Program Evaluation 2013

Table of Contents

Executive Summary

Since 1992, Project Wisdom has been providing schools with character education materials that help students make wiser choices. Character education is an intentional effort to help students understand, care about, and act upon core ethical values. Students with good character are caring, just, and responsible. They have developed an internal motivation to do their best and to contribute to the world around them. Good character education improves social and emotional competencies as well as academic performance.

There are three key components to this nationally-recognized program. Each component supports the other. The first component is a library of daily messages that are narrated over the PA or in-house television system and require less than one minute each day to broadcast. Every student and every staff member hear a few words of wisdom that promote a more positive and effective school climate. The second component is a searchable, online database of easy-to-implement lesson plans. These plans build character and social-emotional competencies while addressing important and relevant issues such as bullying, cheating, and academic achievement. The third component is weekly professional support delivered online to every registered user. This includes a *Just For You* message written specifically for educators to foster professionalism, promote caring and ethical leadership, boost morale, and improve classroom management.

As part of our commitment to understanding the effectiveness of our program, we continue to engage in a scientifically based, rigorous evaluation process. In 2013, with the assistance of our independent program evaluator Dr. Beth Manke, we deployed the latest in a series of web-based surveys. Dr. Manke is a professor in the Department of Human Development at California State University, Long Beach, and has over 19 years of evaluation experience with organizations serving children and families (see Appendix A: About Dr. Beth Manke).

The 2013 web-based survey tapped a variety of issues, including type of school (e.g., elementary, middle, high), role of respondents (e.g., principal, teacher, counselor), number of students, length of time using the program, and the impact of Project Wisdom on school climate and student adjustment (e.g., discipline infractions and socio-emotional development). In total, there were 29 questions on the survey, most designed to be rated on a five-point scale (1 = not at all, 2 = a little bit, 3 = somewhat, 4 = quite a bit, 5 = very much).

Licensed schools for which Project Wisdom had been provided an email address were invited to participate. Schools using the program during the 2012-2013 academic year completed a total of 1,082 surveys. Thirty-five percent were classroom teachers, followed by principals (28%) and counselors (19%). In addition to data gathered via the surveys, this evaluation includes comments submitted by the respondents. Four hundred ninety of the respondents added what were overwhelmingly positive comments. Samples of those are included in this document as supporting qualitative data.

Key Findings from Evaluation

Results suggest that Project Wisdom:

- Decreases incidents of student teasing and/or bullying.
- Decreases discipline referrals to the office.
- Affects the school climate in a positive way.
- Has a positive impact on teacher morale.
- Increases students' self-awareness, social awareness, self-management, relationship skills, and responsible decision making.
- Stimulates student conversation about character issues.

Introduction to Findings

A total of 1,082 people completed web-based surveys, of which 1,021 were using Project Wisdom products at the time of survey completion. All analyses in this report are based on data drawn from current users. The decision to omit respondents who were not using Project Wisdom products (a total of 60 respondents) was based on our inability to determine whether these respondents were former product users or schools that had been licensed to use Project Wisdom, but had yet to implement the program. By limiting our analyses to current program users we believe we can draw more precise conclusions about the perceived effectiveness of Project Wisdom. Please note that sample sizes for individual analyses may vary slightly as not all respondents answered all questions. Further, we restrict sub-analyses about specific Project Wisdom products like lesson plans and worksheets to respondents who have experience using these products.

The following sections delineate the results of the 2013 survey. First, we present basic descriptive findings in order to characterize the schools currently using Project Wisdom. Second, we outline the general evaluation results concerning program effectiveness. Third, we present more detailed findings concerning the implementation and impact of Project Wisdom. These results help tease out which factors make a difference when one is implementing Project Wisdom and provide insight on how to maximize the effectiveness of the program. Throughout the various sections we also provide direct quotes from school officials regarding the implementation and impact of the program. We believe these qualitative data concerning Project Wisdom help illustrate and complement the quantitative findings obtained with the web-based survey.

Descriptive Findings

Information from the web-based surveys allows us to describe the schools that use Project Wisdom products and to detail how products are being implemented. Additional descriptive data for schools that are currently licensed to use Project Wisdom (over 19,000 schools) are also presented in this section. This information was extracted from a Customer Pattern Recognition File produced by Market Data Retrieval (MDR), a company of Dunn & Bradstreet. The inclusion of the MDR data allows us to examine if those schools that completed the 2013 web-based survey are a representative sample of schools that currently use Project Wisdom products. This is done by comparing web-based survey information about school size to that provided by MDR.

Chapter 1: School Demographics

Geographic Location

According to data from MDR, 42% of Project Wisdom schools are situated in the suburbs, with an additional 33% in rural/non-metro settings. Twenty-five percent are urban schools.

Exhibit 1: Geographic Location Per MDR
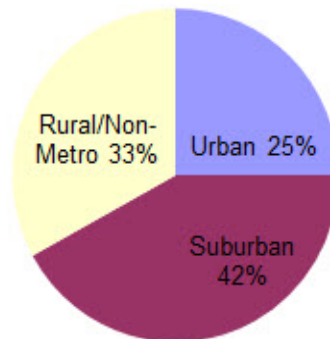
Also noteworthy, Project Wisdom has licensed schools in all 50 states, 49 of which responded to our web-based survey. Four percent of Project Wisdom schools are in Florida, 5% in New York. Nine percent of schools are in California, and 15% are in Texas.

Type of School
Half of the schools completing the web-based survey (50.6%) are elementary schools.

Exhibit 2: Type of School Per Survey
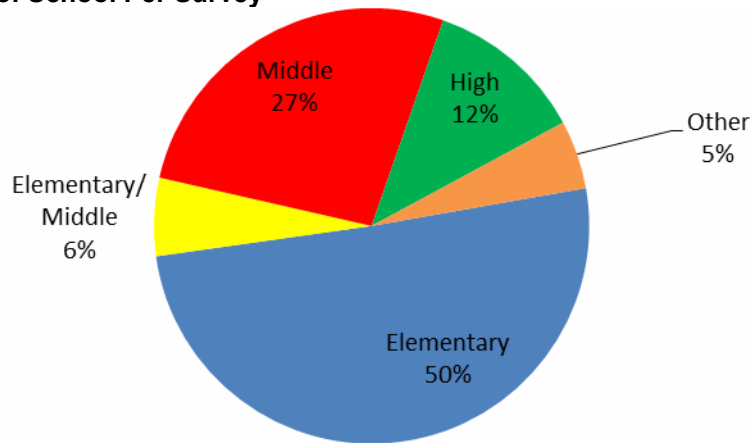
In interpreting the above pie chart, it is important to remember that there are actually fewer high schools across the country, as compared to middle and elementary schools. In fact, there are approximately 54,000 public elementary schools across the United States (MDR, 2012). Sixteen percent of these schools have used Project Wisdom at some point. In contrast, there are only 18,000 public high schools in the United States, yet 18% of these schools have used Project Wisdom. Thus, although high schools account for a smaller percentage (12%) of all schools that have ever used Project Wisdom, high schools that have used the program represent a substantial share of all high schools across the country. In short, these numbers suggest that Project Wisdom has broad application across school types.

School Size

The overwhelming majority of schools that responded to the web-based survey (73.8%) report serving between 300 and 999 students. Ten percent serve fewer than 300 students and 16.4% serve over 1,000 students. These demographics concerning school size for survey respondents are similar to those for all schools that have used Project Wisdom products. That is, according to MDR, 9.9% of all schools that have used Project Wisdom products serve fewer than 300 students, 76.8% of schools serve between 300 and 1,000 students, and 13.4% serve over 1,000 students. This suggests that our sample of survey respondents is representative of all Project Wisdom product users. Compared to all schools across the nation, it appears that Project Wisdom serves disproportionately more mid-size schools. According to MDR, 65% of schools across the country serve between 300 and 1,000 students.

School District Size

The MDR report reveals that Project Wisdom schools are situated primarily in moderate-sized school districts.

Exhibit 3: School District Size Per MDR

District Enrollment

Our student body appears to be much more positive.

- Jill, High School Teacher, TN
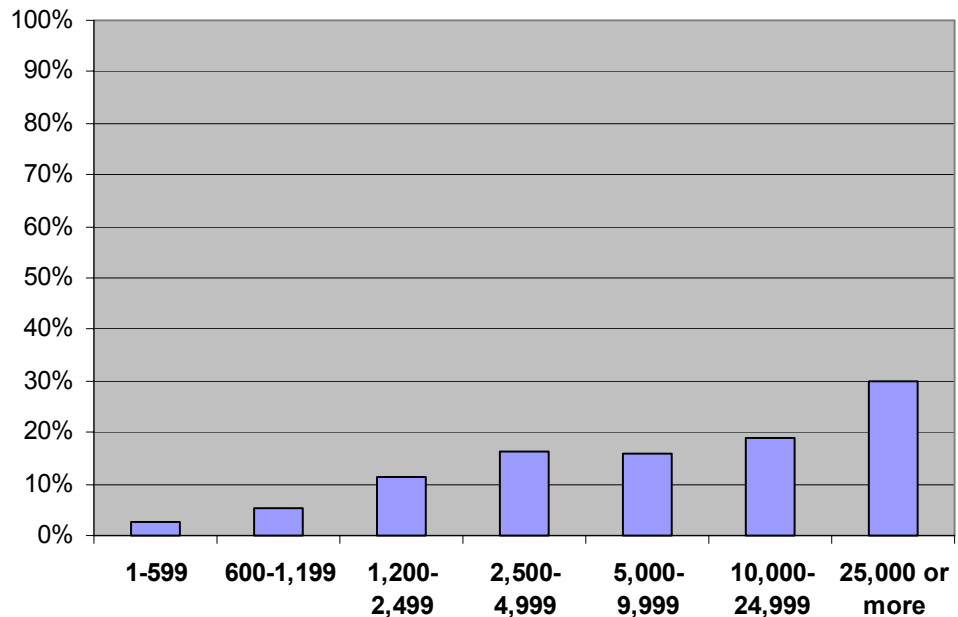
It helps my students with their listening and speaking skills that align with common core.

- DeAnna, Elementary Teacher, MD

I previously used the program at the Middle School that I worked at for approximately 8 - 10 years. At least two of our Valedictorians have mentioned their memory of their Middle School Asst. Principal using the phrase "Make it a great day or not, the choice is yours" at the end of the daily broadcast messages. They both expressed appreciation for the impact of the messages on their lives.

- Jerry, Elementary Assistant Principal, TX

Student Need

The MDR report reveals that Project Wisdom has been used in schools that service both economically advantaged and economically disadvantaged youth. Specifically, in 10% of schools that have used Project Wisdom, 1-10% of the student population is eligible for free and reduced-price lunches. In 9% of the schools, 11-20% of students qualify for free and reduced-price lunches; in 10% of schools, 21-30% of students qualify; and in 22% of schools, 31-50% of students qualify. Finally, in 45% of schools that have used Project Wisdom, just over half of the student population is eligible for free and reduced-price lunches (4% of Project Wisdom schools could not be classified).

Survey Respondents

Survey respondents were primarily teachers (34.7%), principals (28.3%), and counselors (18.8%).

Exhibit 4: Survey Respondents by Title
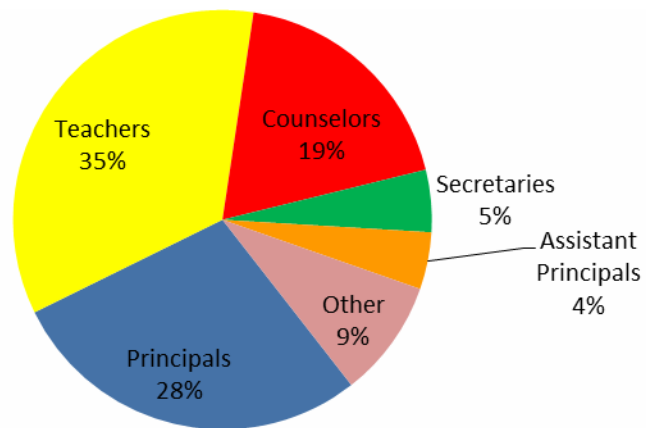
Chapter 2: Implementation of Project Wisdom

Length of Time Using Project Wisdom

Almost ¾ of schools who completed the web-based survey had been using Project Wisdom products for more than a year at the time of survey completion.

