



KPCEL 2023
CONVENING

April 18–20, 2023

FORMATIVE LEADERSHIP AND CHARACTER EDUCATION
WITH AND THROUGH THE ARTS

Why the Arts?

Dear KPCEL Colleagues,

As we embark on our time together, we have been reflecting upon the theme of this year's convening and its relevance to the formation of character, leadership, and human flourishing. The power of all arts—fine and performing, literature, design, and even creative ways of thinking, to name a few—have endured for a reason. They feed the soul and nurture the whole person. They activate our right brain ability to see the whole, not just the parts. They invite us to see the world from multiple perspectives. They evoke awe. In short, they are a catalyst for inspiration as we humans pause to take in their beauty and engage in thought provoking experiences with them.

Artists know how to arrest our attention, to stop us in our tracks and draw the viewer/listener/reader into an experience. The act of creating and performing is a powerful form of communication that helps us to be seen and heard. Conversely, a shared engagement with a work of art helps us to be present in the moment and hone our capacity to see, to attend with all our senses and, ultimately, to feel and to understand in new ways.

Creating meaningful encounters with the arts helps students shed their apprehensions, open their senses, hone their powers of observation, and express themselves meaningfully. These dispositions open the door to empathy and ethical reflection that builds community and inspires creativity. If as formative educators we want to provide learning experiences in which we can reflect on competing claims about what it means to live well amidst challenge and uncertainty, to flourish in our relationships, and to express ourselves authentically, then the arts can serve as a powerful guide. As you lean into the next few days, we invite you to practice these “instructions for living a life” excerpted from Mary Oliver’s poem “Sometimes”:

*Pay Attention.
Be Astonished
Tell about it.*

We look forward to hearing your thoughts, wonderings, and moments of inspiration.

Karen Bohlin

KPCEL Advisory Committee Member
Executive Director, Practical Wisdom Project
Abigail Adams Institute, Cambridge, MA

Cristy Guleserian

KPCEL Advisory Committee Member
Executive Director, Principled Innovation
Arizona State University, Mary Lou Fulton Teachers College



Agenda

Tuesday Apr 18, 2023 Opening Reception

5:30–6:30	Cocktails	Avedon C
6:30–8:00	Dinner	

Wednesday April 19, 2023 Day 1

8:00–9:00	Breakfast	Avedon C
9:00–9:30	Welcome Stanton Wortham, <i>Boston College</i> Kelly Ramirez, <i>The Kern Family Foundation</i>	Avedon D
9:30–10:30	Exploring our Formative Maps: A Community Building Activity Samantha Deane, <i>Boston College</i>	Avedon D
10:30–10:45	Reflection Activity 1 Scott Parsons, <i>West Point</i>	Avedon D See p. 11
10:45–11:00	Coffee Break	
11:00–12:00	Keynote How the Arts Can Save Education Erica Halverson, <i>The University of Wisconsin</i> Chair: Martin Scanlan, <i>Boston College</i>	Avedon D
12:00–1:00	Lunch	Avedon C
1:00–2:00	Concurrent Breakouts	See pp. 5–6
2:00–2:15	Coffee Break	
2:15–2:30	Reflection Activity 2 Matthew Post, <i>University of Dallas</i>	Avedon D See p. 11
2:30–3:30	General Session Navigating the Gray Areas of Leadership: Using Moral Dilemma Videos to Simulate Decision-Making Lance Forman, Robin Cayce, & Melissa Forte <i>Lipscomb University</i> Chair: David Walker, <i>University of Alabama</i>	Avedon D
3:30–4:30	Concurrent Breakouts	See pp. 7–8
5:30–6:30	Reception	Avedon C
6:00–6:30	Tiffany Thompson Live	
6:30–8:00	Dinner	

Agenda

Thursday, April 20, 2023 Day 2

8:00–9:00	Breakfast	Avedon C
9:00–9:15	Reflection Activity 3 Jim McIntyre, <i>Belmont University</i>	Avedon D See p. 11
9:15–9:45	Working Group Introduction	Avedon D
9:45–10:45	Working Group Breakouts	See p. 9
10:45–11:00	Coffee Break	
11:00–12:00	Aesthetic Breakouts	See p. 10
12:00–1:00	General Session Squaring the Circle: Finding the Questions Chris Higgins & Martin Scanlan, <i>Boston College</i>	Avedon D
1:00	Grab-and-Go Lunch	

Cover art for this program is generously provided by teen artist, Harper W. Harper is a participant in the After School Matters Advanced Drawing and Painting Portfolio program.

