

**CRITERIA FOR PACE SCHOOL OF CHARACTER RECOGNITION**

*To qualify as a PACE School of Character, a school needs to provide satisfactory evidence for at least one item per principle.*

<b>Principles</b>	<b>Item 1.1</b>	<b>Item 1.2</b>	<b>Item 1.3</b>
<p><b>Principle 1:</b> The school community promotes core ethical and performance values as the foundation of good character.</p>	<p><b>Stake holders in the school community select or assent to a set of core values:</b></p> <ul style="list-style-type: none"> <li>• A highly inclusive, representative group of stakeholders has had input into, or at least assented to, the school's core ethical and performance values.</li> <li>• Current stakeholders have been involved in ongoing reflection on the values (PACE Character strengths) in order to ensure their continuing relevance to the present school community.</li> <li>• Staff members understand how and why the school selected its core values and affirm the importance of core values in guiding the behavior of all those in the school community.</li> </ul>	<p><b>Core ethical and performance values actively guide every aspect of life in the school:</b></p> <ul style="list-style-type: none"> <li>• Students, staff and parents use common language reflecting the school's core values.</li> <li>• There is staff ownership for teaching, modeling, and integrating the core values into all aspects of school life.</li> <li>• Core values guide hiring practices and the orientation of new teaching and non-teaching staff.</li> </ul>	<p><b>The school community articulates its character goals and expectations through visible statements of its core ethical and performance values:</b></p> <ul style="list-style-type: none"> <li>• Core values appear in the school building, in the school mission statement, on the school website, in the student handbook, in the discipline code, in the newsletters sent home, and at school events.</li> <li>• The school has defined what the core values "look like" and "sound like" in terms of observable behaviors.</li> <li>• Staff, students, and parents can identify the core values and recognize their importance as a distinctive feature of the school.</li> </ul>
<p><b>Examples:</b></p>	<p>The school is an active PACE partner. The PACE character strengths have been adopted, displayed, discussed and supported throughout the school community.</p>	<p>The school-wide behavioral expectations and procedures integrate the PACE strengths through posted and practiced behaviors explicitly tied to the character strengths.</p>	<p>The core values (PACE character strengths) are posted in the school building, in the school mission statement, on the school website, in the student handbook, in the discipline code, in the newsletters sent home, and at school events.</p>
<p><b>Evidence:</b></p>	<p>If you are an active PACE School Partner, you have likely met this criteria.</p>		

Principles	Item 2.1	Item 2.2	Item 2.3
<p><b>Principle 2:</b> School defines “character” comprehensively to include thinking, feeling, doing.</p>	<p><b>The school helps students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and grasp the reasons why some behaviors (e.g., doing you best and respecting others) represent good character and their opposites do not:</b></p> <ul style="list-style-type: none"> <li>• Staff consistently explain to students how the core values can help them make choices that demonstrate good character.</li> <li>• Staff can explain how they help students understand the core values.</li> <li>• Students can explain why the core ethical and performance values are important, how various behaviors exemplify those values, and why some behaviors are right and others are wrong.</li> </ul>	<p><b>The school helps students reflect upon the core values, appreciate them, desire to demonstrate them, and become committed to them:</b></p> <ul style="list-style-type: none"> <li>• Staff help students to develop an appreciation for and a commitment to the core values.</li> <li>• Staff provide opportunities for students to reflect on the core values through discussions of real-life problems and situations relevant to ethical and performance character.</li> <li>• Staff meet students’ need for safety, belonging, competence, and autonomy, since these form a foundation for developing a commitment to the core values.</li> </ul>	<p><b>The school helps students practice the core values so that they become habitual patterns of behavior:</b></p> <ul style="list-style-type: none"> <li>• Staff encourage students to examine their own behavior in light of the core values and challenge them to make their behavior consistent with the core values.</li> <li>• Students receive practice in and feedback on academic and behavioral skills through the ordinary conduct of the classroom.</li> <li>• Students have the opportunity to practice the core values in the context of relationships and in the context of the classroom work.</li> </ul>
<p><b>Examples:</b></p>	<p>Every classroom has a plan for how it will regularly strive toward developing the PACE character strengths providing examples and non-examples of behaviors that demonstrate the trait. Teachers practice verbally recognizing these behaviors when observed and provide activities to allow students to do the same.</p>	<p>School assemblies and class meetings where examples of and discussions about the PACE character strengths are tied to relevant examples in the students’ lives.</p>	<p>Staff and students participate in writing “caught you demonstrating good character” tickets for students, teachers or staff.</p>
<p><b>Evidence:</b></p>			

