans and alternative formats.*

Porro, B. (1996). *Talk it out: Conflict resolution in the elementary classroom*. Alexandria VA: Association for Supervision and Curriculum Development.

*A practical guide for elementary school teachers in how to train and promote conflict resolution strategies in the classroom.*

Porro, B. (202). *Teaching conflict resolution with the Rainbow Kids Program*. Alexandria VA: Association for Supervision and Curriculum Development.

*A practical guide for primary grade elementary school teachers in how to train and promote conflict resolution strategies in the classroom. Adaptation of Talk It Out for the primary grades.*

Posey, J., Davidson, M., & Korpi, M. (2001). Character education evaluation toolkit. Washington, DC: Character Education Partnership.

*A comprehensive guide to evaluating character education initiatives. Includes information on research design, instrumentation, and strategy selection.*

Power, F.C., Higgins, A., & Kohlberg, L. (1989). Lawrence Kohlberg's approach to moral education. New York: Columbia University Press.

*Powerful description of the Just Community alternative school approach based on Kohlberg's theory of moral development. Higher level text describing elaborate theory, detailed methods, and outcome data. More appropriate for secondary schools.*

Pritchard, I. (1998). Good education: The virtues of learning. United Publishers Group: Norwalk CT.

*Directed toward parents and teachers, this book demonstrated the pervasiveness of the moral dimension in the lives and education of children and youth, and argues that four virtues in particular--honesty, friendship, courage and justice--are central to good education. [Author's description]*

Reimer, J., Paolitto, D., & Hersch, R. (1983). Promoting moral growth: From Piaget to Kohlberg (2<sup>nd</sup> ed.). New York: Longman Press.

*Another very readable book. This however focuses exclusively on the cognitive structural approach of Lawrence Kohlberg. Part 1 is an excellent overview of cognitive structural theory of moral development. Parts 2 and 3 present two forms of application: classroom dilemma discussion and Just Community school reform.*

Ryan, K., & Bohlin, K.E. (1999). *Building character in our schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass.

*Ryan is one of the seminal thinkers in the field and one of the more traditional as well. A solid practical presentation. Again, somewhat similar to Lickona.*

Shields, D.L.L. & Bredemeier, B.J.L. (1995). *Character development and physical activity*. Champaign IL: Human Kinetics Press.

*Comprehensive treatment of how to use sports and physical activity to promote character development. Solid research base.*

Sizer, T.R., & Sizer, N.F. (1999). *The students are watching: Schools and the moral contract*. Boston: Beacon Press.

*A condemnation of American high schools. Provocative and easy to read. A bit of a polemic but it certainly is stimulating.*

Starkman, N., Scales, P.C., & Roberts, C. (1999). *Great places to learn: How asset-building schools help students succeed*. Minneapolis MN: The Search Institute.

*Helpful examples of school practice based on the Search Institute's 40 Developmental Assets.*

Taulbert, C.L. (1997). *Eight habits of the heart: Timeless values that build strong communities – Within our homes and our lives*. New York: Penguin Books.

*Inspirational account of core values derived from the author's childhood in segregated rural Mississippi. Has been used for education, business, and government motivation and transformation.*

Taulbert, C.L. (2006). *Eight habits of the heart for educators: Building strong school communities through timeless values*. Thousand Oaks, CA: Corwin Press.

*Follow-up to 1997 book (see above) applying the core values of his child community to building classrooms and schools of character.*

Urban, H. (2003). *Life's greatest lessons: 20 things that matter*. New York: Fireside Press.

*Practical and inspirational book by 35 year veteran high-school teacher. Applies to all ages and offers great ideas for classroom practice. New version for Simon and Schuster division Fireside. A "must" for character educators.*

Urban, H. (2008). *Lessons from the classroom: 20 things good teachers do*. Redwood City, CA: Great Lessons Press.

*Practical and inspirational description of Hal Urban's classroom methods. Another "must" for character educators.*

Vessels, G.G. (1998). *Character and community development: A school planning and teacher training handbook*. Westport CT: Praeger.

*A solid mix of theory and practice. Especially strong on evaluation. Includes author's own measurement battery.*

Vincent, P.F. (xxxx) *Promising practices in character education Vols. 1 & 2*. Character Development Group: Chapel Hill NC.

*The two volumes describe case studies of successful implementations of character education.*

Vincent, P.F. (1999). *Developing character in students: A primer for teachers, parents and communities (2<sup>ND</sup> Edition)*. Chapel Hill, NC: New View Publications.

*Good brief overview of character education.*

Vincent, P.F. (2006). *Restoring school civility: Creating a caring, responsible, and productive school*. Chapel Hill NC: Character Development Group.