Exhibit 5: Length of Time
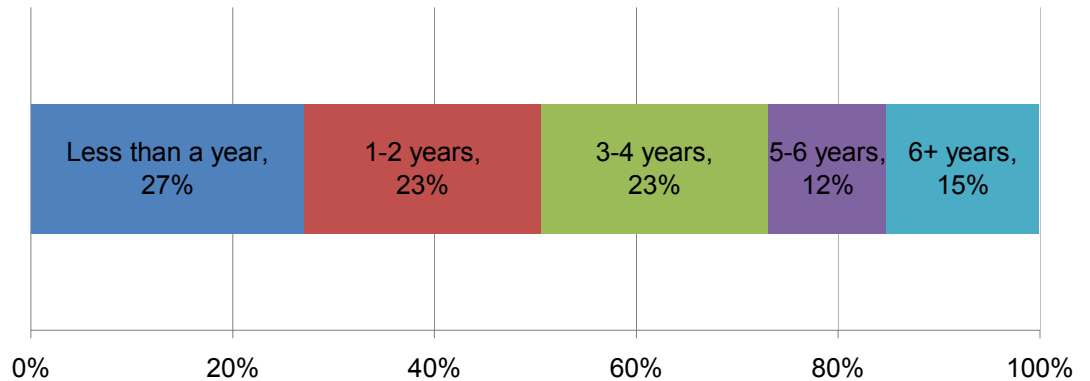
Person Who Normally Reads the Project Wisdom Messages

In 40.5% of schools, the principal typically reads the Project Wisdom messages.

Exhibit 6: Narrator
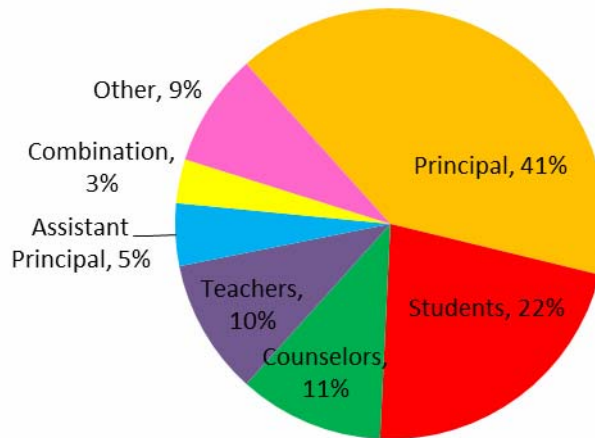
Note: Combination in the above pie chart refers to schools that use a combination of broadcast messages readers. For example, in some schools principals and students take turns reading the messages.

Use of Other Character Education Programs

In 43.3% of the schools, Project Wisdom is the only character education program currently in use. A little over ten percent of survey respondents reported that they did not know if other character education programs were in use; 46.3% of schools indicated that they used character education programs other than Project Wisdom. Of those using other programs, 46% were using a district or schoolwide character education program, 44% were using Character Counts, and 28% were using Second Step.

Use of Broadcast Messages

Of those surveyed, 92.6% reported that their schools are currently using the Project Wisdom broadcast messages—87.5% are broadcasting them over the PA system whereas 5.1% are using the messages in the classroom. Of those using the broadcast messages, 80% use them every day.

Use of Lesson Plans

Forty-two percent of the schools indicated they were using the lesson plans—34.6 use the discussion sheets, 21.2% utilize the follow-up activities, and 9.2% use the worksheets.

Although only 9.2% of all respondents use the worksheets, it is important to note that the worksheets were designed to be used with middle and high school students. Thus, we would not expect elementary schools to report using them with their students. Of all of the schools that we can pinpoint as serving middle or high school students (a total of 495 schools completed the web-based survey), 17.8% are currently using the worksheets.

Weekly Emails

Sixty-six percent of survey respondents reported that they are reading the weekly emails; 11.4% are not reading them and an additional 22.2% reported that they are not receiving the emails.

In Summary

Project Wisdom is being used in all types of public schools across the country—schools in rural and urban settings, small and large schools, and those that educate economically advantaged youth as well as those that work with disadvantaged students. Project Wisdom's messages clearly have broad appeal.

Comparison of our web-based survey data and the MDR data suggest that schools responding to the 2013 survey are, on average, similar to all schools that have ever used Project Wisdom. This gives us confidence that the findings reported in the following sections are drawn from a representative sample of schools that have used our program. Ultimately, this means that we are better able to generalize the findings in this report and make recommendations for maximizing the benefits of Project Wisdom.

The web-based demographic information also reveals that schools implement Project Wisdom in different ways. In some schools, the principal reads the daily message and in others it may be students, counselors, teachers or some other staff member. Some schools use the lesson plans to supplement the daily message. The majority of respondents read the weekly *Just For You* email but others do not. Forty-six percent of schools use another character education program. This suggests that there is some flexibility in how schools can implement Project Wisdom.

Chapter 3: General Evaluation Results

One of the most basic ways to determine if Project Wisdom has a positive impact on students, teachers, and administrators is to examine how many respondents answered each of the program impact questions on the survey favorably. A total of 16 questions were asked about program impact: one question about the daily broadcast messages, two questions about the lesson plans and follow-up activities, four questions about the weekly emails, and nine general questions about the overall impact of the Project Wisdom program.

What follows are the percentages of all survey respondents who answered each question as "somewhat", "quite a bit" or "very much." See Appendix A for detailed findings for each question.

Library of Daily Broadcast Messages
The centerpiece of Project Wisdom is a series of thought-provoking, inspirational messages that can be narrated over your PA or in-house television system.

Note. The percentages below are based on data drawn from respondents currently using Project Wisdom products. Only respondents using the lesson plans, for example, were included in the analyses pertaining to lesson plans.

Question	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
Impact of Program/Perceived Benefits: • **The daily messages stimulate student conversation about character issues.** *The messages open topics of conversations at each grade level for teachers to explore and when I see students in my office I use the same vocabulary.* - Denise, Elementary Principal, CA *My students spontaneously comment on the announcements, and then we are able to discuss their ideas or thoughts about the Words of Wisdom for the day. Sometimes they say, "Yeah, that is true," or "I never thought about it that way." I think it's having a positive impact because it gets them thinking about their own character and how to practice the kind of character attributes they want to have.* - Maia, Middle School Teacher, NC *I hear from my students quite often about the messages. If I miss a message the students ask why.* - Carl, Junior/Senior High Principal, PA *Students, teachers, and staff members often talk about the words of wisdom for the day.* - Wanda, Middle School Principal, LA *Classroom and lunch table discussions ensue regarding daily message ... "make it a great day or not" is something we discuss quite a bit.* - Mark, Elementary Principal, IL *The children often will quote the daily messages when in certain situations and we hear all the time in the hallways "make it a great day or not... the choice is yours!"* - Joe, Elementary Principal, NY *As teachers and administrators we love the messages. It opens the door for great discussions with students.* - Pat, Middle School Principal, AR	**86.1%**

Online Collection of Lesson Plans for the Classroom

Online lesson plans address issues such as bullying, cheating, and academic achievement. Each lesson plan contains discussion generators and follow-up activities.

We have been reading the Words of Wisdom to our students since the school opened, 13 years ago. We have gone through several administrative changes in that time, but one of the constants has been the Words of Wisdom. We often receive student feedback on how helpful they find the messages.

- Laurel, Middle School Registrar, CO

Question	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
Impact of Program/Perceived Benefits: • **The lesson plans stimulate student conversations about character issues.** *It is wonderful to see student conversations that are deep and rich surrounding different character issues.* - Lindsay, Elementary Teacher, WY *Great ideas for a teacher to continue conversation after help from this.* - Kinta, High School Teacher, TN *Our counselor uses the plans when she visits our classroom. They always generate worthwhile conversation.* - Mary, Elementary Teacher, FL *And they are wonderful ready-to-use activities for all the staff.* - Helen, Elementary Counselor, MD *Activities promote positive and caring attitudes in our students.* - Juanita, Elementary Counselor, TX	**91.2%**
• **The follow-up activities in the lesson plans are easily incorporated into our curriculum.** *Now that we are moving toward the Common Core (CCCSS) we see a lot more opportunity to incorporate the Project Wisdom follow-up activities in the curriculum.* - Dawn, Middle School Principal, CA *The activities are such a complement to our Character Counts education program.* - Juanita, Elementary Counselor, TX *Fits well with our new reading program.* - Stefani, Elementary Counselor, IA *Reading and Math teachers are able to incorporate the character development traits into their lesson plans.* - Betsaida, Middle School Assistant Principal, PA *Very helpful and a lot of "spring-board" ideas.* - Steven, Elementary School Teacher, WI	**90.6%**

Professional Support for Educators

Registered users receive weekly professional support via email. The weekly email (sent during the school year) includes *Just For You* messages, featured lesson plans, and stories shared by educators just for educators.

I really enjoy your emails, they put things in perspective and remind me of how the little things in life make a big difference!

- Mark, Middle School Teacher, NC

Question	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
• **The weekly email boosts morale.** *I look forward to my Project Wisdom "Just For You" email. It sometimes gives me that extra push to get through the week.* - Lindsay, Elementary Teacher, WY *I've had several e-mails telling me that the "Just For You" message had an impact on them (teachers) personally.* - Tom, Intermediate School Principal, MI *The "Just For You" messages are very thought-provoking and uplifting.* - Cathy, High School Assistant Principal, GA *The email boosts morale and an appreciation of self-worth, student encouragement, and confidence to do the best job possible.* - Marla, Elementary Counselor, KY *I think they are thoughtful and promote the positive human spirit.* - Maralee, Middle School Teacher, IL *Teachers like to know they are appreciated.* - Susan, Middle School Principal, CA	**87.6%**
• **The weekly email fosters professionalism among teachers and administrators.** *It has sparked many a discussion around the lunch table.* - Denise, After School Program Coordinator, CA *Personally this fosters my professionalism and often causes our grade team members to dialogue about the emails.* - Patrice, Elementary Teacher, AZ *Teachers find the messages encouraging.* - Betsaida, Middle School Assistant Principal, PA *It provides a stepping stone for self reflection.* - David, Elementary Principal, CA *My teammate and I often refer to them when we get them in our email.* - Maralee, Middle School Teacher, IL *Many times the email causes me to reflect on my beliefs, actions, and words I use in both my professional and personal life.* - Kim, Middle School Teacher, OK	**80.5%**

I love it or otherwise I would not have used it for the last 10 plus years at two different schools!

- Sherry, Elementary Principal, GA

• **The weekly email promotes ethical and caring leadership.**	**88.8%**

It prompts reflection and that is essential to being a caring leader both in and out of the school building.
- Kim, Middle School Teacher, OK

It reminds me to do the next "right" thing.
- Denise, Elementary School Principal, CA

It reminds me what it means to be a true leader in the classroom—not yelling and being mad, but fostering love and respect.
- Maria, Middle School Teacher, NC

We all need little reminders every now and then. We are only human.
- DeAnna, Elementary School Teacher, MD

As a teacher I am ethical and very caring, but this helps with new ideas.
- *Kinta, High School Teacher, TN*

• **The weekly email improves classroom management skills.**	**75.6%**

A professional boost; a short read with a huge impact!

- Terry, Elementary School Counselor, TX

Occasionally, I ask [students] what did Project Wisdom encourage us to be doing. I have done this a couple of times when I have had a student not following guidelines. It's amazing what they remember.
 - Jill, High School Teacher, TN

Good points to think about with individual students and the "baggage" they may be carrying.
- David, Elementary Principal, CA

It aids in redirecting student behavior therefore aiding in classroom management.
- Betsaida, Middle School Assistant Principal, PA

Yes it does because it helps me to focus on my professional and individual goals with a more positive outlook.
- Janel, Middle School Teacher, TX

I feel like the weekly email is more of a reflective piece for each individual which could help the teacher manage her classroom if she feels less stressed, etc.
- Pam, Elementary Counselor, TX

Overall Impact of Project Wisdom

Question asked on survey: Now, please think about Project Wisdom overall and the impact that it has had on you, the students, and the school in general.

I used this program for 5 years at my previous job. It was one of the first things I bought at my new school. It starts the day in a positive light.