Principles	Item 3.1	Item 3.2	Item 3.3	Item 3.4
<p><b>Principle 3:</b> The school uses a comprehensive, intentional, and proactive approach to character development.</p>	<p><b>The school is intentional and proactive in addressing character at all grade levels:</b></p> <ul style="list-style-type: none"> <li>Individual teachers, grade-level teams, and the staff as a whole participate in planning for character education.</li> <li>The school has created and can document a plan for character education, or the school follows the district’s plan.</li> </ul>	<p><b>Character education is integrated into academic content and instruction:</b></p> <ul style="list-style-type: none"> <li>Teachers teach core ethical and performance values through their academic subjects.</li> <li>The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content and consideration of academic integrity issues.</li> <li>Teachers provide opportunity for students to develop their moral reasoning through discussions of ethical issues in their content areas.</li> </ul>	<p><b>Character education is a priority in how teachers conduct their classes:</b></p> <ul style="list-style-type: none"> <li>Classroom routines and procedures address students’ need for belonging, autonomy, and competence.</li> <li>Classroom routines and procedures are respectful of students and engage them in ways that develop core values such as responsibility, fairness, caring, diligence, and perseverance.</li> <li>Teachers explain to students how the core values underlie policies and procedures that support academic integrity.</li> </ul>	<p><b>Character education is infused throughout the school day in classrooms, sports, meetings, and co-curricular activities:</b></p> <ul style="list-style-type: none"> <li>The schools communicate clear and consistent expectations of good character throughout the total school program.</li> <li>Both students and staff are able to point to artifacts reflecting the core values that guide class, team, or club goals and procedures.</li> </ul>
<p><b>Examples:</b></p>	<p>The full school has plans for celebrating World Character Day as a kick off to a year of character education development. Student ambassadors are involved in character development team activities.</p>	<p>Teachers provide unit/lesson plans that include planned focus on character integration with academic content.</p>	<p>Description of classroom/school routines that assist students in developing behaviors compatible with the PACE character strengths.</p>	<p>PACE banners are displayed in common areas. Letter sent to parents/community members explaining how extra-curricular activities address and support the PACE character strengths</p>
<p><b>Evidence:</b></p>				

<b>Principles</b>	<b>Item 4.1</b>	<b>Item 4.2</b>	<b>Item 4.3</b>	<b>Item 4.4</b>
<p><b>Principle 4:</b> The school creates a caring community.</p>	<p><b>The school makes it a high priority to foster caring attachments between students and staff:</b></p> <ul style="list-style-type: none"> <li>• Students perceive staff as caring and report that they could go to an adult in the school with a problem.</li> <li>• Staff frequently attend school events; students and parents report that they do.</li> <li>• The school encourages and makes provisions and time for students and teachers to meet in small group settings such as class meetings or advisor-advisee periods.</li> <li>• Staff provide extra help in academic work and counsel or mentor students when needed.</li> </ul>	<p><b>The school makes it a high priority to help students form caring attachments to each other:</b></p> <ul style="list-style-type: none"> <li>• Students perceive the student body as friendly and inclusive.</li> <li>• The school uses educational strategies to encourage mutual respect and a feeling of responsibility for one another.</li> </ul>	<p><b>The school takes steps to prevent peer cruelty and violence and deals with it effectively when it occurs:</b></p> <ul style="list-style-type: none"> <li>• Students report that bullying, teasing and acts of cruelty or intolerance are infrequent and not tolerated by staff.</li> <li>• All students participate in activities, programs and processes that promote tolerance, understanding, respect, and peace among students.</li> <li>• Staff demonstrate ways to identify, constructively address, and discourage peer abuse and increase students' understanding and respect for personal, economic, and cultural differences.</li> </ul>	<p><b>The school makes it a high priority to foster caring attachments among adults within the school community:</b></p> <ul style="list-style-type: none"> <li>• Parents, community members, and guests report feeling welcome in the school.</li> <li>• Staff perceive the work environment as positive and their colleagues as supportive and caring.</li> <li>• Artifacts demonstrate ways their relationships are nurtured.</li> <li>• Staff makes efforts to form positive relationships with students' parents and guardians.</li> <li>• Parents and teachers both report feeling respected by one another. Staff report that the administration fosters a collegial atmosphere.</li> </ul>
<p><b>Examples:</b></p>	<p>Results of PACE or other school climate survey.</p>	<p>Formalized programs for peer tutoring, study buddies, circle of friends, cross-age buddies/mentors, etc.</p>	<p>Bullying prevention curriculum, Rachel's challenge, peer mediation, conflict resolution training, green dot program, etc. Behavior incidence report data, include in-house and out of house suspensions</p>	<p>Results of PACE or other school climate survey. Community building activities, family engagement strategies, attendance at conferences and parent/family nights.</p>
<p><b>Evidence:</b></p>				

