

Character Development Scale™



Administrator's Guide

Character Education for Leadership, Career Development, and Employment Success

By John J. Liptak, Ed.D., and Robert M. Orndorff, D.Ed.

INTRODUCTION

The field of character has a rich body of literature which defines it. The literature and practices are generally divided into three major sections: the definition of character, how character is developed, and the principles of character education programs. Each of these three aspects of the professional literature will be reviewed as an introduction to the *Character Development Scale*.

Character Defined

Character can be defined in many different ways, as demonstrated in the literature. Berkowitz (2002) defines character as “an individual’s set of psychological characteristics that affect that person’s ability and inclination to function morally” (p. 48). She adds that character is made up of those personal characteristics that lead a person to do the right thing in a given situation, as opposed to not doing the right thing.

Ryan and Bohlin (1999) define good character as “knowing the good, loving the good, and doing the good” (p. 5). They suggest that these three ideals are intimately connected and that people of character are able to size up a situation, deliberate, choose the right thing to do, and then do it. Such people have developed a full range of moral feelings and emotions, empathize with others, and respect and love all people, even those different from them. In addition, they have the will to act and bring themselves to do the good and right thing when a situation calls for it.

Wiley (1998) suggests that character is “a reliable inner disposition to act in a morally good way, having qualities such as honesty and integrity” (p. 1). She believes that character is shown through habits, or patterns of behavior. Benninga and Wayne (1998) say that the word character is derived from the Greek word “to engrave” and that people with good character habitually display effective behavior and this behavior is how they are known. They suggest that character is defined by the traits people display and that these traits (i.e., honesty, kindness, courage, determination, perseverance, and respect) are not innate, but can be developed through interactions with parents and peers, participation in character education programs, and positive role models.

Character Development

How one develops one’s character is difficult to define in any concrete or standard way. Berkowitz (2002) suggests that the question of how character develops is one that cannot really be answered. She believes this to be so for several different reasons: (1) character is a multifaceted phenomenon, (2) the components of character tend to have their own developmental trajectories, (3) people all develop at different rates, (4) the developmental sequence of the components of character are different in different people, and (5) the components of character develop gradually or in stages over an extended period of time.

Wiley (1998) outlines many different theories for how character is acquired, but most of these theories suggest that it is a combination



This booklet (ISBN-13: 978-1-55864-181-5; ISBN-10: 1-55864-181-5) is designed to accompany packages of the *Character Development Scale* (ISBN-13: 978-1-55864-180-8; ISBN-10: 1-55864-180-7). © 2007 by John Liptak and Robert Orndorff. Published by JIST Works, an imprint of JIST Publishing, Inc., 8902 Otis Avenue, Indianapolis, IN 46216-1033. Phone: 1-800-648-JIST. Fax: 1-800-JIST-FAX. E-mail: info@jist.com. Web site: www.jist.com. All rights reserved. Duplication of this document is permitted for internal distribution to staff using the *Character Development Scale*. No other use is permitted without written permission from the publisher. For additional teacher resources including handouts, activities, and transparencies, please visit www.jist.com. For a JIST catalog, call 1-800-648-JIST or visit www.jist.com.

of genetic predispositions and environmental influences. She concludes that positive character behaviors can be learned and that character is “internally controlled by each individual through personal choice, goal setting, decision making, and habits of daily life” (p. 3).

Several prominent theories have been proposed that attempt to account for the development of moral behavior, which is closely associated with character development. Jean Piaget and Lawrence Kohlberg present two of the most widely accepted theories that describe how moral thinking and character development take place. Piaget (1965) was the first psychologist to suggest a theory of moral development. According to Piaget, such development emerges from action, and people construct and reconstruct their knowledge of the world as a result of interactions with the environment. Piaget suggested that people pass through three qualitatively different stages of moral reasoning:

- **Stage One: Moral Realism**—In this stage, children tend to have a clear sense of right and wrong, although they believe that there is typically only one right answer to every situation. They tend to trust adults at this stage and do not question an adult's moral judgments. At this stage, children tend to believe in moral absolutes and tend to only see a situation from their limited perspective.
- **Stage Two: Morality of Reciprocity**—In this stage, children begin to better understand that rules and regulations are formed through negotiation. Children learn that rules can be changed and they start to see the world through the eyes of other people. They are able to comprehend that there may be more than one right answer for various situations. They believe that punishment should act as restitution for immoral acts. They begin to use logic and hypotheses at this stage.
- **Stage Three: Mature Adult Thinking**—In this stage, many different moral issues are addressed through practical decision making. At this stage, the ethics of cooperation and the complexity of moral issues are better understood. People in this stage are willing to be flexible in their thinking about moral issues.