Artist-in-attendance at the KPCEL 2023 Convening



Tiffany Thompson is an award-winning, multi-disciplinary artist, facilitator, and former CIA leadership analyst who has worked with executives at hundreds of companies, institutions, and nonprofits. She combines creative expression with performance craft to design and deliver empowering experiences that unlock the artistry in people, teams, and companies. Tiffany's inspirational ballad "We are the Dreamers" became a cult classic in the show "Dance Moms," earning almost 500K streams on Spotify. She launched her singer/songwriter career in Northern Virginia before spending time in Nashville, New York, and now calling North Carolina home.

**What Can Character Education
Look Like in Secondary Education?**

Avedon A

Maxwell Smith, *The Forest School*

We spend a lot of time addressing the theory for character education, but what does it look like in practice? In this session, you will explore how The Forest Schools are operationalizing character education for grades 6-12. You will review two signature learning experiences explicitly targeting CE: Servant Leader Badges and Mastery Credits. We hope this session provides concrete examples and ideas for incorporating student-facing CE in your own lines of work and look forward to the ways your feedback will enhance CE at The Forest Schools.

Practical Wisdom in Leading Organizations

Avedon B

Steve Sosland, *Texas Tech University System*

This interactive session will introduce participants to the process for integrating classical virtues into organizational core values. Participants will be able to connect personal virtues to organizational values, examine the process to identify shared core values within an organization, and explore how to use organizational core values in making critical decisions.

Improvisation as a Foundation for Good Teaching Metropolitan

Erica Halverson, *The University of Wisconsin*

In this workshop, participants will have the opportunity to learn the basics of improvisation as strategies for scaffolding risk-taking in their own learning environments. If you think the word “improv” is a 4-letter word, fear not! (First of all, it’s a five letter word, so...). And more importantly, this workshop is designed for you yourself to be scaffolded into taking risks, because it’s just good teaching!

**Developing a Visual Theory of Change Pathway
Models for Character Programs: A Mini-Workshop**

Avedon D

Jennifer Brown Urban, *Montclair State University*
Jane Buckley, *JCB Consulting*

In this session, participants will be introduced to pathway modelling—a method for developing a visual representation of the theory of change underlying an initiative or program. Pathway models are diagrams that illustrate how a process of change is thought to work. After learning some basic information about pathway models and how they work, participants will practice the basics of pathway modelling, and review and analyze the pathway model of an existing character program. Participants will leave with resources related to pathway modelling, including access to an online platform used to create pathway models.

Bridging Joy and Rigor in Schools: A Roundtable

Tate

Andrew Ketchum, Jolleen Wagner, & Shanelle County
Brilla Schools Network

The Brilla Public Charter Schools and Seton Education Partners community aims to provide a rigorous academic education and a character-rich education, both supported by a joyful school community. An essential part of this is the wellbeing and sense of belonging of the staff, who participate in formation series, focused on individual reflection, personal development, and community bonding activities. Recently, some staff have questioned these efforts, preferring to use that time for professional development geared more towards academic rigor in the classroom. This session is a roundtable discussion for educational leaders about how we can bridge the divide between events that are seen as “joyful” in nature and those that are interpreted as “rigorous”.

How Does the “Real World of College” Relate to Formative Leadership and Character Education?

Avedon B

Wendy Fischman, *Harvard Graduate School of Education*

For more than ten years, Wendy Fischman and Howard Gardner conducted and analyzed in-depth interviews with more than 2,000 students, faculty, administrators, and others, across ten disparate institutions (*The Real World of College*, MIT Press, 2022). Their findings challenge assumptions and characterizations in the media, especially in terms of how students understand the purpose of college, what worries them, and how they think about their futures. How do students think about ethics and character? Spoiler alert: Not as much as you hope. Based on their data, Fischman and Gardner offer recommendations about how to help students become less transactional and more transformational about learning. After a brief summary of specific findings and recommendations, participants will engage in conversation to address questions central to this conference: How can faculty and administrators, an institution, help to move the student needle from “I” to “we?”

Measuring the Immeasurable: An Introduction to the Virtuous Motivation Scale

Avedon A

Matthew Post, *University of Dallas*
Steven Bourgeois, *Ahart Solutions*

Drawing on the Neo-Aristotelian framework adopted by the Jubilee Centre for Character and Virtues and previous research on self-regulation and prosocial behavior, Matthew and Steven have developed a research instrument to tease out the antecedents of children’s moral behaviors: the Virtuous Motivation Scale assesses students in grades 4–12 on intellectual, moral, civic, and performance virtues along a continuum of motivation that includes a-motivation, external, introjected, identified, intrinsic, and virtuous motivation. In this workshop, participants will review the theoretical background, discuss the design of the instruments, look at results, and consider the broader implications of assessing virtuous motivation.