Principles	Item 5.1	Item 5.2	Item 5.3
<p><b>Principle 5:</b> The school provides students with opportunities for moral action.</p>	<p><b>The school sets clear expectations for students to engage in actions that develop and demonstrate good character:</b></p> <ul style="list-style-type: none"> <li>• The school can point to artifacts that demonstrate how the school's expectations for peaceful conflict resolution, academic integrity, good sportsmanship, and service to others are taught; students can describe how these things have been taught by their teachers and what they have learned.</li> <li>• The school establishes and communicates clear expectations regarding service learning.</li> <li>• The school can point to school wide expectations of personal and social responsibility.</li> <li>• Relevant stakeholders know the school's expectations regarding action that develops and demonstrates good character.</li> <li>• Students and staff readily acknowledge their responsibility for these expectations.</li> </ul>	<p><b>The school provides all students with varied opportunities for engaging in positive, responsible action within the school, and students engage in these opportunities and reflect upon them:</b></p> <ul style="list-style-type: none"> <li>• The school effectively provides all students with opportunities for service within the school and students take advantage of these opportunities and benefit from them.</li> <li>• Teachers connect service within the school with the curriculum and core ethical and performance values.</li> <li>• Teachers provide instruction and students engage in projects to practice and/or advance conflict resolution, ethical decision-making, and academic integrity.</li> </ul>	<p><b>The school provides all students with repeated and varied opportunities for making contributions to the larger community, and students engage in these opportunities and reflect upon them:</b></p> <ul style="list-style-type: none"> <li>• The school effectively provides all students with opportunities for participation in service learning and students take advantage of these opportunities and benefit from them.</li> <li>• Teachers connect community service with the curriculum and core values, creating service learning experiences.</li> <li>• The school sets aside time for students to assess community needs, create ideas for meeting those needs, plans and coordinate service learning projects, and reflect on the positive consequences of community service.</li> </ul>
<p><b>Examples:</b></p>	<p>Documented community service activities</p>	<p>Service Learning is utilized as a powerful pedagogical tool in the classrooms</p>	<p>Artifacts of Service Learning projects that address community needs, community service hours that have a high potential to impact the students engaged in them.</p>
<p><b>Evidence:</b></p>			