- Krista, Elementary School Principal, OH

Question	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
• **The program affects the school climate in a positive way.** *Project Wisdom makes all the difference in the world to establishing a positive climate at your school. I have been using it for 7 years and find that it has a tremendous impact on the climate of the school.* - Frank, High School Principal, CA *I frequently get positive feedback and discussion from both students and teachers about the program.* - Jerry, Elementary School Assistant Principal, TX *The program has definitely had a positive impact on our school climate and the way kids speak and treat each other.* - Laurie, High School Principal, MN *Less fights!* - Eulanda, High & Intermediate School Teacher, HI *It reminds students to be kind!* - Laurie, Intermediate School Principal, CT *Project Wisdom provides a positive start to our school's day.* - Kathy, Elementary Social Worker, NY *We use Project Wisdom in our weekly Advisory program and it goes hand-in-hand with our goals as a Great Expectations Model School. It is a wonderful character education program and I love using it and observing all the positive results!* - Kim, Middle School Teacher, OK *Less discipline referrals.* - Jill, High School Teacher, TN *I like the daily announcements. I feel it shows the kids we value good character and doing the right thing.* - Jane, High School Teacher, VA	**94.3%**

• **The program has a positive impact on the morale of the teachers.**	**88.7%**

Teachers are constantly telling me how much they enjoy the messages.
- Bonnie, Elementary Counselor, TX

The program has a positive impact at every level.
- Laurie, High School Principal, MN

A "pick-me-up" program with numerous strategies and interventions available to new and experienced teachers/staff.
- Marla, Elementary School Counselor, KY

I think teachers like the consistency of the message and themes of the month.
- Tom, Intermediate School Principal, MI

Teachers are often able to address an issue in class by referring to the daily broadcast message - some have expressed that this helps them deepen the message.
- Lauren, Elementary School Counselor, TN

I've had staff comment that the messages do make them stop and think as well.
- Gina, Middle School Principal, WA

I frequently get asked by staff and, sometimes by students, "Did you read that message for me today?" I know that each message has an impact for someone each day.

- Debra, Elementary Principal, IN

Have students become more competent in the following areas?

• <u>**Self-awareness:**</u> **Recognizing feelings; more self-confident**	**86.7%**

We have experienced a rise in kindness lately!
- Susan, Middle School Principal, CA

They think of their feelings and how to handle changes.
 - AnnaMarie, High School Counselor, AR

Students are more aware.
- Kim, Middle School Principal, MD

It opens positive communication for students.
- Betsaida, Middle School Assistant Principal, PA

Over the few years I have noticed a change. Makes students think more before reacting.
- Kinta, High School Teacher, TN

Students have a much more positive attitude.
- Juanita, Elementary Counselor, TX

Very enjoyable program that the students/staff enjoy and it makes a difference in their attitude for the day and week...highly recommend!

- Michael, High School Resource Officer, KY

• **Social-awareness: Aware of the feelings of others; better understanding of multiple perspectives; appreciation of diversity** *Project Wisdom speaks to students on a level they can understand about concepts that are difficult for even adults to embrace. Overall, by helping children develop a sense of empathy and compassion for others, they are able to learn the value in being a part of a community.* - Christy, Elementary Assistant Principal, MS *They think about the differences between people more than they used to.* - AnnaMarie, High School Counselor, AR *Students are more sensitive to the feelings of others.* - Juanita, Elementary Counselor, TX *Our school population consists of a very diverse group and including multi-cultural announcements was very useful and provided needed awareness of others.* - Marla, Elementary Counselor, KY *We are focusing on anti-bullying behaviors and language so I use this a lot.* - Christi, Elementary Teacher, NC *Diversity is emphasized in our school and the messages accentuate the topic.* - Melanie, K-12 Principal, WI	**88.8%**
• **Self-management: Self-control; pursuit of goals; persevering in the face of challenges** *Students are better equipped to face challenges and to resolve problems.* - Juanita, Elementary Counselor, TX *We have certainly seen improvement in this area!* - David, Elementary Principal, CA *Our expectations include self-control and self-awareness. These two expectations were emphasized in many daily lessons.* - Marla, Elementary Counselor, KY *Your comments and activities help students self reflect and realize that their challenges are not unique. Your activities, etc. help them to see that everyone has challenges, gets upset, etc.* - Cathy, Elementary Media Coordinator, NC *Responsiblity for their own decisions and actions has been encouraged.* - Jill, High School Teacher, TN	**85.5%**

• **<u>Relationship skills</u>: Establishing better relationships with others on campus; cooperation; conflict resolution; seeking help when needed**	**86.3%**

Project Wisdom opened the door to many aspects of counseling. By seeing, hearing, and relating to the daily lessons, made it easier as the counselor to communicate individually with students having problems.
- Marla, Elementary Counselor, KY

Students will come to me with issues more freely.
- Laurie, Intermediate School Principal, CT

I have noticed more thoughtful thinking from my students.
- Kinta, High School Teacher, TN

Discipline referrals down.
- Angie, Middle School Counselor, AL

The students are talking things out more before bringing things to my attention.
- DeAnna, Elementary Teacher, MD

They are working harder on relationships, especially when the message covers relationships.
- AnnaMarie, High School Counselor, AR

Less gossiping.
- Susan, Middle School Principal, CA

Less physical altercations/fights.
- Michael, Resource Officer, KY

Has been perfect support for our Conflict Resolution Club.
- David, Elementary Principal, CA

• **<u>Responsible decision making</u>: Respecting others; taking personal responsibility for one's choices**	**86.7%**

Students are becoming more responsible.
- AnnaMarie, High School Counselor, AR

They are able to come up with reasonable solutions to make both parties happy.
- DeAnna, Elementary Teacher, MD

Project Wisdom relates "Responsible Decision Making" very well. I like the way all the lessons incorporate and relate to a common goal.
- Jill, High School Teacher, TN

Students are better equipped with the tools to solve problems and to make good decisions.
- Juanita, Elementary Counselor, TX

Project Wisdom has been a friendly way to open students up for discussions on difficult topics. Once one student starts, then the rest of the class flows and follows. I have learned a great deal from my students this year and what they deal with on a daily basis.

- Brett, Middle School Teacher, MI

• **The program helps decrease student teasing and/or bullying.**	**80.1%**

Drastic decrease in bullying the first year.
- David, Elementary Principal, CA

Bullying is down. The students seem to be more accepting of one another's unique traits. They do not seem to be teasing and picking on one another as much. I am not having as much gossipy conversation.
- Jill, High School Teacher, TN

It has really made an impact at our school. The students are aware that we will not tolerate bullying.
- Sandra, Middle School Principal, FL

It seems to have really opened students' eyes to what teasing/bullying is and can do to others.
- Dena, Elementary/Middle School Counselor, AL

They are more aware of how others are feeling and now realize they don't want to be treated that way.
- DeAnna, Elementary Teacher, MD

Because of the many different forms of bullying and the population we serve, it is difficult to eradicate bullying completely, however; Project Wisdom has had an impact in making students more aware that bullying is taking place.
- C. H., Elementary Teacher, NM

When combined with other bullying prevention programs.
- Jenny, Elementary Counselor, VA

• **The program helps decrease discipline referrals to the office.**	**71.8%**

Discipline referrals have decreased tremendously. Students are more aware that they are in charge of their own behavior.
- Amy, Elementary Principal, FL

One of the benefits is that referrals to my office are significantly down.
- Denise, Elementary Principal, CA

Students are trying to resolve conflicts by talking out their problems instead of fighting . . .
 - Wendy, Elementary Teacher, HI

It is difficult, with multiple interventions in place, to exactly know the impact of just Project Wisdom. Although, it is a very important component of the plan.
- Debra, Elementary Principal, IN

Noticeable difference.
- Michael, High School Resource Officer, KY

It has helped decrease our out of school suspensions.
- Betsaida, Middle School Assistant Principal, PA

Administration has reported that [discipline referrals] are down.
- Jill, High School Teacher, TN

Sets the tone and expectation for the day. Students think before they react.

 - Laurie, High School Principal, MN

I have taken Project Wisdom with me to three different schools as an administrator. The program works. It is insightful, current and uplifting.

- Amy, High School Principal, MO

The high ratings on all questions suggest that a majority of survey respondents feel that their use of Project Wisdom products has a positive impact on the school climate, teachers' moral and skills, and students' behavior. Remarkably, 94% of schools report that the program affects the school climate in a positive way; 87% report that the weekly emails boost morale; 86% report that the daily messages stimulate student conversations about character issues.

Further, it should be noted that the positive assessments of Project Wisdom mirror results from the 2004 evaluation program. In all but one case, the percentages across the years for each impact question do not differ by more than 3%. For example, in 2004, 95% of survey respondents reported that Project Wisdom affects the school climate in a positive way. In 2013, 94.3% of survey respondents reported that the program affects the school climate in a positive way—a difference of only .7 percentage points. The one exception pertains to the program's influence on discipline referrals to the office. It appears that more survey respondents in 2013 (71.8%) reported that the program decreases discipline referrals to the office as compared to 2004 (67%)—a difference (increase) of 4.8%.

Academic Performance

<u>Open ended question asked on survey:</u> Do you know of any student(s) whose academic performance may have improved due to the program? If yes, do you have an anecdote to share?

Following is a small sample of direct quotes provided.

Many examples of how improved class behavior has positively impacted student learning.
 - Kevin, Elementary Assistant Principal, IL

I have observed [a student] gain confidence and use the powerful messages to improve her overall perception of school and increase her academic success.
- Mike, Middle School Principal, PA

Struggling learners seem to understand the harder they try, the more they get back.
- Marie, Intermediate School Teacher, NY

I have one student in particular that shares with me that he goes home and retells his family the morning message! It has brought about a better character and academic advancement!
- Paulette, Elementary Principal, AR

I know we have lots of students whose academic performance has improved - no specific anecdote at this time but there are many in my school.
- Amy, Elementary Principal, FL

Many students have written statements about their commitment to improve their academic performance as a result of the weekly schoolwide writing we do on the worksheets.
- Doug, Junior/Senior High Principal, OR

Many students have been impacted by the program. We have a large group of strugglers that the daily messages have impacted their performance.
- Manuel, Elementary Educational Facilitator, TX

Does Project Wisdom impact the larger community?

Although this program was produced for a student audience, educators frequently report that the messages make a positive impact on parents and community members as well as students. Almost half of the respondents said they received positive feedback from parents.

<u>Open ended question asked on survey:</u> Have you received positive feedback from parents and/or community leaders about the program?

Following is a small sample of direct quotes provided.

The community has made reference to the reduction of fights that occur when the students walk home. Others have commented about the overall change in our school's climate.
- Sandra, Middle School Principal, FL

One parent called to report her son commented about the daily broadcast at the supper table and felt he needed to be on time for school so he didn't miss the message.
- Lance, Elementary Principal, MI

Yes. Oftentimes parents are in the main office during the announcement periods and will comment on how thought-provoking, applicable or important the message was.
- Kimberly, K-12 Assistant Principal, CA

I have received notes from students about how the messages that I read in the morning make them think about the choices they make and how it will affect them or others.

- Lisa, Elementary/ Middle School Assistant Principal, MA

I have a student who comes to school on time now because she reads the Words of Wisdom two times a week.

- Ann, Middle School Principal, CT

The materials are very well written, easy to use, and it gives me a chance to reach 605 students every day with a nugget of wisdom to reflect on all day. Project Wisdom is responsive to what schools need. I can't say enough good things about this program.

- Liz, Elementary Counselor, FL

We occasionally have community members come in to read morning messages! Our kids get to hear new voices and our community members share they are honored to be invited into our school environment! It's a win-win!
- Cindy, Elementary Counselor, KY

Parents who are in the building during morning announcements have commented positively about the daily messages.
- Tom, Intermediate School Principal, MI

Some parents have told me that their children will repeat messages to them or will use the tag line, "Make it a great day or not, the choice is yours."
- Susan, Elementary Counselor, OH

Parents love hearing the messages when they are in the building also; I receive many compliments from them.
- Barbara, Middle School Counselor, TX

... parents share that kids talk about the messages at dinner time.
- Tsvetlina, Elementary Office Manager, CO

Even parents have started to say, Make it a great day... or not, based on conversations they have had with their kids about the daily message (i.e. - kids are talking about it at the dinner table!)
- Anne, Elementary Principal, CO

Teachers often make positive comments about the Words of Wisdom. People from the community often comment positively about the Words of Wisdom when they are in the building.
- Penny, Elementary Principal, OH

Chapter 4: More Detailed Findings Concerning the Impact of Project Wisdom

The overall results clearly demonstrate that Project Wisdom has a positive effect on school climate, teacher morale and skills, and student behavior and adjustment. It is possible, however, that certain school characteristics are associated with greater program effectiveness. Following are specific questions that were addressed in the analyses. For all questions, analyses of variance (ANOVA) were conducted using school characteristics (e.g., number of students enrolled at the school) and implementation practices (e.g., length of time school has been using Project Wisdom products) as the independent variables and school climate and student adjustment as dependent variables. Tukey follow-up tests were used to determine the specific areas of statistical difference. All analyses were conducted using version 20 of SPSS, a widely used statistical package in the social sciences.