Lawrence Kohlberg also developed a theory about the stages people pass through in developing moral thinking. Kohlberg & Turiel (1971) believed that people could only progress through the stages one at a time and they could not skip a stage. He believed that there were six identifiable stages which could be classified into three levels.

In the first stage of moral thinking, people behave according to socially acceptable norms because they are told to do so by some authority figure. Therefore, obedience is attained by the threat or application of punishment. The second stage of moral thinking is characterized by a view that moral behavior is acting in one's own best interest. In this stage, people conform to society's rules in order to receive rewards. The third stage of moral thinking is characterized by people wanting to do what will gain the approval of others. The fourth stage is characterized by abiding with the law and responding to one's duty as a citizen. When this happens, people avoid censure and guilt. The fifth stage is an understanding of social welfare and a genuine interest in other people. The sixth stage is based on respect for a universal principle and requires people to be guided by their own individual conscience.

LEVEL	STAGE	SOCIAL ORIENTATION
Pre-Conventional	1	Obedience and Punishment
	2	Individualism, Instrumentalism, & Exchange
Conventional	3	“Good Boy/ Good Girl”
	4	Law and Order
Post-Conventional	5	Social Contract
	6	Principled Conscience

Principles of Character Education

There appears to be consistency among researchers regarding the key principles of character education. Wiley (1998) believes that character education is different from other forms of academic and moral education in that it describes and prescribes what is meant by right and wrong, good and bad, and ways people can behave in morally good ways. She concludes that “character education is intentional, conscious, planned, pro-active, organized, and reflective rather than being assumed, unconscious, reactive, subliminal, or random” (p. 18). Harned (1999) believes that character education is an attempt to integrate and develop traits that are ethical in nature, match the ideals of the school, are meant to orient students toward positive ends (such as respect, responsibility, honesty, integrity, and citizenship), and are integrated across the curriculum. She suggested that a character education program

Is an effort to guide people's behavior through established standards; it also provides a way to honor the individual perspectives and values that are represented within a school. The focus is on ethical ends, but the practices involved reinforce important skills involved in students' social development (p. 25).

Etzioni (2002, pp. 114–116) suggests that there are several principles of character education, including the following:

1. Values education is a crucial part of public education. Schools must supplement the moral education provided at home, especially when homes are not intact.
2. Character building is at the root of upholding values. Without character education, merely knowing what is right is no assurance that we will do it and incorporate these values into our lives. Critical to developing character are the two capabilities of self-discipline and empathy.
3. Character education should provide students with the full range of school experiences—the human curriculum as well as the academic curriculum.
4. Extracurricular activities, especially sports, should not be considered extra but a critical element of education.
5. Schools should teach those values shared by each individual community.

- Schools should teach about the social role and historical significance of religion, but never advocate one particular religion.

In conclusion, the literature contains a variety of definitions on character, ways of developing character, and different methods for assisting in that development. Berkowitz (2002) further suggests that there are many different approaches to character education. She suggests that character education programs can be implemented through experiential learning, peer debate, indoctrinative teaching, community service, participatory governance, self-assessment, and reading about character issues. The *Character Development Scale* is a self-assessment that focuses on six broad character traits frequently and consistently presented in the literature. The purpose of the *CDS* is to help teachers and counselors quickly identify those character traits that students and clients lack, and then to suggest interventions for character development.

NEED FOR THE *CDS*

The *Character Development Scale (CDS)* is designed to meet the need for a brief assessment instrument to identify the strength of key character traits among individuals. Developing character traits is vital in today's society. People with character are committed to becoming responsible, self-disciplined citizens even under challenging circumstances. This is especially important in today's job market, as employers value workers with positive character traits. In fact, according to nationwide surveys conducted by the National Association of Colleges and Employers (NACE), "Honesty & Integrity" was in the top two "skills and qualities that employers seek" with each annual survey over the past six years (NACE Job Outlook Surveys, 2001–2006).