Principles	Item 6.1	Item 6.2	Item 6.3
<p><b>Principle 6:</b> The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.</p>	<p><b>The academic curriculum provides meaning and appropriate challenges to all students:</b></p> <ul style="list-style-type: none"> <li>• Teachers provide all students with opportunities to interact with academic content in engaging, hands-on, appropriate ways.</li> <li>• Students report feeling challenged by and excited about what they are learning in school.</li> <li>• Parents report that their children are appropriately challenged and that teachers have high expectations.</li> <li>• The school community encourages students to seek mastery of content and skills.</li> <li>• Instruction increases students' sense of competence and emphasizes student autonomy.</li> </ul>	<p><b>The school staff identifies, understands, and accommodates the diverse interests, cultures, and learning needs of all students:</b></p> <ul style="list-style-type: none"> <li>• Staff members engage in ongoing identification of students' learning needs.</li> <li>• Differentiated instruction appears organic - a natural part of the school day for all students.</li> <li>• Staff members challenge and help all students do high-quality work and strive for continuous improvement.</li> <li>• Parents and students report that teachers know their students well and understand and respond to their learning needs and cultural differences.</li> <li>• Schools recognize existing achievement gaps between diverse student subgroups and take active steps to eliminate such gaps.</li> </ul>	<p><b>Teachers promote the development of performance character traits that support students' intellectual growth, academic performance, and capacity for both self-direction and teamwork:</b></p> <ul style="list-style-type: none"> <li>• Teachers promote thinking habits that lead to intellectual growth in students.</li> <li>• Students set goals and are aware of their growth as learners.</li> <li>• Teachers promote work-related habits that help students do their best work.</li> <li>• Teachers promote social habits that help students work together harmoniously.</li> <li>• Teachers promote, and students report, the importance of academic integrity in the completion of work.</li> </ul>
<p><b>Examples:</b></p>	<p>Student surveys, interviews, examples of student voice and choice. Planning for differentiation, RTI plans, and curricular options at the middle and high level.</p>	<p>Survey data, school improvement plans, pre-post test scores.</p>	<p>Samples of lessons, activities that display student involvement in academic and social/emotional goal setting and reflection on progress toward goals.</p>
<p><b>Evidence:</b></p>			

<b>Principles</b>	<b>Item 7.1</b>	<b>Item 7.2</b>
<p><b>Principle 7:</b> The school fosters students' self-motivation.</p>	<p><b>Staff and students recognize and celebrate the natural beneficial consequences of acts of character rather than rewarding students with material recognition or rewards:</b></p> <ul style="list-style-type: none"> <li>• Students are able to articulate on a personal level what it means to be self-motivated and why it is important.</li> <li>• Staff can explain how they have specifically addressed the question of intrinsic versus extrinsic motivation.</li> <li>• Recognition is inclusive of members of the school community.</li> <li>• The school may recognize students or classrooms for outstanding behavior or service by refrains from excessive singling out of students or competition among classrooms.</li> <li>• Staff use methods of classroom management that foster intrinsic motivation and avoid adopting programs that are rewards-based.</li> <li>• Schools and districts that integrate PBIS with character education limit their use of behavior modification techniques and help students develop the desire to do what is right even when there is no external reward.</li> <li>• Teachers use methods of academic instruction- including the opportunity for revision based on feedback- that enables student to produce quality products, work of which they are proud and which is worthy of pride.</li> </ul>	<p><b>The school's approach to student conduct uses all aspects of behavior management- including rule-setting and rule-enforcement- as opportunities to foster students' character development, especially their understanding of and commitment to core values:</b></p> <ul style="list-style-type: none"> <li>• The school provides staff training in developmentally appropriate forms of classroom management, which includes a focus on developing clear character-based expectations for behavior throughout the school and is supported by the publication, instruction, and practice of procedures to support school expectations.</li> <li>• The school's discipline code uses explanation, discussion, and natural and logical consequences in ways that help students learn from their mistakes, repair relationships, and implement a plan for behavior improvement.</li> <li>• Students have a developmentally appropriate role in classroom management and school governance.</li> <li>• Teachers discuss academic integrity with students in terms of fairness and personal honor, establishing clear guidelines about what constitutes doing one's own work and acceptable collaboration compared to what constitutes plagiarism and cheating.</li> </ul>
<p><b>Examples:</b></p>	<p>Student essays/interviews regarding the value of striving to develop the PACE character strengths. Recognition for displaying character strengths is built into systems that allow all students to be reinforced at one time or another.</p>	<p>School-wide behavior management systems stress values-based expectations versus consequence-based discipline. Classroom meetings, student conflict council, code of conduct, classroom compact, etc.</p>
<p><b>Evidence:</b></p>		