Put simply, these follow-up analyses allow us to "drill down" or disaggregate the data in a way that can illuminate factors that make a difference when one implements Project Wisdom. We can determine, for example, whether or not schools with fewer students report more positive program benefits than schools with more students. Do schools that utilize other character education programs in conjunction with Project Wisdom see more positive benefits as compared to schools that use only Project Wisdom? In many cases, answers to these types of questions can provide clues to understanding how to increase the effectiveness of Project Wisdom, at the level of both product development and school implementation.

Do schools that have been using the program for a longer period of time report more positive outcomes?

Yes, schools that have been using Project Wisdom longer report more positive program benefits than schools than have been using the program for less time. Specifically, schools that have used the program for <u>more than a year</u> are more likely to report that (see Appendix B for detailed results):

- ✓ weekly emails boost morale
- ✓ the program affects the school climate in a positive way
- ✓ the program has a positive impact on the morale of teachers
- ✓ the program increases social-emotional competencies, e.g., student self-awareness, social awareness, self-management, relationship skills and responsible decision making skills
- ✓ the program helps decrease student teasing and bullying

As an illustration of how using Project Wisdom for a longer period of time is related to greater program benefits, we can look at the percent of survey respondents who report that Project Wisdom helps decrease student teasing and bullying. Fewer schools that have used Project Wisdom for less than a year (1-12 weeks or 6-9 months) reported that the program decreases student teasing and bullying (i.e., 74.4% and 69.9% respectively) as compared to schools that have used Project Wisdom for longer than a year (e.g., 1-2 years: 80.6%).

Percent of survey respondents who agree that Project Wisdom helps decrease student teasing and bullying.

Exhibit 7: Respondents

Schools that have been using PW for:	1–12 weeks	6–9 months	1–2 years	3–4 years	5–6 years	More than 6 years
% agree	74.4%	69.9%	80.6%	82.4%	89.2%	87.5%

Do smaller schools (those with fewer students) report more positive outcomes?

No. School size is unrelated to perceived program benefits—schools with fewer than 300 students were no more (or less) likely to report program benefits as compared to schools that serve more students. These results suggest that Project Wisdom is equally effective when used with both small and large groups of students.

Do principals report more positive outcomes than other respondents to the survey?

Yes. Principals report more program benefits as compared to teachers. Teachers tend to be more critical.* Counselors' perceptions in some cases are more in line with principals' reports and other times represented an intermediate position in that their assessments of the program were typically somewhat less positive than principals' ratings, but more positive than teachers' assessments. Specifically, principals are more likely to report that (see Appendix B for detailed results):

- ✓ daily messages stimulate student conversation
- ✓ weekly emails promote ethical and caring leadership
- ✓ the program affects the school climate in a positive way
- ✓ the program has a positive impact on the morale of teachers
- ✓ the program increases social-emotional competencies, e.g., student self-awareness, social awareness, self-management, relationship skills and responsible decision making skills
- ✓ the program helps decrease student teasing and bullying
- ✓ the program helps decrease discipline referrals to the office

As an illustration of how principals are more likely to report program benefits as compared to teachers, we can look at the percent of survey respondents who report that Project Wisdom improves students' responsible decision making. Ninety-five percent of principals agree that the program improves students' responsible decision making, whereas 90.4% of counselors agree and 80.2% of teachers agree.

*Our results suggesting that principals have more positive perceptions are in line with other school research. For example, in a recent study conducted by the Editorial Projects in Education Research Center (and reviewed in *Education Week*; May 2013), researchers found that administrators' views are substantially more positive than those of teachers when it comes to the climate of their own schools. Perhaps administrators are more optimistic than teachers and thus their ratings are more positive. Or, it may be that principals simply have a different perspective on matters, one that takes a broader view, averaging over multiple teachers and staff members. Teachers, in contrast, tend to have a more narrow, and thus perhaps more critical perspective.

The fact that teachers tend to be more critical than principals is all the more interesting when we consider that teachers comprise 34.7% of survey respondents (a substantial increase from the assessment of Project Wisdom conducted in 2004). Given the greater number of teachers completing surveys in the current assessment, we might predict that perceptions of Project Wisdom overall would be less positive. This is not the case, suggesting that even though teachers may be more critical than principals when rating Project Wisdom, teachers still give Project Wisdom high marks.

Do schools that use other character education programs in addition to Project Wisdom report more positive outcomes?

Yes. Schools that use other character education programs, in addition to Project Wisdom, report more program benefits as compared to schools that use only Project Wisdom. Specifically, schools that use other character education programs in addition to Project Wisdom are more likely to report that (see Appendix B for detailed results):

- ✓ the program helps decrease discipline referrals to the office

As an illustration of how schools that use other character education programs in addition to Project Wisdom are more likely to report program benefits, we can look at the percent of survey respondents who report that Project Wisdom affects the school climate in a positive way. Ninety-seven percent of schools that use other character education programs, in addition to Project Wisdom, agree that the program affects the school climate in a positive way whereas, 93% of schools who used only Project Wisdom agree.

Do elementary schools report more positive outcomes than middle or high schools?

Yes. Elementary schools report more program benefits as compared to middle and high schools. Specifically, elementary schools are more likely to report that (see Appendix B for detailed results):

- ✓ daily messages stimulate student conversation
- ✓ weekly emails promote ethical and caring leadership
- ✓ weekly emails foster professionalism among teachers and administration
- ✓ weekly emails improve classroom management skills
- ✓ the program affects the school climate in a positive way
- ✓ the program has a positive impact on the morale of teachers
- ✓ the program increases social-emotional competencies, e.g., student self-awareness, student social awareness, self-management, student relationship skills and responsible decision making skills
- ✓ the program helps decrease student teasing and bullying
- ✓ the program helps decrease discipline referrals to the office

As an illustration of how elementary schools are more likely to report program benefits, we can look at the percent of respondents that agree that the weekly emails improve classroom management skills. Eighty percent of elementary schools agree that the weekly emails improve classroom management skills.

Percent of survey respondents who agree that the weekly emails improve classroom management skills.

Exhibit 8: Respondents

	Elementary Schools	Middle Schools	Elem/Middle Schools	High Schools
% agree	80.4%	69.6%	78.5%	71.8%

Do schools that use the program every day of the week report more positive outcomes than schools that use the program less often?

Yes. Further evidence that schools that use Project Wisdom more often see the greatest benefits comes from analyses that examine the number of days in a week schools use the broadcast messages. Schools that use them more often (up to 5 days a week) were more likely to agree that the program affects the school climate in a positive way and that the program has a positive impact on teachers' morale.

Does Project Wisdom boost teacher morale?

Research shows that morale impacts achievement. When teachers, staff, and students work in a positive school climate, students learn more effectively and teacher retention improves. Effective schools have a positive school climate with a teaching staff that is confident and optimistic, which in turn fosters higher levels of student learning. Project Wisdom schools report that the program has a positive effect on both school climate and teacher morale. For more information about the connection between morale and achievement, please refer to the Supporting Evidence section of this document. To review testimonials about teacher morale, see Chapter 3: General Evaluation Results.

Chapter 5: Further Qualitative Evidence

An online survey was conducted in May of 2012 and was sent to all registered users of the Project Wisdom Educator Resource Site. More than 270 educators responded. The objective of this survey was to help the content development team, customer service department, and Web development team better serve client schools. Below is just a very small sample of the overwhelmingly positive testimonials submitted by the respondents.

I found the site extremely useful in relating the subject material to the students' lives. Relevance is a very powerful tool in education.
- Margaret, High School English Dept. Chair, PA

Words of Wisdom are truthful, thought-provoking ideas that students need to hear to start their day off in a positive way.
- Sharon, Elementary School Counselor, TN

It is an exceptional program with well-written, useful messages that connect to our students' lives, curriculum content and school initiatives.
- Helen, Elementary School Counselor, MD

This has been a way for us to promote a positive schoolwide culture on our site. It is the only time of the day that we all stop and reflect on some very important character issues. The majority of our staff and parents enjoy the daily Words of Wisdom and use their thoughts to guide their day.
- Deborah, Elementary Principal, CA

The "Just For You" e-mail is so valuable to me. It always comes at just the right time to give me a boost, when I am feeling frustrated or angry. It really helps me keep things in perspective, which is what I really need every day.
- Rosemary, Middle School Counselor, NJ

It ["Just For You"] almost always seems to have a message that applies to my staff just at the right time. Your timing is great!
- David, Elementary Principal, CA

This is a fantastic resource for buildings to use as we prepare our students for the 21st century.
- Michelle, Middle School Principal, ND

Chapter 6: Ongoing and Future Evaluation Efforts

Project Wisdom will continue to survey schools in order to obtain feedback regarding the effects of the program. We are committed to understanding the ways in which the program enhances school environments and students' success. In addition, we believe that it is important to pinpoint how schools can maximize program effectiveness and to communicate this to our customers.

Chapter 7: Program Evaluation History

The company has a long history of taking a research approach to evaluating the program by collecting both qualitative and quantitative data.

The following represents efforts to collect data for the purpose of helping the content development team, customer service department, and the Web development team better serve client schools and their students. These were not evaluated by a third party.

2000 & 2001: Distributed written surveys by mail to all licensed schools (See Appendix D and E).

2002: Launched the first web-based survey distributed to all licensed Project Wisdom schools for which we had an email address (See Appendix F).

2007–2012: Launched three separate web-based surveys in 2007, 2010, and 2012. These were distributed to all licensed Project Wisdom, Inc. schools for which we had an email address and all registered users of the Project Wisdom Educator Resource Site.

Third-Party Evaluations

The following represents third-party evaluations. Web-based surveys were launched and distributed to all licensed Project Wisdom, Inc. schools for which we had an email address and resulting data was analyzed by Dr. Beth Manke (See Appendix A: About Dr. Beth Manke).

2003: See Appendix G. Full evaluation is published at www.ProjectWisdom.com.

2004: See Appendix H. Full evaluation is published at www.ProjectWisdom.com.

2008: See Appendix I. Full evaluation is published at www.ProjectWisdom.com.

I enjoy reading the messages and sharing them with our students and staff. I feel this is a very positive program. Each day the students are reminded to make good choices. They may not always follow through, but I know they are hearing it and know what the right choice looks like.

- Susan, Elementary School Counselor, OH

Chapter 8: Conclusion

Character education helps shape the attitudes and behaviors of young people, fostering an internal motivation to make wiser choices. Project Wisdom will continue to survey licensed schools as a means of both assessing our effectiveness and providing educators with the opportunity to provide us with valuable feedback. The data we have collected over the years ensures us that we are providing students and educators with a program that is affordable and that gets results.

Results of the 2013 web-based survey are unquestionably positive. That is, an overwhelming majority of survey respondents (in most cases over 80%) report that Project Wisdom products stimulate conversations about character issues, foster professionalism and ethical caring leadership among teachers and administrators, positively affects the school climate, and improves students' behavior across several areas including self-management, responsible decision making, teasing and bullying, and discipline referrals to the office.

It is important to note that although we calculated positive program ratings by collapsing across all respondents who rated statements such as, "The program affects the school climate in a positive way" as somewhat, quite a bit, or very much, a substantial number of respondents gave Project Wisdom the highest marks (i.e., very much). For example, when we break down the 94.3% of respondents who indicated that the program affects the school climate in a positive way we see that 28.3% said somewhat, 44.2% said quite a bit, and 21.8% said very much. This suggests that our conclusions about the perceived positive impact of Project Wisdom are based on decidedly positive ratings rather than middle-of-the-road or lukewarm responses.

The 2013 web-based survey results are also remarkably similar to those from the 2004 web-based survey. In both years the percentage of respondents who responded favorably to statements about the program was consistently over 80%. On the face of it, this might not seem surprising as the broadcast messages were the centerpiece of the program in 2004 and remain central in 2013. The consistency in positive ratings across 9 years is noteworthy though given two important differences.

First, relatively more teachers completed surveys in 2013 (34.7% of all respondents) as compared to 2004 (less than 9% of all respondents). Given the tendency for principals to have a more positive view than teachers when it comes to the climate of their own schools (*Education Week*. "School Climate, Discipline, and Safety: Gauging Educators Attitudes." 2013. www.edweek.org), we might have expected the overall percentages of respondents giving Project Wisdom positive ratings to be statistically lower in 2013. They were not. Thus, although teachers tend to be more critical of Project Wisdom, teachers' ratings were still quite favorable resulting in equally positive ratings of Project Wisdom across both survey administrations (i.e., 2004 and 2013).