*Introduction to re-thinking classrooms and schools as civil communities.  
Practical advice on how to develop civil classrooms.*

Vincent, P.F., Reed, N., & Register, J. (2001). *The gift of character: The Chattanooga Story*. Chapel Hill, NC: Character Development Publishing.

*A description of a large scale district-initiated and community-wide character education initiative in an urban school district. It is a very detailed and comprehensive and intentional character education initiative.*

Watson, M. (2003). *Learning to trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline*. San Francisco: Jossey-Bass.

*A powerful case study of one elementary teacher's struggles with a looped and challenging class and learning and applying developmental discipline, derived from attachment theory.*

Williams, R.D., & Taylor, R.T. (2003). *Leading with character to improve student achievement*. Chapel Hill, NC: Character Development Publishing Group.

*Quick overview of how to be a school leader of character that promotes academic learning and character development.*

Wood, C. (1996). *Time to teach. Time to learn. Changing the pace of school*. Greenfield MA: Northeast Foundation for Children.

*Overview of the philosophy and approach of the Northeast Foundation for Children and especially its key initiative, "The Responsive Classroom." An exemplary character education model with a research base.*

Wynne, E.A., & Ryan, K. (1993). Reclaiming our schools: A handbook on teaching character, academics, and discipline. New York: Merrill.

*A very traditional and conservative approach to character education.*

## Internet Resources

Association for Moral Education (AME)  
[www.amenetwork.org](http://www.amenetwork.org)

*The Association for Moral Education is one of the oldest professional organizations in this field (25 years). It began as a group of scholars interested in the moral development theory of Lawrence Kohlberg and has grown to be an extremely eclectic and international organization of scholars and practitioners interested in fostering moral growth of children, adolescents, and adults. It sponsors an annual conference (typically in mid-November) and offers a quarterly newsletter. Members also receive the Journal of Moral Education. The website provides valuable information about the field and the organization and provides entry to an online discussion group.*

Center for the Advancement of Ethics and Character (CAEC)  
<http://www.bu.edu/education/caec/>

*The Center for the Advancement of Ethics and Character is at the School of Education at Boston University. It was founded by Professor Kevin Ryan, and now is directed by Dr. Karen Bohlin. They publish a practical newsletter, engage in educational research (including a national study of character education at schools and colleges of education), offer courses in character education, and disseminate character education materials.*

Center for Character and Citizenship  
[www.characterandcitizenship.org](http://www.characterandcitizenship.org)

*The Center for Character and Citizenship at the University of Missouri-St. Louis is co-directed by Professors Marvin W. Berkowitz and Wolfgang Althof. It houses the Sanford N. McDonnell Leadership Academy in Character Education, the Journal of Research in Character Education, the Citizenship Education Clearing House, and offers professional development, research consultation, and other resources.*

Center for the Development of Peace and Well-Being  
<http://peacecenter.berkeley.edu/>

*High quality center at UC Berkeley to promote and study human wellness and peace. Excellent research and their magazine, "Greater Good", is a great resource.*

Center for the Fourth and Fifth R's  
<http://www.cortland.edu/character>

*This Center at the State University of NY at Cortland is run by Dr. Thomas Lickona. It offers summer training workshops, a newsletter, and various other resources to character educators.*

Center for Social and Character Development at Rutgers

[www.RUCharacter.org](http://www.RUCharacter.org)

*The New Jersey state character education center located at Rutgers University. Many helpful and concrete resources.*

Center for Social and Emotional Education

<http://www.csee.net/>

*Resource in social and emotional learning both for parents and educators. Supervised by Dr. Jonathan Cohen at Columbia University.*

Center for Teacher Formation

[www.teacherformation.org](http://www.teacherformation.org)

*Based on the work of Parker Palmer and funded by the Fetzer Foundation, this organization promotes teacher growth and renewal.*

Character Counts

[www.charactercounts.org](http://www.charactercounts.org)

*Character Counts is probably the most widely adopted character education initiative. It is a project of the Josephson Institute on Ethics and serves as the primary basis for federal legislation on character education. CC also offers training workshops at varying sites around the US. The website offers many resources in the field including Character Counts curricula and support materials.*

Character Development Group

[www.charactereducation.com](http://www.charactereducation.com)

*The Character Development Group, headed by Dr. Philip Vincent, is mostly a character education publishing and consulting organization. The web site is full of useful information about character education, the CDG's publications, and the work of Dr. Vincent.*

Character Education Partnership

[www.character.org](http://www.character.org)

