



*Love is like a cloudless blue sky. That's why I always carry an open umbrella.*  
- Jarod Kintz

# CHARACTER EDUCATION RESOURCE CENTER

## School of Leadership & Education Services

### University of San Diego

## *News You Can Use – April 2020*

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### What Are the Top 10 Positive Emotions?

Dr. Barbara Fredrickson, author of Positivity: Discover the Upward Spiral That Will Change Your Life, answers the question. They are *joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love*.

### Character Education: Why?

*A compelling curriculum that puts character at the core promotes equity, empowers students through active learning protocols, and studies character through real-world and literary examples. Such curriculum creates opportunities to connect texts to local issues, take students out into the community, and builds students' capacity to give back to their community.* Ryan Maxwell, "When Character Is Center Stage, Teens Rise Up," *ASCD Express*, May 9, 2019, V-14, I -26.

### What Does Research Tell Us?

These researchers created a model for a prosocial classroom based on the premise of the importance of teachers' social –emotional competencies. The model includes factors such as (a) supporting teacher-student relationships, (b) developing a successful school social-emotional curriculum, and (c) implementing interventions to prevent teacher burnout, that help reduce teacher stress, that encourage supportive relationships, etc. (492)

Jennings, P. A., & Greenberg, M.T. (2009). **The prosocial classroom:** Teacher social and emotional competence in relation to students and classroom outcomes. *Review of Educational Research*, 79, 491-525.

A meta-analysis of more than 100 studies showed that teachers who had **high-quality relationships** with their students had 31% fewer behavior problems over the course of a school year than teachers who did not.

Marzano, R. J., Marzano, J.S & Pickering, D. J. (2003). *Classroom management that works*. Alexandria, VA:ASCD.

Studies by several researchers found that teachers who take a **proactive approach to classroom management** by establishing warm and supportive relationships and communities, and who use preventive strategies rather than punishment help promote students' commitment to school, academic engagement, and achievement.

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

## Character Education In The States

Last fall, Elizabeth Joseph and I created a project to find out what State Departments of Education report about their **character education initiatives**. Elizabeth is the principal of St. Francis of Assisi School in Vista, California. She says:

*As the principal, I am in the business of preparing children to grow up to become great leaders and model citizens. I decided to work on this project because I believe character education should be the basis for developing the moral character of our students, the climate of our classrooms, and the culture of our school.*

Our plan is to report our findings in the next several issues of NUCU.

In this issue, we report on the [California Code on Character & Citizenship](#).  
[California Education Code - Section 44790](#)

The legislature finds and declares that there is a compelling need to promote the development and implementation of effective educational programs in ethics and civic values in California schools.

California Education [Code - Section 233.5\(a\)](#) lays the groundwork and calls upon educators to impress upon students the principles of character and citizenship. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence.

# Marines in Flight Student Art Contest

## Flying Leatherneck Historical Foundation 2020 Art Contest

<https://flyingleathernecks.org/about-us/programs/art-contest/> for more information.

The Flying Leathernecks and CERC are pleased and proud to announce the second annual “Marines in Flight” Student Art Contest. All students in grades 6-12 in San Diego County plus all military dependents in grades 6-12 of active-duty personnel based in the Southwest region qualify.

There are cash awards and all winning artwork will go on display at the Flying Leatherneck Aviation Museum.

**The new deadline date is May 15<sup>th</sup>.**

Please share this invitation with your colleagues.

[Donate](#)

**We really need your help and support!  
Please click the donate link on the left.**



Our Motto: If we don't have it, we can get it or create it.

Our Vision: We believe that education for human service must be grounded in the public's desire for ethical, civic-minded, character-based leaders and citizens.

Our Mission: It is the Center' responsibility to provide services and resources to schools, families, communities, K-12 educators, students, educators, community agency leaders and others interested in educating the “hearts and minds” of children and youth.

What do you think of this month's NUCU? We'd love to hear your **thoughts, questions** and **feedback**: [character@sandiego.edu](mailto:character@sandiego.edu)

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