Principles	Item 8.1	Item 8.2	Item 8.3
<p><b>Principle 8:</b> The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.</p>	<p><b>Staff model the core values in their interactions with students and each other, and students and parents perceive that they do:</b></p> <ul style="list-style-type: none"> <li>• Staff are courteous to students and each other and demonstrate respectful and supportive behavior toward students.</li> <li>• When asked how they can best help students understand and act on core values, staff members will specifically cite their role as a model for student work and behavior.</li> <li>• Students and parents report that staff are courteous and model the core values.</li> </ul>	<p><b>The school includes all staff in planning, receiving staff development for and carrying out the schoolwide character education initiative:</b></p> <ul style="list-style-type: none"> <li>• All professional and support staff receive training and information on their role in the character education initiative and understand the part they play in its success.</li> <li>• Differentiated instruction appears organic - a natural part of the school day for all students.</li> <li>• Administrators, teachers, and counselors receive ongoing staff development.</li> <li>• There are artifacts or summaries of these professional development activities and faculty note how these activities affected teaching or classroom practices.</li> <li>• The school has created a sustained "ethical learning community" through professional development and opportunities for sharing and input.</li> <li>• Staff value the sharing of ideas and being a learning and moral community.</li> <li>• All staff have opportunities to be involved in character education planning and implementation.</li> <li>• Teachers, administrators, and counselors are substantially involved.</li> </ul>	<p><b>The school makes time available for staff planning and reflection in regard to character education:</b></p> <ul style="list-style-type: none"> <li>• Aspects of the character education initiative appear regularly on the agendas of faculty meetings and in-service days.</li> <li>• The administration provides staff release time for development of promising ideas, planning of events, and reflection.</li> <li>• Teachers use core values to reflect on their own behaviors and procedures.</li> </ul>
<p><b>Examples:</b></p>	<p>Survey data backed up with narrative regarding efforts in this area.</p>	<p>Participation in the PACE Educators workshop Professional development options that address the social/emotional and/or performance character aspects of youth. A book club's focus on Character/SEL texts.</p>	<p>Meeting minutes as proof of bullets one and two above. Agendas/minutes form a character education committee at the school</p>
<p><b>Evidence:</b></p>			



Principles	Item 9.1	Item 9.2	Item 9.3
<p><b>Principle 9:</b> The school fosters shared leadership and long-range support of the character education initiative.</p>	<p><b>The school's character education initiative has leaders, including school principal, who champion character education efforts, share leadership and provide long-range support:</b></p> <ul style="list-style-type: none"> <li>Stakeholders report that the principal is a visible and supportive champion of the effort, who values and trusts, but that if the principal left the school, character education efforts would continue at full strength as a result of shared leadership and school culture.</li> <li>Actions and statements of the principal and other key leaders are clearly supportive of character education and the long-range survival and growth of the initiative.</li> </ul>	<p><b>A leadership group or structure (several linked groups) inclusive of staff, students, and parents guides the ongoing planning and implementation of the character education initiative and encourages the involvement of the whole school in character-related activities:</b></p> <ul style="list-style-type: none"> <li>An inclusive leadership group guides character education strategic planning and implementation.</li> <li>Stakeholders can identify the groups or structures that guide character education planning and ways they can have input into decisions that affect them.</li> <li>They report shared ownership of the decision-making process.</li> <li>The school's regular governing mechanisms assume responsibility for management of character-related policies and plans.</li> </ul>	<p><b>Students are explicitly involved in creating and maintaining a sense of community and in other leadership roles that contribute to the character education effort:</b></p> <ul style="list-style-type: none"> <li>Students create and maintain standards of behavior and have responsible roles within the classroom and school community and opportunities for leadership at various levels.</li> <li>Students value the leadership roles available to them and identify themselves as members of wider communities in which they can play positive and contributory roles.</li> </ul>
<p><b>Examples:</b></p>	<p>Survey data, interviews PACE Student Ambassadors have well-defined role in supporting and furthering the character education development efforts in the school and/or community</p>	<p>Artifacts such as minutes, strategic plans and/or project portfolios describe this group's activities.</p>	<p>Multiple artifacts recognize the recruitment, training and activities involved in student-led projects. Documentation of students enrolled in varied leadership positions</p>
<p><b>Evidence:</b></p>			