*The Character Education Partnership is an organization formed to promote character education in US schools. Its members include most major professional education organizations, many corporations, and numerous educators and other interested individuals. It sponsors an annual conference (typically in October), and provides numerous publications, videos, and other resources for interested educators. This is fast becoming the pre-eminent character education organization and resource. The website offers helpful information and includes a database on assessing character.*

Character Education and Civic Engagement Technical Assistance Center (CETAC)

[www.cetac.org](http://www.cetac.org)

*The US Department of Education (Office of Safe and Drug Free Schools) site for providing information and other assistance to (1) USDOE character education grant holders and (2) educators in general.*

#### Characterplus

[www.characterplus.org](http://www.characterplus.org)

*Characterplus (formerly PREP) is a program of the Cooperating School Districts in St. Louis, MO. For over a decade they have promoted character education widely throughout the greater St. Louis area, now reaching nearly 500 schools in 34 school districts. They are essentially the largest community initiative in character education. They also supervise the Missouri federal character education grant program. They offer numerous publications and other resources for character educators. They also offer educator and community training nationally.*

#### Civic Mission of Schools

[www.civicmissionofschools.org](http://www.civicmissionofschools.org)

*An initiative to re-invigorate interest in schools as a source of promoting civic engagement and civic character. Understand their goal as knowledge, skills and dispositions. The latter is understood as civic character. Can submit best practices to be posted on this site.*

#### Collaborative for Academic, Social and Emotional Learning (CASEL)

[www.case1.org](http://www.case1.org)

*The Collaborative for Academic, Social and Emotional Learning is a network of psychologists and educators who are interested a scientific approach to the promotion of social and emotional competency in children. The web site offers information about social and emotional development, resources (books, videos, etc.), program announcements, etc. CASEL also offers a conference and a listserv.*

#### Community of Caring

[www.communityofcaring.org](http://www.communityofcaring.org)

*Community of Caring is a specific character education program that is implemented widely across the US. The website offers useful details on how it is implemented, its philosophy, etc.*

#### The Cooperative Learning Center (University of Minnesota)

<http://www.co-operation.org/>

*This is the website of Roger and David Johnson from the University of Minnesota. They are the leading figures in cooperative learning and this website has much information about their work, including their research-supported character education program: Teaching Students to be Peacemakers.*

#### Developmental Studies Center

[www.devstu.org](http://www.devstu.org)

*The Developmental Studies Center is the most highly developed provider of character education implementation resources. It sponsors the Child Development Project, generally regarded as the best character education program. The CDP has also been named a model drug prevention program by the US Center for Substance Abuse Prevention and the US Department of Education has listed it as an effective violence prevention program as well as a Comprehensive School Reform Demonstration model. The DSC has produced a broad set of very useful curricula, books, training videos, and other resources. They have also generated the most extensive assessment package in the field. The website describes its programs and its available resources.*

Education Commission of the States' National Center for Learning and Citizenship

[www.ecs.org/nclc](http://www.ecs.org/nclc)

*The National Center for Learning and Citizenship is housed at the Education Commission of the States (a coalition of state education leaders). NCLC focuses on service learning and on citizenship education, leadership and policy. The site offers a variety of resources about service learning and citizenship education, and the parent ECS site offers many other education resources.*

Educators for Social Responsibility

[www.esrnational.org](http://www.esrnational.org)

*ESR is an educational advocacy group that promotes education for social engagement and responsibility. The website offers many resources, most notably information on the Resolving Conflict Creatively Program, a comprehensive school reform model for promoting character and reducing violence as well as many excellent publications.*

Facing History and Ourselves

[www.facing.org](http://www.facing.org)

*FHAO began as a high school social studies curriculum on the Nazi holocaust but has evolved into a broader set of curricula on genocide and hatred.*

The First Amendment Center

[www.firstamendmentcenter.org](http://www.firstamendmentcenter.org)

The FAC is a program of the Gannett Corporation's Freedom Forum. They sponsor the First Amendment Schools program.

The Giraffe Project

[www.giraffe.org](http://www.giraffe.org)

The Giraffe Project promotes character development through K-12 curricula that focus on heroes and service. It moves from studying famous heroes to studying local heroes to becoming a hero through service to others.

International Center for Character Education

<http://teachvalues.org>

*The International Center for Character Education, run by Professors Ed DeRoche and Mary Williams of the University of San Diego, offers extensive training opportunities. These include an annual conference, a new masters degree program, on line courses, and an academy for school administrators.*

Learning in Deed

[www.learningindeed.org](http://www.learningindeed.org)

*Learning in Deed is a national coalition of service learning organizations and experts. This site provides a single entry to point to most resources, practice, and research on service learning. It also includes the National Service Learning Partnership.*

National Professional Resources, Inc.