**Using Authentic Ethical Dilemmas
in the Formation of Graduate Students**

Avedon D

Maureen Spelman, *North Central College*

Practicing with and responding to authentic ethical dilemmas through a structured reflective framework can help graduate candidates to engage in collective phronesis, in making sense of complexity, and in choosing intelligent and virtuous responses to ethical dilemmas. Opportunities to practice and reflect as a community of learners can empower aspiring leaders to navigate critical incidents with a moral compass. In this session, Maureen offers highlights from the literature supporting this intervention design, engages participants in the full experience of working through dilemmas as a team, and guides them through the four phases of a reflection framework that can be used in any problem-solving situation.

Cultivating Joy: Skill Development Through Play

Metropolitan

Maranielly Vazquez and David Gauna
After School Matters

In a world filled with despair, worry, and fear, we explore what it means to cultivate joy in our learning spaces through play. Join us to explore how we support instructional staff in understanding the importance of joy for young people's learning as they develop critical skills for work, college, and beyond. Through structured check-ins, community builders, and reflection activities we reframe learning to ignite skill and character development using the Measure of Human Achievement (MHA) framework. We will also get to hear from our experienced After School Matters instructors about their own best practices and program activities that plug into their curriculum joy, laughter, and play.

Colorful Character Conversations

Avedon A

Pedagogies of Character Formation

Experience a visually engaging approach to generating conversations on character for a range of learning environments.

Putting Virtue into Practice

Avedon B

Assessment for Character Formation

Join us for a concrete discussion about the nuances of operationalizing virtue in two distinct cases.

How Do You Engage in Whole-Person Education?

Metropolitan

Whole Person Education

Participants will think together about the factors that facilitate whole person education within their geographic context.

**Debrief on Reflection Activities:
Why Did You Make Me Do This?**

Avedon D

Reflection and Contemplation for Formative Leadership Education

Participate in a conversation about the reflection and contemplation practices that inspired the reflection activities throughout the KPCEL.

Thursday, April 20, 2023
11:00–12:00 Aesthetic Breakouts

Purposeful Pausing: The Art of Attention

Avedon A

Ann Phelps, *Wake Forest University*

Kathleen Stimely, *Wake Forest University*

This session is intended for character educators, helping us clarify our goals, purpose, and approach for ourselves and as a collective movement in educational spaces, recognizing that we have an opportunity to see ourselves as a community of common purpose. We will harness the form of haiku to explore what our collective purpose as a group of character educators might be.

**Combining Poetry and Music into a Pedagogy
for Leadership Formation and Character Education**

Metropolitan

Tiffany Thompson, *artist*

In the 19th century, Leo Tolstoy defined art as “a means of union ... indispensable for the life and progress toward well-being of individuals and of humanity.” Today more than ever, the ability to create union is not only art but leadership and character. And, what if the practices that make us better artists also strengthen our character and make us better leaders? Award-winning songwriter and teaching artist Tiffany Thompson leads an interactive workshop addressing this very question. Participants explore the connection between art and character formation by creating a song.

Reflection Activity 1: The Power of Journaling

What is reflection? What causes reflection? What is the purpose of reflection?

Reflection Activity 2: The Power of Encountering Disagreement

*When has disagreement in this particular field caused you to reflect?
What is an occasion when disagreement provoked your moral formation?*

Reflection Activity 3: Repurposing the Long Drive

Within your routines (the drive to work, the wait in the line), what reflection practices do you cultivate?

Our Presenters, Speakers, and Facilitators



Erica Halverson, *The University of Wisconsin*

Department Chair of Curriculum and Instruction at the University of Wisconsin, Erica is interested in how people learn in and through the arts across a range of art forms with a focus on the performing arts. Erica runs an artist-in-residence program in Madison Public Schools, is the author of *How the Arts Can Save Education* (2021), and host of the podcast, *Arts Educators Save the World*.



Lance Forman, *Lipscomb University*

Current Director of Educational Leadership at Lipscomb University and former elementary teacher and principal, Lance is passionate about developing great school leaders and helping districts build an internal pipeline of leadership talent. His areas of expertise include school leadership, culture development, talent acquisition, development, and retention.



Robin Cayce, *Lipscomb University*

Assistant Professor in the Educational Leadership Program Lipscomb University, Robin is a former elementary teacher, principal, and Director of Professional Development at the district level. Robin is committed to working with aspiring educational leaders.



Melissa Forte, *Lipscomb University*

Chair the Department of Cinematic Arts at Lipscomb University and former film industry professional, Melissa is an advocate for creatives using their talent to give voice to the underestimated and overlooked members of our communities. In helping to form the next generation of filmmakers, Melissa inspires them to create narratives that impact people and explore change.