Second, we note that relatively fewer schools indicated on the 2013 surveys that they use character education programs other than Project Wisdom (46.3%) as compared to those in 2004 who reported using multiple character education programs (68%). Perhaps because of limited budgets schools must now limit their spending and thus purchase only one character education program. Whatever the reason for the decrease in schools in using multiple programs, the implementation of Project Wisdom as the sole character education program for many schools during the 2013 survey administration had the potential to mitigate the positive perceptions of the program's impact. We know from our own analyses that perceived program benefits are greater when schools are using multiple character education programs. Overall results regarding the positive impact of Project Wisdom were not, however, different across the two years of survey administration.

I am very happy with the impact of the "Words of Wisdom" on our school climate. As educators, we not only have the responsibility of teaching academics, but we also should be willing to teach, model, and demonstrate the aspects of developing good character in our students. I believe that Project Wisdom is an excellent tool for achieving this goal.

- Jerry, Elementary School Assistant Principal, TX

Chapter 9: References and Supporting Evidence

Character Education

Akin, T., G. Dunne, S. Palomares, and D. Schilling. *Character Education in America's Schools.* Torrance, California: Innerchoice Publishing, 1995.

Anderson, E. *Code of the Street: Decency, Violence and the Moral Life of the Inner City.* W. W. Norton and Co., 2000.

Covey, S. R. *Seven Habits of Highly Effective People.* New York: Simon and Schuster, 1989.

DeRoche, E. F., and M. Williams. *Educating Hearts and Minds: A Comprehensive Character Education Framework.* Thousand Oaks, California: Corwin Press, 1998.

Devine, T., J. Ho Seuk, and A. Wilson. *Cultivating Heart and Character: Educating for Life's Most Essential Goals.* Chapel Hill, North Carolina: Character Development Publishing, 2000.

Eyre, L., and R. Eyre. *Teaching Your Children Values.* New York: Simon and Schuster, 1993.

Haynes, C. *Character Education in Public Schools.* Character Education Partnership: www.character.org, 1999.

Heath, D. *Schools of Hope: Developing Mind and Character in Today's Youth.* San Francisco: Jossey-Bass Publishers, 1994.

Josephson, M. S., and W. Hanson. *The Power of Character: Prominent Americans Talk About Life, Family, Work, Values and More.* San Francisco: Jossey-Bass Publishers, 1998.

Kidder, R. M. *Shared Values for a Troubled World: Conversations with Men and Women of Conscience.* San Francisco: Jossey-Bass Publishers, 1994.

_____. "Public Concern for Ethics Rises." *The Christian Science Monitor* 2 January 1990: 13.

Kirschenbaum, H. *100 Ways to Enhance Values and Morality in Schools and Youth Settings.* Boston: Allyn & Bacon, 1995.

Lickona, T. *Educating for Character: How Our Schools Can Teach Respect and Responsibility.* New York: Bantam Books, 1992.

_____. "The Return of Character Education." *Educational Leadership* 51 (1993): 6-11.

McGinn, C. *Moral Literacy: How to Do the Right Thing.* Indianapolis: Hackett Publishing Company, 1992.

Murphy, M. M. *Character Education in America's Blue Ribbon Schools: Best Practices for Meeting the Challenge.* Lanham, Maryland, and Oxford: The Scarecrow Press, Inc., 2002.

Nucci, L. P., ed. *Moral Development and Character Education: A Dialogue.* Berkeley, California: McCutchan Publishing, 1989.

Rachels, J. *The Elements of Moral Philosophy,* 2nd ed. New York: McGraw-Hill, Inc., 1993.

Ryan, K., and K. E. Bohlen. *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life.* San Francisco: Jossey-Bass Publishers, 1999.

Sergiovani, T. J. *Moral Leadership: Getting to the Heart of School Improvement.* San Francisco: Jossey-Bass Publishers, 1992.

Terkel, S. N. *Ethics*. New York: Lodestar Books, 1992.

Townley, A. "Changing School Culture." *Educational Leadership* 52 (1995): 80.

Urban, H. *20 Things I Want My Kids to Know: Passing on Life's Greatest Lessons*. Nashville: Thomas Nelson Publishers, 1992.

Vincent, P. F. *Promising Practices in Character Education*. Chapel Hill, North Carolina: Character Education Development Group, 1996.

Yates, M., and J. Youniss. "Community Service and Political-Moral Identity in Adolescents." *Journal of Research on Adolescence* (1995): 14.

Social-Emotional Learning
Baldwin, D. *Health and Feelings*. Vero Beach, Florida: Rourke Enterprises, Inc., 1997.

Cohen, J., ed. *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press, 1999.

DeBord, K., and M. Gore. *Facing Life-Sized Issues: Empowering Teens with Problem-Solving Skills*. Raleigh, North Carolina: North Carolina Cooperative Extension Service, 1995.

Feshback, N. D. "Studies of Empathic Behavior in Children." In N. Eisenberg, ed. *The Development of Prosocial Behavior*. New York: Academic Press, 1982: 315-338.

Frick, W. "The Emotional Support Classroom as a Paradigm of Whole Learning." *Education* 116 (1995): 74-76.

Goleman, D. *Emotional Intelligence: Why It Can Matter More Than I.Q.* New York: Bantam Books, 1995.

Langs, R. "Mental Darwinism and the Evolution of the Emotion-Processing Mind." *American Journal of Psychotherapy* 50 (1996): 103-124.

Litvack-Miller, W., D. McDougal, and D. M. Romney. "The Structure of Empathy during Middle Childhood and Its Relationship to Prosocial Behavior." *Genetic, Social, and Genetic Psychology Monographs* 123 (1997): 303-324.

Montgomery, C. "Children in the Digital Age." *American Prospect* July-August 1996.

Payne, R. K. *Poverty: A Framework for Understanding and Working with Students and Adults from Poverty*. Baytown, Texas: RFT Publishing, 1995.

Spencer, M. B. and C. Markstrom-Adam. "Identity Processes Among Racial and Ethnic Minority Children." *Child Development* 61 (1990): 90-310.

The Words of Wisdom from Project Wisdom provide a way to begin the day with a focus not only on academics but with our relationships we have in our school. It helps everyone to concentrate on the all the important aspects of school life.

- Kim, Elementary School Teacher, SC

Spivack, G., and M. B. Shure. *Social Adjustment of Young Children: A Cognitive Approach to Solving Real-life Problems.* San Francisco: Jossey-Bass, 1974.

Taurasco, N. M., and R. Batzler. *Awaken the Genius in Your Child through Positive Attitude Training.* Frederick, Maryland: Hidden Valley Press, 1981.

Teacher Morale

Black, S. (2001). "When teachers feel good about their work, research shows, student achievement rises." American School Board Journal (January 2001). Retrieved from: *http//www.asbj.com/2001/01/0101research.html*

Madsen, J., & Hipp, K. A. (1999, July). "The impact of leadership style on creating community in public and private schools." *International Journal of Education Reform*, 8(3), 260-273.

Vincent, P. (2003). "Essentials for principals: Developing and maintaining high staff morale." Arlington, VA.: Educational Research Service.

Delivery Method

Cooper, P. J., and R. Collins. *Look What Happened to Frog: Storytelling in Education*. Scottsdale, Arizona: Gorsuch Scarisbrick Publishers, 1992.

Dyson, A. H., and C. Genishi. *The Need for Story: Cultural Diversity in Classroom and Community*. Urbana, Illinois: National Council of Teachers of English, 1994.

Egan, K. *Teaching as Storytelling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. Chicago: University of Chicago Press, 1986.

Farrell, C. H. *Storytelling: A Guide for Teachers*. New York: Scholastic, 1991.

Farrell, C. H. and D. Nessel. *Word Weaving: Effects of Storytelling: An Ancient Art for Modern Classrooms*. Zellerbach Family Fund, 1982.

Gillard, M. *Storyteller, Storyteacher: Discovering the Power of Storytelling for Teaching and Living*. York, Maine: Stenhouse, 1996.

Grumet, M. R. "The Politics of Personal Knowledge." *Curriculum Inquiry* 3 (1987): 317-327.

Jensen, M. D. "Memoirs and Journals as Maps of Intrapersonal Communication." *Communication Education* 3 (1984): 237-241.

King, K. M. "Retrospective Autobiographies as a Teaching Tool." *Teaching Sociology* 15 (1987): 410-413.

Mason, H., and H. Watson. *Every One a Storyteller: Integrating Storytelling into the Curriculum*. Portland, Oregon: Lariat Productions, 1991.

Otten, E. H. "Developing Character through Literature." *ERIC Clearinghouse on Reading, English and Communication and The Family Learning Association.* (2003): http://www.indiana.edu/~eric_rec/ieo/digests/d172.html

I love having Project Wisdom as a resource for my classroom and I am so grateful that our administration has chosen to continue funding this program for our school. Thank you Project Wisdom for guiding our administrators, teachers and students both in and outside our school building!

- Kim, Middle School Teacher, OK

Critical Thinking

Carr, K. "How Can We Teach Critical Thinking?" *ERIC Digest 1990* (ERIC NO.: ED326304)

Tomas, G., and G. Smoot. "Critical Thinking: A Vital Work Skill." *Trust for Educational Leadership* 23 Feb/Mar (1994): 34-38.

Weinstein, M. "Rethinking Reason: New Perspectives in Critical Thinking." *American Journal of Psychology* 110 (1997): 285-294.

Appendix A: About Dr. Beth Manke

Dr. Beth Manke received her Ph.D. in Human Development and Family Studies (with a minor in statistics) in 1995 from Pennsylvania State University and is currently a professor in the Department of Human Development at California State University, Long Beach. Dr. Manke has over 19 years of program evaluation experience and is presently coordinating the evaluation efforts for several Houston and Los Angeles organizations. Dr. Manke has expertise in web-based surveys, paper-and-pencil questionnaires, focus groups, experimental control studies, clinical interviews, and observational techniques. Dr. Manke has described her evaluation findings in written professional reports and community-wide presentations. Her results have also been featured in several newspaper articles and news programs.

In addition to conducting evaluation studies, Dr. Manke maintains an active research program focused on the interplay of children's familial relationships (parent-child and sibling), broader contextual factors, and developmental outcomes, including mental health, academic achievement, and behavior problems. Dr. Manke recently completed a National Institute of Mental Health Grant focused on how children and their families cope with childhood type 2 diabetes. Dr. Manke has co-authored over 25 empirical articles and chapters in scholarly journals and edited books. She has also presented her research findings in over 50 conference presentations and has been the invited guest speaker at several universities. Dr. Manke has received international recognition for her work. For example, she was an invited research fellow at the Institute of Psychiatry in London, England; served as the guest presenter at a methodology workshop at the University of Nijmegen, The Netherlands; and was the recipient of the 1999 International Visiting Scholarship awarded by the University of Surrey, Guildford, UK.

Dr. Manke is a current member of the American Evaluation Association, the National Council on Family Relations, and the Society for Research in Child Development. Dr. Manke currently serves as an ad hoc reviewer for several scholarly journals, including *Developmental Psychology, Journal of Marriage and Family, Social Development, Merill Palmer Quarterly, Journal of Child Psychology and Psychiatry, Family Communication,* and the *British Journal of Developmental Psychology.*

As a faculty member, Dr. Manke has taught courses on child and adolescent development, research methods and design, introductory statistics, community service learning, and program evaluation. Dr. Manke was awarded the 2009 Ukleja Center for Ethical Leadership across the Curriculum Award from California State University, Long Beach and named the 2011 Most Valuable Professor. She was also the recipient of the 2008 Outstanding Achiever Award from the College of Life Sciences Alumni Association, University of Arizona.

One of the best things I have ever done at both the high school and elementary level. I have had great comments from students, parents and teachers. Great daily program.

- Steve, High School Principal, TN

Our students have enjoyed the daily Project Wisdom messages. Our 1st period tardies have decreased dramatically, as the message is broadcast just prior to the tardy bell. Project Widsom has been a welcome positive addition to our mornings!

- Gina, Middle School Principal, WA

Examples of Publications:

Manke, B., Pike, A. (2003). Combining the social relations model and behavioral genetics to explore the etiology of familial interactions. *Marriage and Family Review*, 33, 179-204.

Skopp, N., MacDonald, R., Manke, B., & Jouriles, E. (2005). Siblings in domestically violent families: Experiences of interparent conflict and adjustment problems, *Journal of Family Psychology*, 19, 324-333.

Eriksen, S. J., & Manke, B. (2011). A regional study of children at risk of type 2 diabetes. *Sociological Inquiry, 81(4)*, 549-569.