[www.nprinc.com](http://www.nprinc.com)

*This is a vendor, not a professional organization, but they have collected many of the books, curricula, and videos in the field and offer them in a single catalog.*

Responsive Classroom

[www.responsiveclassroom.org](http://www.responsiveclassroom.org)

*The Responsive Classroom is a specific approach to school reform offered by the Northeast Foundation for Children. It is a well-researched comprehensive approach that requires training offered by NFC. The web site offers information on training, descriptions of the philosophy and characteristics of the Responsive Classroom approach, and publications about their work.*

Search Institute

[www.search-institute.org](http://www.search-institute.org)

*The Search Institute is a research organization that has generated the "40 Developmental Assets" model. They have expanded their research agenda to include educational implementation. They offer an assessment package as well as many other resources that are valuable to character educators. The website details their theory, programs, and resources.*

Studies in Moral Development and Education

[www.MoralEd.org](http://www.MoralEd.org)

*Professor Larry Nucci at the University of Illinois-Chicago administers this excellent resource site. It includes a listserv, on-line reprints, links, etc. Numerous references to and reviews of books and articles can be found there as well as articles about practice tips.*

Teaching Tolerance

[www.teachingtolerance.org](http://www.teachingtolerance.org)

*Educational arm of the Southern Poverty Law Center. Promotes tolerance and fights oppression, hatred and bigotry. Publishes a journal entitled Teaching Tolerance which is distributed free. Also disseminates curricula on toleration.*

Utah State Office of Education

[http://www.schools.utah.gov/curr/char\\_ed/](http://www.schools.utah.gov/curr/char_ed/)

*One of the first states to get a federal grant to implement character education, Utah took the mandate to heart and developed an excellent set of resources in character education.*

## Assessment Resources

Center for Social and Emotional Education  
(see bibliography and Internet Resources pages)

*CSEE has developed a set of excellent measures of school climate: The Comprehensive School Climate Inventory (CSCI). Versions for school staff, students from elementary to high school, and parents. Also offer consultation and scoring.*

Character Education Partnership  
(see bibliography and Internet Resources pages)

*The CEP has a task force for assessment. They have produced a Primer (booklet; see above), a section of their website (see above) dedicated to this issue, and an Evaluation Toolkit document (see above, listed by author Julea Posey). The website includes a means of searching for studies and instruments on particular aspects of character education.*

Character Education Quality Standards (Character Education Partnership)  
(see bibliography and Internet Resources pages)

*The CEP has produced a set of standards for assessing the level and quality of implementation of character education in a school or district. These standards are used for their annual National Schools of Character award program. They can be obtained in booklet or electronic form from the CEP website: [www.character.org](http://www.character.org).*

Characterplus (formerly PREP)  
(see Internet Resources Page)

*Characterplus offers a workbook entitled "Evaluation Resource Guide" (see bibliography above) that includes the CEP Primer and other resources for designing an evaluation initiative.*

Collaborative for Academic, Social and Emotional Learning (CASEL)  
(see Internet Resources Page)

*CASEL offers an extensive bibliography of research studies, both basic and applied, as well as synopses and meta-analyses of the research evidence.*

Compendium of Research and Assessment Tools (CART)  
<http://cart.rmcdenver.com/>

*The Compendium of Research and Assessment Tools is a product of the RMC Research Corporation. RMC is the research consultant to the national service learning organization (NSLP – see above). The Compendium is a resource describing an array of research tools that are most directly applicable to service learning but also are useful in evaluating character education initiatives.*

Developmental Studies Center

(see Internet Resources page)

*The DSC has put more time, effort, and resources into assessing character than any other organization. They have developed extensive objective questionnaires to assess both the processes and outcomes of character education. While their focus is elementary education, much of the assessment protocol can be applied to secondary schools as well.*

#### Eleven Principles Survey

*The EPS was created by Dr. Thomas Lickona to measure the degree to which a given school was following the Eleven Principles (see bibliography above) endorsed by the Character Education Partnership. More information can be obtained by visiting the website of the Center for the Fourth and Fifth R's (see internet resources above).*

#### ETR Associates

*ETR Associates publishes the ETR Character Education Survey, a new measure of school climate and student attitudes and behavior for middle and senior high school students. More information can be obtained from their website: [www.etr.org](http://www.etr.org).*

#### Search Institute

*The Search Institute (see internet resources above) has a series of instruments to measure their "40 developmental assets" which include most commonly highlighted character education goals and processes.*