Principles	Item 10.1	Item 10.2	Item 10.3
<p><b>Principle 10:</b> The school engages families and community members as partners in the character-building effort.</p>	<p><b>The school engages families in the character education initiative:</b></p> <ul style="list-style-type: none"> <li>• Parents serve in character education leadership roles and are actively involved in carrying the character initiative to the parent-teacher organization and parent community.</li> <li>• Families report being aware and supportive of the initiative.</li> <li>• Families report being aware and supportive of the initiative.</li> <li>• Parents are recruited, trained and frequently volunteer and are active contributors to and participants in school and classroom events that go beyond fundraising.</li> <li>• The school office is welcoming to parents, and staff priorities inclusive outreach to parents.</li> </ul>	<p><b>The administration and faculty regularly communicate with parents and guardians, providing suggestions and activities that help them reinforce the core values, and they survey parents, both formally and informally, on the effectiveness of the school's character education efforts:</b></p> <ul style="list-style-type: none"> <li>• The school communicates with families about its character education efforts using a variety of techniques and can provide evidence of strong two-way communication regarding the character education initiative.</li> <li>• Parents do not just receive information from the school, they also provide input, guidance, and evaluation data to the school regarding the effectiveness of the initiative and how it might be improved.</li> <li>• Strategies are in place to welcome new families to school and orient them to the school's character education mission.</li> </ul>	<p><b>The school recruits the help of the wider community:</b></p> <ul style="list-style-type: none"> <li>• Community members serve in character education leadership roles and are actively involved in carrying the character initiative into the larger community.</li> <li>• Members of the larger community report being aware and supportive of the initiative, and the elements of the initiative may be integrated into community activities.</li> <li>• Community members volunteer in the school and are active contributors to and participants in school and classroom events.</li> </ul>
<p><b>Examples:</b></p>		<p>Evidence of any of the above efforts that engage families in the values and vision of the school.</p>	<ul style="list-style-type: none"> <li>• Documentation of community members serving in character education leadership roles in the schools and/or actively carrying the character initiative into the larger community.</li> </ul>
<p><b>Evidence:</b></p>			

Principles	Item 11.1	Item 11.2	Item 11.3
<p><b>Principle 11:</b> The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.</p>	<p><b>The school sets goals and regularly assesses (both quantitatively and qualitatively) its culture, climate, and functioning as an ethical learning community:</b></p> <ul style="list-style-type: none"> <li>• The school can provide artifacts demonstrating character education assessment results and conclusions drawn from these results.</li> <li>• The school uses qualitative and quantitative data in ongoing manner to make changes and improvements to the character education initiative.</li> </ul>	<p><b>Staff members reflect upon and report on their efforts to implement character education, as well as on their growth as character educators:</b></p> <ul style="list-style-type: none"> <li>• Teachers periodically gather feedback from their students on their perceptions of character -related activities and the extent to which teachers are modeling the core values.</li> <li>• The school requires all staff to report on their efforts to meet character education goals.</li> <li>• Staff examine and reflect upon the data through structured and information opportunities.</li> <li>• The school staff reports to stakeholders on efforts to implement character education.</li> </ul>	<p><b>The school assesses student progress in developing an understanding of and a commitment to good character and the degree to which students act upon the core values:</b></p> <ul style="list-style-type: none"> <li>• The school uses a variety of approaches to assess student progress in the area of character development.</li> <li>• In questionnaires and reflections on character-related behaviors and core values, students rate the importance of core values in their live.</li> <li>• Data collected on students’ behavior demonstrate growth in the understanding of and commitment to good character.</li> <li>• Program development and modifications can be attributed to evaluation.</li> </ul>
<p><b>Examples:</b></p>	<p>PACE Character Survey, Other climate survey data, or application to PACE SoC evidence</p>	<p>Staff TPEP goals include character development measures</p>	<p>Survey data, attendance data, behavioral referral data, academic performance data</p>
<p><b>Evidence:</b></p>			