Examples of Conference Presentations:

Manke, B., & D'Costa, S. (2012). *A Randomized Control Trial of a Literacy Intervention Program.* Paper presented at the annual meeting of the Western Psychological Association, San Francisco, CA, April.

Manke, B., Rosecrans, T., & Smalling, J. (2009). *Perceived school safety and children's adjustment: Does grade level matter?* Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO, April.

Manke, B., Brown, S., Moreno, J., Quintiliani, K., Cote, S., & Martinez, D. (2007). *Equal Partners: Participatory Research Involving Faculty, Students, and Community Members.* Paper presented at the annual conference of the Association of American Colleges and Universities, Long Beach, CA.

Manke, B. (2006). From *Researching Community Teaching to Community Needs Research.* Paper presented as part of the workshop, *Converging operations: Combining service learning, community-based research and public service for a cohesive RTP portfolio* at the CSU Conference on Community-Based Teaching and Research: Creating Knowledge and Building Community, Pomona, CA, March.

Manke, B., Ewing, A., & Corbitt-Shindler, D. (2005). *Mentors independent contributions to children's adjustment: The case of behavior problems and academic achievement.* Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA, April.

Appendix B: Detailed Results

Impact of Program/ Perceived Benefits	Not at all	A little	Somewhat	Quite a bit	Very much	% agree
The daily messages stimulate student conversations about character issues (n= 938).	1.1%	12.9%	40.0%	35.0%	11.1%	**86.1%**
The lesson plans stimulate student conversations about character issues (n= 376).	.3%	8.5%	30.3%	47.9%	13.0%	**91.2%**
The follow-up activities in the lesson plans are easily incorporated into the curriculum (n= 211).	0%	9.5%	26.1%	49.8%	14.7%	**90.6%**
The weekly email boosts morale (n= 661).	1.8%	10.6%	39.9%	35.9%	11.8%	**87.6%**
The weekly email fosters professionalism among teachers and administrators (n= 647).	6.2%	13.3%	40.6%	30.9%	9.0%	**80.5%**
The weekly email promotes ethical and caring leadership (n= 650).	2.5%	8.8%	28.6%	42.0%	18.2%	**88.8%**
The weekly email improves classroom management skills (n= 649).	7.7%	16.6%	43.6%	25.4%	6.6%	**75.6%**
The program affects the school climate in a positive way (n= 1,010).	.6%	5.1%	28.3%	44.2%	21.8%	**94.3%**
The program has a positive impact on the morale of teachers (n= 1,001).	1.9%	9.5%	37.8%	37.8%	13.1%	**88.7%**
The program increases student self-awareness (n= 1,003).	1.8%	11.6%	43.0%	35.8%	7.9%	**86.7%**
The program increases student social awareness (n= 1,000).	1.4%	9.8%	40.2%	38.5%	10.1%	**88.8%**
The program increases student self-management (n= 999).	1.6%	12.5%	43.4%	34.0%	8.4%	**85.8%**
The program increases student relationship skills (n= 993).	1.7%	12.1%	39.1%	37.6%	9.6%	**86.3%**
The program improves student responsible decision making (n= 992).	1.4%	11.9%	38.9%	37.9%	9.9%	**86.7%**
The program helps decrease student teasing and/or bullying (n= 992).	2.5%	17.3%	47.0%	27.6%	5.5%	**80.1%**
The program helps decrease discipline referrals to the office (n= 977).	7.5%	20.7%	47.0%	19.3%	5.5%	**71.8%**

Note: The above percentages are based on data drawn from respondents currently using Project Wisdom products. Only respondents using the lesson plans, for example, were included in the calculations pertaining to lesson plans.

Appendix C: Disaggregate Data
Length of time using program

Analyses revealed significant group differences such that schools that have been using Project Wisdom for more than one year reported more program benefits than schools that have used Project Wisdom for less time.

Weekly emails boost morale

	1-12 weeks (n= 31)	Since school started (6-9 months) (n= 178)	1-2 years (n= 164)	3-4 years (n= 142)	5-6 years (n= 53)	More than 6 years (n= 66)
Not at all	3.2%	4.5%	1.2%	.7%	0%	0%
A little	6.5%	16.9%	8.5%	4.9%	15.1%	10.6%
Somewhat	48.4%	34.8%	43.9%	38.0%	43.4%	40.9%
Quite a bit	29.0%	34.8%	34.8%	43.7%	32.1%	27.3%
Very much	12.9%	9.0%	11.6%	12.7%	9.4%	21.2%
% agree	90.3	78.6	90.3	94.4	84.9	89.4

X^2 (df 20)= 36.84, $p < .05$

The program affects the school climate in a positive way

	1-12 weeks (n=36)	Since school started (6-9 months) (n=224)	1-2 years (n=227)	3-4 years (n=219)	5-6 years (n=112)	More than 6 years (n=147)
Not at all	2.8%	.9%	.4%	0%	0%	0%
A little	5.6%	8.5%	5.3%	3.7%	3.6%	2.0%
Somewhat	38.9%	33.9%	24.7%	29.7%	24.1%	21.1%
Quite a bit	25.0%	40.2%	48.0%	46.1%	45.5%	46.9%
Very much	27.8%	16.5%	21.6%	20.5%	26.8%	29.9%
% agree	**91.7%**	**90.6%**	**94.3%**	**96.3%**	**96.4%**	**97.9%**

X^2 (df 20)= 40.10, $p < .01$

The program has a positive impact on the morale of teachers

	1-12 weeks (n=36)	Since school started (6-9 months) (n=221)	1-2 years (n=226)	3-4 years (n=216)	5-6 years (n=113)	More than 6 years (n=145)
Not at all	2.8%	3.2%	2.2%	1.4%	0.9%	0%
A little	11.1%	15.8%	7.1%	8.3%	6.2%	5.5%
Somewhat	33.3%	34.4%	43.4%	37.5%	35.4%	33.8%
Quite a bit	33.3%	38.0%	31.4%	39.4%	46.0%	43.4%
Very much	19.4%	8.6%	15.9%	13.4%	11.5%	17.2%
% agree	**86%**	**81%**	**90.7%**	**90.3%**	**92.9%**	**94.4%**

X^2 (df 20) = 38.42, $p < .01$

The program increases student self-awareness

	1-12 weeks (n=35)	Since school started (6-9 months) (n=220)	1-2 years (n=226)	3-4 years (n=28)	5-6 years (n=113)	More than 6 years (n=147)
Not at all	5.7%	3.2%	0.9%	0.5%	0.9%	0.7%
A little	8.6%	19.1%	9.3%	11.9%	8.0%	7.5%
Somewhat	54.3%	44.5%	44.7%	40.4%	43.4%	38.1%
Quite a bit	28.6%	28.6%	37.6%	36.2%	38.9%	42.9%
Very much	2.9%	4.5%	7.5%	11.0%	8.8%	10.9%
% agree	**85.8%**	**77.6%**	**89.8%**	**87.6%**	**91.1%**	**91.9%**

X^2 (df 20) = 44.14, $p < .01$

The program increases student social-awareness

	1-12 weeks (n=35)	Since school started (6-9 months) (n=224)	1-2 years (n=226)	3-4 years (n=226)	5-6 years (n=112)	More than 6 years (n=145)
Not at all	5.7%	3.1%	0.9%	0%	0%	0%
A little	5.7%	16.1%	7.5%	9.8%	5.4%	6.9%
Somewhat	45.7%	43.8%	46.0%	34.0%	44.6%	30.3%
Quite a bit	37.1%	31.7%	35.4%	44.2%	38.4%	46.9%
Very much	5.7%	5.4%	10.2%	12.1%	11.6%	15.9%
% agree	**88.5%**	**80.9%**	**91.6%**	**90.3%**	**94.6%**	**93.1%**

X^2 (df 20) = 61.93, $p < .001$

The program increases student self-management

	1-12 weeks (n=35)	Since school started (6-9 months) (n=222)	1-2 years (n=225)	3-4 years (n=215)	5-6 years (n=113)	More than 6 years (n=146)
Not at all	5.7%	3.2%	0.9%	0%	0.9%	0.7%
A little	14.3%	21.2%	9.3%	12.1%	8.8%	7.5%
Somewhat	42.9%	38.3%	50.7%	41.9%	44.2%	41.1%
Quite a bit	28.6%	32.4%	31.1%	36.3%	34.5%	39.7%
Very much	8.6%	5.0%	8.0%	9.8%	11.5%	11.0%
% agree	**80.1%**	**75.7%**	**89.8%**	**88%**	**90.2%**	**91.8%**

X^2 (df 20) = 46.44, $p < .01$

The program increases student relationship skills

	1-12 weeks (n=34)	Since school started (6-9 months) (n=221)	1-2 years (n=223)	3-4 years (n=216)	5-6 years (n=113)	More than 6 years (n=144)
Not at all	2.9%	3.6%	0.9%	0%	0%	1.4%
A little	11.8%	18.1%	9.0%	13.4%	9.7%	8.3%
Somewhat	47.1%	36.7%	43.5%	35.2%	40.7%	37.5%
Quite a bit	29.4%	34.8%	38.6%	40.7%	39.8%	36.8%
Very much	8.8%	6.8%	8.1%	10.6%	9.7%	16.0%
% agree	**85.3%**	**78.3%**	**90.2%**	**86.5%**	**90.2%**	**90.3%**

X^2 (df 20) = 37.88, $p < .01$

The program improves student responsible decision making

	1-12 weeks (n=34)	Since school started (6-9 months) (n=222)	1-2 years (n=221)	3-4 years (n=214)	5-6 years (n=112)	More than 6 years (n=146)
Not at all	5.9%	2.7%	0.9%	0.5%	0%	0%
A little	5.9%	18.9%	10.4%	11.2%	8.0%	8.9%
Somewhat	52.9%	38.7%	39.8%	40.7%	36.6%	32.2%
Quite a bit	26.5%	32.4%	40.7%	37.9%	43.8%	42.5%
Very much	8.8%	7.2%	8.1%	9.8%	11.6%	16.4%
% agree	**88.2%**	**78.3%**	**88.6%**	**88.4%**	**92%**	**91.1%**

X^2 (df 20) = 46.12, p < .01

Teachers and students benefit from the daily readings.

- Carol, Junior High Teacher, MI

The program helps decrease student teasing and/or bullying

	1-12 weeks (n=35)	Since school started (6-9 months) (n=219)	1-2 years (n=226)	3-4 years (n=215)	5-6 years (n=110)	More than 6 years (n=144)
Not at all	5.7%	4.6%	1.8%	2.8%	0%	0%
A little	20.0%	25.6%	17.7%	14.9%	10.9%	12.5%
Somewhat	48.6%	42.0%	49.6%	46.5%	56.4%	46.5%
Quite a bit	22.9%	24.2%	26.1%	31.2%	25.5%	29.9%
Very much	2.9%	3.7%	4.9%	4.7%	7.3%	11.1%
% agree	**74.4%**	**69.9%**	**80.6%**	**82.4%**	**89.2%**	**87.5%**

X^2 (df 20) = 43.89, p < .01

Position at School

Analyses revealed significant group differences such that principals reported more program benefits as compared to teachers, and in some cases, counselors.