Maxwell Smith, *The Forest School Online*

Founder and Head of School at The Forest School Online, Max is passionate about using self-directed learning to optimize learners' educational experiences as a medium for exploring, discovering, and authorizing their own narratives.



Jennifer Brown Urban, *Montclair State University*

Professor in the Department of Family Science and Human Development at Montclair State University, Jennifer also co-directs the Institute for Research on Youth Thriving and Evaluation. She is trained as a developmental scientist with specific expertise in youth character development and program evaluation.



Jane Buckley, *JCB Consulting*

Jane is an independent evaluation consultant with extensive experience in evaluation planning and capacity building with community programs and organizations around the country and the world. She is a lead facilitator of character program evaluation partnerships funded by the John Templeton Foundation and Templeton World Charity Foundation.



Maureen V. Spelman, *North Central College*

Maureen is a professor in the North Central College educational leadership program, and the coordinator for character initiatives related to the Kern Family Foundation Grant. Her vision is to build the capacity of school leadership candidates so that they can go forward and bring Cultures of Character practices into the heart of their school communities.



Wendy Fischman, *Harvard Graduate School of Education*

Wendy joined Project Zero at the Harvard Graduate School of Education in 1995, since 1996, she has managed various aspects of the GoodWork® Project, specifically focused on the meaning of work in the lives of young children, adolescents, and novice professionals.



Steve Sosland, *Texas Tech University System*

Vice Chancellor for Leader and Culture Development, Steve works with the leadership teams at all the universities in the Texas Tech System to help them integrate a values-based culture into programs that develop leaders of character among students, faculty, and staff.



Andrew Ketchum, *Brilla Schools Network*

Andrew is the Director of Character Initiatives for the Brilla Public Charter Schools at Seton Education Partners where he supports members of the Brilla schools community in actualizing the goals of virtue formation, social emotional learning, and restorative practices across 6 campuses.



Jolleen Wagner, *Brilla Schools Network*

Jolleen is Chief Character Initiatives & Culture Officer for Brilla Public Charter Schools and Seton Education Partners, is responsible for establishing, maintaining, and promoting the vision and direction of Character Initiatives & Culture for Brilla Public Charter Schools.



Shanelle County, *Brilla Schools Network*

Shanelle County is the Chief Curriculum & Assessment Officer for the Brilla Schools Network. In her role, she is responsible for creating and implementing the vision for academic programming for, and assessment of all K-8 students at Brilla Public Charter Schools.



Matthew Post, *University of Dallas*

Matthew is Acting Director of the St. Ambrose Center for Catholic Liberal Education and Culture and Assistant Professor of Humanities at the University of Dallas. His research explores how to understand and promote virtue, service, and leadership through great works of philosophy, literature, music, and art.



Steven Bourgeois, *Ahart Solutions*

Steven is the CEO of Ahart Solutions, an educational research firm supporting schools of choice. His published research focuses on student motivation/engagement, transformational leadership, and collective teacher efficacy.



Maranielly Vazquez, *After School Matters*

Director of Learning Communities for After School Matters, Maranielly develops and facilitates professional development for staff and instructors. She has a deep-rooted understanding and knowledge of youth development practices and quality systems and is passionate about involving the voices of young people and youth workers.



David Gauna, *After School Matters*

Artist, community advocate, and program and professional development specialist at After School Matters, David combines his passion for social justice and the visual arts to design experiences based on the pillars of healing and trauma informed practices, anti-oppression & restorative practices, and connection & collaboration.



Ann Phelps, *Wake Forest University*

Director of Programming for Leadership and Character at Wake Forest University, Ann has worked as a freelance musician and teacher with colleges, universities, and religious communities to envision how corporate rituals and collective creativity can empower us to be more ethical actors in our changing world.



Kathleen Stimely, *Wake Forest University*

Director of Program Administration for Leadership and Character at Wake Forest University, Kathleen has a decade of experience in managing character-research related grants in psychology and philosophy.

Your feedback is important!

Please use this QR code to tell us about your experience at the 2023 KPCEL Convening.





Boston College's *Formative Leadership Education Project* was awarded a grant from the Kern Family Foundation entitled "Expanding the Reach of Formative Leadership Education by Building Communities of Practice." This funds the facilitation of the Kern Partners for Character and Educational Leadership (KPCEL) network.

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Artmaking helps me grow as a person and helps me express myself in ways other than speaking on how I feel and what I'm going through. I like the fact that art-making lets you do things freely on a canvas or paper without having to follow any steps or rules to it. Seeing and learning from others doing art helps me advance myself in different perspectives and ways of thinking.

— teen artist Harper W.
from *After School Matters*, whose work is featured on this cover.