Daily messages stimulate student conversations about character issues

	Principals (n=279)	Teachers (n=307)	Counselors (n=181)
Not at all	0%	2.9%	.6%
A little	6.5%	20.2%	12.7%
Somewhat	39.1%	42.0%	41.4%
Quite a bit	39.4%	27.0%	35.9%
Very much	15.1%	7.8%	9.4%
% agree	**93.6%**	**76.8%**	**86.7%**

X^2 (df 8) = 46.20, p < .001

Weekly emails promote ethical and caring leadership

	Principals (n=176)	Teachers (n=257)	Counselors (n=97)
Not at all	1.7%	3.1%	2.1%
A little	4.5%	11.3%	15.5%
Somewhat	29.5%	30.4%	25.8%
Quite a bit	39.8%	38.1%	44.3%
Very much	24.4%	17.1%	12.4%
% agree	**93.7%**	**85.6%**	**82.5%**

X^2 (df 8) = 16.33, $p < .05$

The program affects the school climate in a positive way

	Principals (n=288)	Teachers (n=346)	Counselors (n=188)
Not at all	0%	1.4%	0%
A little	2.4%	7.5%	3.7%
Somewhat	21.5%	38.4%	27.1%
Quite a bit	46.9%	37.9%	48.9%
Very much	29.2%	14.7%	20.2%
% agree	**97.6%**	**91%**	**96.2%**

X^2 (df 8) = 51.72, $p < .001$

The program has a positive impact on the morale of teachers

	Principals (n=285)	Teachers (n=345)	Counselors (n=187)
Not at all	0%	3.8%	1.1%
A little	4.2%	13.0%	11.8%
Somewhat	37.9%	43.8%	34.2%
Quite a bit	40.7%	31.0%	39.6%
Very much	17.2%	8.4%	13.4%
% agree	**95.8%**	**83.2%**	**87.2%**

X^2 (df 8) = 44.02, $p < .001$

The program increases student self-awareness

	Principals (n=286)	Teachers (n=343)	Counselors (n=188)
Not at all	0%	4.1%	0%
A little	5.2%	17.2%	11.2%
Somewhat	38.1%	45.5%	46.8%
Quite a bit	45.1%	28.6%	34.6%
Very much	11.5%	4.7%	7.4%
% agree	**94.7%**	**78.8%**	**88.8%**

X^2 (df 8) = 62.86, $p < .001$

The program increases student social-awareness

	Principals (n=281)	Teachers (n=347)	Counselors (n=189)
Not at all	0%	3.5%	0%
A little	4.3%	14.7%	7.4%
Somewhat	35.9%	43.5%	43.9%
Quite a bit	45.6%	31.4%	41.3%
Very much	14.2%	6.9%	7.4%
% agree	**95.7%**	**81.8%**	**92.6%**

X^2 (df 8) = 56.32, $p < .001$

The program increases student self-management

	Principals (n=282)	Teachers (n=344)	Counselors (n=188)
Not at all	0.4%	3.5%	0%
A little	5.3%	17.7%	10.6%
Somewhat	40.4%	44.8%	47.9%
Quite a bit	42.2%	28.2%	34.6%
Very much	11.7%	5.8%	6.9%
% agree	**94.3%**	**78.8%**	**89.4%**

X^2 (df 8) = 51.32, $p < .001$

The program increases student relationship skills

	Principals (n=281)	Teachers (n=340)	Counselors (n=187)
Not at all	0.4%	3.8%	0%
A little	5.7%	17.1%	11.2%
Somewhat	35.9%	40.0%	43.3%
Quite a bit	44.8%	32.6%	35.3%
Very much	13.2%	6.5%	10.2%
% agree	**93.9%**	**79.1%**	**88.8%**

X^2 (df 8) = 47.09, $p < .001$

The program improves student responsible decision making

	Principals (n=282)	Teachers (n=342)	Counselors (n=186)
Not at all	0%	3.5%	0%
A little	5.3%	16.4%	9.7%
Somewhat	33.3%	40.1%	46.8%
Quite a bit	44.3%	34.5%	35.5%
Very much	17.0%	5.6%	8.1%
% agree	**94.6%**	**80.2%**	**90.4%**

X^2 (df 8) = 64.68, $p < .001$

The program helps decrease student teasing and/or bullying

	Principals (n=279)	Teachers (n=342)	Counselors (n=188)
Not at all	1.1%	5.0%	1.1%
A little	9.0%	24.0%	17.6%
Somewhat	47.3%	41.5%	53.2%
Quite a bit	33.3%	26.3%	22.9%
Very much	9.3%	3.2%	5.3%
% agree	89.9%	71%	81.4%

X^2 (df 8) = 49.67, $p < .001$

The program helps decrease discipline referrals to the office

	Principals (n=281)	Teachers (n=329)	Counselors (n=186)
Not at all	3.2%	12.8%	4.8%
A little	14.2%	24.0%	22.0%
Somewhat	45.6%	44.7%	53.8%
Quite a bit	26.3%	15.8%	15.6%
Very much	10.7%	2.7%	3.8%
% agree	82.6%	63.2%	73.2%

X^2 (df 8) = 59.45, $p < .001$

Use of other character education programs
Analyses revealed significant group differences such that schools that use other character education programs, in addition to Project Wisdom, report more program benefits as compared to schools that do not.

Daily messages stimulate student conversations about character issues

	School does not use other CE programs in addition to PW (n=361)	School uses other CE programs in addition to PW (n=389)
Not at all	1.7%	0.5%
A little	12.5%	10.8%
Somewhat	38.5%	40.1%
Quite a bit	38.7%	34.7%
Very much	8.6%	13.9%
% agree	85.8%	88.8%

X^2 (df 4) = 8.36, $p < .05$

Weekly emails boost morale

	School does not use other CE programs in addition to PW (n=250)	School uses other CE programs in addition to PW (n=269)
Not at all	2.4%	1.9%
A little	14.0%	8.2%
Somewhat	40.8%	38.7%
Quite a bit	35.2%	36.4%
Very much	7.6%	14.9%
% agree	83.6%	90.0%

X^2 (df 4) = 10.41, $p < .05$

Weekly emails improve classroom management skills

	School does <u>not</u> use other CE programs in addition to PW (n=249)	School uses other CE programs in addition to PW (n=260)
Not at all	8.4%	6.5%
A little	22.9%	12.7%
Somewhat	40.6%	44.6%
Quite a bit	23.3%	27.3%
Very much	4.8%	8.8%
% agree	**68.7%**	**80.7%**

X^2 (*df* 4) = 12.39, *p* < .05

Weekly emails promote ethical and caring leadership

	School does <u>not</u> use other CE programs in addition to PW (n=249)	School uses other CE programs in addition to PW (n=263)
Not at all	4.0%	1.5%
A little	10.8%	7.2%
Somewhat	28.5%	26.6%
Quite a bit	42.6%	42.2%
Very much	14.1%	22.4%
% agree	**85.2%**	**91.2%**

X^2 (*df* 4) = 9.84, *p* < .05

The program affects the school climate in a positive way

	School does <u>not</u> use other CE programs in addition to PW (n=385)	School uses other CE programs in addition to PW (n=414)
Not at all	0.8%	0.5%
A little	6.2%	2.4%
Somewhat	29.1%	25.6%
Quite a bit	42.9%	46.9%
Very much	21.0%	24.6%
% agree	**93%**	**97.1%**

X^2 (*df* 4) = 9.84, *p* < .05

The program increases student self-awareness

	School does <u>not</u> use other CE programs in addition to PW (n=385)	School uses other CE programs in addition to PW (n=410)
Not at all	2.9%	1.2%
A little	11.2%	10.0%
Somewhat	46.2%	38.5%
Quite a bit	34.0%	39.5%
Very much	5.7%	10.7%
% agree	**85.9%**	**88.7%**

$X2$ (*df* 4) = 13.33, *p* < .05

Your program is very positive. I look forward to the weekly emails. I try to encourage my new teachers to read and apply what you have to say. I also encourage them to use the materials and make the most of their Caring Community time (Advisory or Homeroom) to get to know their students and really help the students to understand what hard work, perseverance, respect, and integrity mean. I believe your materials help my new teachers do this.

- Michelle, Middle School Mentor, MD

The program increases student social awareness

	School does **not** use other CE programs in addition to PW (n=379)	School uses other CE programs in addition to PW (n=411)
Not at all	2.1%	1.0%
A little	9.5%	7.5%
Somewhat	42.7%	35.0%
Quite a bit	37.5%	44.3%
Very much	8.2%	12.2%
% agree	**88.4%**	**91.5%**

X^2 (df 4) = 10.88, $p < .05$

The program increases student self-management

	School does **not** use other CE programs in addition to PW (n=380)	School uses other CE programs in addition to PW (n=411)
Not at all	2.4%	1.2%
A little	12.6%	9.0%
Somewhat	45.0%	41.4%
Quite a bit	33.4%	37.7%
Very much	6.6%	10.7%
% agree	**85%**	**89.8%**

X^2 (df 4) = 9.38, $p < .05$

The program increases student relationship skills

	School does **not** use other CE programs in addition to PW (n=375)	School uses other CE programs in addition to PW (n=411)
Not at all	2.7%	1.5%
A little	11.7%	9.0%
Somewhat	41.1%	36.3%
Quite a bit	36.8%	40.6%
Very much	7.7%	12.7%
% agree	**85.6%**	**89.6%**

X^2 (df 4) = 9.35, $p < .05$

The program improves student responsible decision making

	School does **not** use other CE programs in addition to PW (n=379)	School uses other CE programs in addition to PW (n=404)
Not at all	2.1%	1.0%
A little	12.1%	9.7%
Somewhat	42.2%	35.9%
Quite a bit	35.4%	40.1%
Very much	8.2%	13.4%
% agree	**85.8%**	**89.4%**

X^2 (df 4) = 10.73, $p < .05$

The program helps decrease student teasing and/or bullying

	School does <u>not</u> use other CE programs in addition to PW (n=379)	School uses other CE programs in addition to PW (n=409)
Not at all	4.0%	1.5%
A little	18.7%	13.7%
Somewhat	45.9%	46.7%
Quite a bit	27.4%	29.8%
Very much	4.0%	8.3%
% agree	**77.3%**	**84.8%**

X^2 (*df* 4) = 14.10, *p* < .01

The program helps decrease discipline referrals to the office

	School does <u>not</u> use other CE programs in addition to PW (n=373)	School uses other CE programs in addition to PW (n=403)
Not at all	10.2%	4.7%
A little	21.7%	18.4%
Somewhat	46.4%	48.4%
Quite a bit	16.9%	21.3%
Very much	4.8%	7.2%
% agree	**68.1%**	**76.9%**

X^2 (*df* 4) = 12.95, *p* < .05

School Type

Analyses revealed significant group differences such that elementary schools reported more program benefits than high schools.

Daily messages stimulate student conversations about character issues

	Elementary Schools (n=476)	Middle Schools (n=257)	Elem/Middle Schools (n=53)	High Schools (n=109)
Not at all	.4%	2.3%	0%	0%
A little	11.8%	13.6%	7.5%	14.7%
Somewhat	36.3%	46.7%	43.3%	43.1%
Quite a bit	36.6%	29.2%	41.5%	38.5%
Very much	14.9%	8.2%	7.5%	3.7%
% agree	**87.8%**	**84.1%**	**92.3%**	**85.3%**

X^2 (*df* 12) = 33.29, *p* < .01

Weekly emails promote ethnical and caring leadership

	Elementary Schools (n=312)	Middle Schools (n=192)	Elem/Middle Schools (n=41)	High Schools (n=77)
Not at all	1.0%	4.7%	0%	3.9%
A little	6.7%	12.0%	7.3%	10.4%
Somewhat	26.6%	27.6%	34.1%	33.8%
Quite a bit	42.9%	40.1%	46.3%	40.3%
Very much	22.8%	15.6%	12.2%	11.7%
% agree	**92.3%**	**83.3%**	**92.6%**	**85.8%**

X^2 (*df* 12) = 21.42, *p* < .05

The daily messages have helped our students in developing positive attitudes and in developing a caring environment.

- Juanita, Elementary Counselor, TX

Weekly emails foster professionalism among teachers and administrators

	Elementary Schools (n=309)	Middle Schools (n=192)	Elem/Middle Schools (n=41)	High Schools (n=78)
Not at all	3.6%	9.4%	2.4%	6.4%
A little	10.4%	16.1%	12.2%	17.9%
Somewhat	40.1%	40.6%	43.9%	43.6%
Quite a bit	34.0%	27.1%	36.6%	26.9%
Very much	12.0%	6.8%	4.9%	5.1%
% agree	**86.1%**	**74.5%**	**85.4%**	**75.6%**

X^2 (df 12) = 21.52, $p < .05$

Weekly emails improve classroom management skills

	Elementary Schools (n=310)	Middle Schools (n=191)	Elem/Middle Schools (n=42)	High Schools (n=78)
Not at all	5.2%	10.5%	2.4%	12.8%
A little	14.5%	19.9%	19.0%	15.4%
Somewhat	42.9%	45.0%	35.7%	48.7%
Quite a bit	28.1%	20.9%	35.7%	21.8%
Very much	9.4%	3.7%	7.1%	1.3%
% agree	**80.4%**	**69.6%**	**78.5%**	**71.8%**

X^2 (df 12) = 26.40, $p < .01$

The program affects the school climate in a positive way

	Elementary Schools (n=509)	Middle Schools (n=273)	Elem/Middle Schools (n=57)	High Schools (n=120)
Not at all	0%	0.7%	3.5%	0%
A little	4.5%	5.9%	5.3%	4.2%
Somewhat	23.2%	33.7%	26.3%	40.8%
Quite a bit	45.0%	42.5%	45.6%	42.5%
Very much	27.3%	17.2%	19.3%	12.5%
% agree	**95.5%**	**93.4%**	**91.2%**	**95.8%**

X^2 (df 12) = 46.00, $p < .01$

The program has a positive impact on the morale of the teachers

	Elementary Schools (n=505)	Middle Schools (n=269)	Elem/Middle Schools (n=57)	High Schools (n=119)
Not at all	0.8%	1.5%	3.5%	2.5%
A little	7.9%	11.9%	8.8%	13.4%
Somewhat	33.1%	42.4%	42.1%	47.1%
Quite a bit	39.8%	37.2%	35.1%	30.3%
Very much	18.4%	7.1%	10.5%	6.7%
% agree	**91.3%**	**86.7%**	**87.7%**	**84.1%**

X^2 (df 12) = 40.97, $p < .01$

The program increases student self-awareness

	Elementary Schools (n=508)	Middle Schools (n=268)	Elem/Middle Schools (n=58)	High Schools (n=120)
Not at all	0.6%	1.9%	5.2%	2.5%
A little	9.4%	13.1%	6.9%	20.0%
Somewhat	39.0%	51.5%	31.0%	47.5%
Quite a bit	40.4%	28.7%	51.7%	25.0%
Very much	10.6%	4.9%	5.2%	5.0%
% agree	**90%**	**85.1%**	**87.9%**	**77.5%**

X^2 (df 12) = 53.39, $p < .01$

The program increases student social-awareness

	Elementary Schools (n=504)	Middle Schools (n=271)	Elem/Middle Schools (n=58)	High Schools (n=118)
Not at all	0.4%	1.8%	5.2%	1.7%
A little	6.5%	11.1%	8.6%	17.8%
Somewhat	35.7%	48.7%	32.8%	43.2%
Quite a bit	43.8%	30.3%	48.3%	32.2%
Very much	13.5%	8.1%	5.2%	5.1%
% agree	**93%**	**87.1%**	**86.3%**	**80.5%**

X^2 (df 12) = 56.30, $p < .01$

The program increases student self-management

	Elementary Schools (n=504)	Middle Schools (n=267)	Elem/Middle Schools (n=58)	High Schools (n=120)
Not at all	.6%	1.9%	5.2%	2.5%
A little	9.1%	15.7%	8.6%	19.2%
Somewhat	41.1%	46.1%	44.8%	47.5%
Quite a bit	37.9%	30.7%	37.9%	25.0%
Very much	11.3%	5.6%	3.4%	5.8%
% agree	**90.3%**	**82.4%**	**86.1%**	**78.3%**

X^2 (df 12) = 38.85, $p < .01$

The program increases student relationship skills

	Elementary Schools (n=501)	Middle Schools (n=267)	Elem/Middle Schools (n=57)	High Schools (n=118)
Not at all	0.4%	2.2%	5.3%	1.7%
A little	8.8%	14.2%	7.0%	22.0%
Somewhat	37.1%	42.7%	31.6%	40.7%
Quite a bit	40.9%	33.7%	50.9%	28.8%
Very much	12.8%	7.1%	5.3%	6.8%
% agree	**90.8%**	**83.5%**	**87.8%**	**76.3%**

X^2 (df 12) = 46.36, $p < .01$

The program improves student responsible decision making

	Elementary Schools (n=501)	Middle Schools (n=267)	Elem/Middle Schools (n=58)	High Schools (n=117)
Not at all	0.4%	1.9%	5.2%	1.7%
A little	8.8%	14.2%	8.6%	17.1%
Somewhat	33.3%	46.4%	37.9%	47.9%
Quite a bit	43.5%	32.2%	44.8%	25.6%
Very much	14.0%	5.2%	3.4%	7.7%
% agree	90.8%	83.8%	86.1%	81.2%

X^2 (*df* 12) = 58.41, *p* < .01

The program helps decrease student teasing and/or bullying

	Elementary Schools (n=500)	Middle Schools (n=265)	Elem/Middle Schools (n=58)	High Schools (n=119)
Not at all	1.2%	3.8%	6.9%	2.5%
A little	12.6%	22.3%	13.8%	24.4%
Somewhat	47.0%	48.3%	50.0%	45.4%
Quite a bit	31.4%	21.9%	25.9%	26.1%
Very much	7.8%	3.8%	3.4%	1.7%
% agree	86.2%	74%	79.3%	73.2%

X^2 (*df* 12) = 39.80, *p* < .01

The program helps decrease discipline referrals to the office

	Elementary Schools (n=497)	Middle Schools (n=264)	Elem/Middle Schools (n=55)	High Schools (n=113)
Not at all	4.6%	9.8%	7.3%	10.6%
A little	17.7%	23.1%	20.0%	29.2%
Somewhat	46.1%	50.0%	52.7%	44.2%
Quite a bit	24.1%	12.1%	20.0%	14.2%
Very much	7.4%	4.9%	0%	1.8%
% agree	77.6%	67%	72.7%	60.2%

X^2 (*df* 12) = 41.09, *p* < .01

Appendix D: 2000 Survey
Total number of respondents: 303.

Questions	No opinion	1	2	3	4	5	6	7	8	9	10	Responses of 7 and above
• The daily messages encourage students to reflect on values being fostered.	3%	0%	0%	0%	0%	1%	3%	8%	29%	17%	39%	93%
• The program affects the school climate in a positive way.	3%	0%	0%	0%	0%	1%	3%	7%	23%	22%	41%	93%
• Staff and parents are satisfied with the values being presented.	4%	0%	0%	0%	0%	2%	1%	3%	19%	23%	48%	93%
• The program helps foster students' understanding of multiple perspectives.	6%	0%	0%	1%	1%	4%	4%	12%	30%	20%	23%	85%
• Program has helped improve students' behavior.	11%	0%	0%	1%	1%	4%	12%	16%	28%	14%	12%	70%
• Staff members report that they benefit as much as the students.	10%	1%	0%	0%	2%	5%	5%	9%	22%	21%	25%	78%
• The program has helped decrease discipline referrals to the office.	23%	3%	0%	3%	3%	12%	9%	15%	17%	8%	6%	46%
• Students refer to or talk about the daily messages.	6%	0%	1%	3%	3%	7%	9%	15%	21%	19%	17%	71%
• The program helps decrease racial/ethnic incidents and/or bullying.	23%	1%	1%	4%	4%	7%	9%	14%	17%	11%	8%	50%
• The program helps improve students' attitude toward school and learning.	11%	1%	0%	1%	2%	7%	8%	18%	26%	17%	9%	70%
• Teachers report program generates discussion in the classroom.	11%	0%	0%	0%	2%	7%	8%	15%	20%	18%	19%	72%
• Students comment when narrator(s) miss(es) broadcast.	22%	1%	2%	0%	3%	2%	6%	6%	13%	15%	30%	64%

Note: (1 = the lowest rating, 10 = the highest)

Appendix E: 2001 Survey

Total number of respondents: 176.

Questions	No opinion	1	2	3	4	5	6	7	Responses of 5 and above
• The daily messages encourage students to reflect on values being fostered.	5%	0%	0%	1%	5%	15%	27%	48%	90%
• The program affects the school climate in a positive way.	5%	0%	0%	2%	2%	11%	35%	46%	91%
• Staff and parents are satisfied with the values being presented.	5%	0%	1%	1%	2%	10%	28%	55%	92%
• The program helps foster students' understanding of multiple perspectives.	6%	0%	1%	1%	7%	19%	36%	29%	84%
• Program has helped improve students' behavior.	25%	1%	1%	7%	11%	24%	19%	11%	55%
• Staff members report that they benefit as much as the students.	7%	0%	1%	3%	11%	28%	26%	23%	77%
• The program has helped decrease discipline referrals to the office.	22%	1%	2%	8%	11%	30%	20%	6%	56%
• Students refer to or talk about the daily messages.	8%	0%	2%	3%	5%	28%	31%	23%	82%
• The program helps decrease racial/ethnic incidents and/or bullying.	26%	1%	1%	2%	4%	10%	19%	36%	66%

Note: (1 = the lowest rating, 7 = the highest)

Project Wisdom has helped spark positive communication among staff members and students regarding issues we all deal with.

- Art, Middle School Assistant Principal, CA

Appendix F: 2002 Web-based Survey

Total number of respondents: 420.

Questions	No opinion	1	2	3	4	5	6	7	Responses of 5 and above
• Messages encourage students to reflect on values being fostered.	0%	0%	0%	0%	3%	11%	18%	67%	96%
• The program affects the school climate in a positive way.	0%	0%	0%	0%	2%	15%	15%	68%	98%
• Staff and parents are satisfied with the values presented.	1%	0%	0%	1%	2%	6%	14%	76%	96%
• Program fosters an understanding of multiple perspectives.	0%	0%	0%	0%	2%	10%	14%	74%	98%
• Program has helped decrease discipline referrals.	14%	3%	3%	3%	16%	27%	9%	25%	61%
• Students refer to or talk about the daily messages.	1%	0%	3%	5%	12%	23%	15%	40%	78%
• Program has helped decrease teasing and/or bullying.	9%	1%	3%	7%	14%	30%	15%	22%	67%
• Teachers report that the program generates discussion.	3%	1%	3%	4%	9%	19%	19%	43%	81%
• Students comment when narrator(s) miss(es) a broadcast.	13%	3%	3%	3%	5%	14%	12%	48%	74%
• Staff understands the concept and rationale of character education.	0%	0%	0%	1%	3%	10%	11%	75%	96%

Note: (1 = the lowest rating, 7 = the highest)

Appendix G: 2003 Web-based Survey
Total number of respondents: 690.

Questions	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
Impact of Program/Perceived Benefits:	
• The daily messages encourage students to reflect on the values being fostered.	99%
• The program helps foster students' understanding of multiple perspectives.	99%
• The program affects the school climate in a positive way.	98%
• The daily messages stimulate student conversation about character issues.	89%
• Teachers report that the program generates structured discussion in the classroom about character education issues.	80%
• The program helps decrease discipline referrals to the office.	77%
• The program helps decrease student teasing and/or bullying.	77%
General Satisfaction:	
• The teaching staff and parents are satisfied with the values being presented in the daily messages.	99%
• Students are disappointed when the narrator(s) miss(es) a daily broadcast.	80%

Appendix H: 2004 Web-based Survey – Third-Party Program Evaluation – Prior to Online Program

Total number of respondents: 913.

Questions	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
Impact of Program/Perceived Benefits:	
• The program affects the school climate in a positive way.	95%
• The program has a positive impact on the morale of the teachers.	92%
• The daily messages stimulate student conversation about character issues.	88%
Have students become more competent in the following areas?	
• Self-awareness: Recognizing feelings, more self-confident.	87%
• Social-awareness: Aware of the feelings of others; better understanding of multiple perspectives, appreciation of diversity.	89%
• Self-management: Self-control, pursuit of goals; persevering in the face of challenges.	86%
• Relationship skills: Establishing better relationships with others on campus; cooperation; conflict resolution; seeking help when needed.	87%
• Responsible decision making: Respecting others; taking personal responsibility for one's choices.	86%
• The program helps decrease student teasing and/or bullying.	78%
• The program helps decrease discipline referrals to the office.	67%

Appendix I: 2008 Web-based Survey – Project Wisdom Educator Resource Site Third-Party Program Evaluation

Total number of respondents: 1,860.

In August of 2005, after a one-year pilot, the company launched a subscription-based online service called the Project Wisdom Educator Resource Site (ERS). It was created in response to feedback from educators. Client schools were requesting more materials to supplement their Project Wisdom libraries. Specifically, they requested more broadcast messages and classroom materials such as lesson plans. Problems with low teacher morale prompted a decision to also include a weekly morale booster titled *Just For You*. These morale boosters are delivered weekly during the school year by email to all registered users. To further encourage educators, a feature called Teacher's Story was incorporated. Registered users submit personal stories to support and uplift other teachers. These stories are published on the site during the school year.

As part of our commitment to understanding the effectiveness of our program, we continue to engage in a scientifically based evaluation process. This particular evaluation examines the effectiveness of the Educator Resource Site.

Questions	Percent of respondents who indicated "somewhat," "quite a bit," or "very much"
Impact of Program/Perceived Benefits:	
How do you like these resources?	
• *Just For You* (morale boosters)	96%
• Teacher's Story	92%
How do you like the components of the Educator Resource Site (ERS) Lesson Plans?	
• Special-topic broadcast messages (sometimes used as classroom read-alouds)	91%
• Follow-up Discussion Generators	86%
• Worksheets (secondary level only)	77%
• Follow-up Activities	82%
Please rate your satisfaction with the following:	
• Customer Service	98%
• Site Navigation (user-friendly)	97%
• Please rate your overall satisfaction with the Educator Resource Site.	97%