The *CDS* is designed to help individuals identify, explore, understand, and act upon basic ethical values. Some of the assumptions underlying the development of the *CDS* include the following:

- Character is a set of psychological characteristics that affect a person's ability to function responsibly.
- All people can further develop character. By being aware of their weaknesses regarding kindness, integrity, citizenship, determination, responsibility, and respect, people can develop the attitudes and conscience to act responsibly and treat people with respect and caring.
- Character development and education have been described as the deliberate effort to teach people about basic human values including kindness, integrity, citizenship, determination, responsibility, and respect.
- Character education and development can be integrated into any classroom curriculum.

The *CDS* is intended for use in middle schools, high schools, community colleges, learning services centers, student support services, college counseling centers, retention services programs, pre-major advising centers, and college orientation programs. It can also be useful for Talent Search programs, Upward Bound programs, peer mentoring programs, employment programs, rehabilitation counseling programs, first-year experience programs, academic advising

centers, college career and placement offices, and prisons, or with any agency that works with clients or students interested in helping people develop better character.

DESCRIPTION OF THE *CDS*

The *CDS* has been designed for ease of use. It is simple to take and can be easily scored and interpreted. Each *CDS* inventory booklet contains 48 statements that are descriptive of good character traits, scoring directions, a profile guide, an interpretation guide, and a success planning guide. Each of the items has been grouped into six scales that make it easier for the administrator to discuss the character traits represented on the *CDS*.

The *CDS* can be administered to individuals or to groups. It is written for individuals at any age at or above the middle school level. Since none of the items are gender-specific, the *CDS* is appropriate for a variety of audiences and populations.

The primary objective of this instrument is to help students learn more about the character traits that they possess and those they should develop further. The *CDS* is organized so that it contains six scales that were deemed critical in character education programs, developed from a meta-study of existing character education programs. In this study, a variety of character development organizations and programs were evaluated to identify the five or six most-identified character traits used in popular character education programs. Some of the organizations and programs that were studied included Six Pillars, Southern Association of Colleges and Employers curriculum, CharacterBuilding.com, the Center for the 4th & 5th Rs, Character Counts, and the program suggested by Robert Orndorff in the book *Becoming the Best Me*. From all of these programs, the character traits that were most identified to include in a training curriculum included kindness, integrity, citizenship, determination, responsibility, and respect. These became the scales that were included on the *CDS*. The next section describes each of the six scales.

The *CDS* Scales

I: KINDNESS

People scoring high on this scale are courteous, considerate, helpful, and understanding. They show compassion and generosity towards others. They treat others as they would like to be treated. They are sensitive to the feelings of others, and they give of their time and money to help people in need.

II: INTEGRITY

People scoring high on this scale are trustworthy and truthful in all that they do. They behave honorably and justly in that they keep their promises. They always try to do what is right, even under difficult circumstances. They are honest and do not lie, cheat, or steal.

III: CITIZENSHIP

People scoring high on this scale are law abiding and try to make the world a better place. They are involved in service to their school, their community, and their country. They are a good friend and neighbor. They are responsible for what happens around them and do their part for the common good of society. They follow the rules and take an interest in the world around them.

IV. DETERMINATION

People scoring high on this scale continue to pursue worthy goals regardless of difficulties they might encounter. They follow their dreams, even in the face of opposition or discouragement from other people. They have the patience and strength to try again when confronted with failure or mistakes. They are very self-disciplined, and they always try to do their best.

V. RESPONSIBILITY

People scoring high on this scale are dependable and fulfill tasks with reliability and commitment. They are consistent in their words and actions. They think before they act and always imagine the consequences of their actions. They are responsible for their mistakes and rarely make excuses or blame other people.

VI. RESPECT

People scoring high on this scale have a high regard for authority, other people, themselves, and society in general. They understand that all people have value. They respect differences in other people and do not judge people prematurely. They treat people with dignity and courtesy and do not embarrass, insult, or hurt others.

ADMINISTRATION OF THE CDS

The *CDS* is self-administered and the inventory booklets are consumable. A pencil or pen is the only other item necessary for administering, scoring, or interpreting the inventory. Begin by distributing one *CDS* booklet to each person interested in taking the inventory. The first page of the inventory contains spaces for normative data including name, date, gender, and age. Each respondent should fill in the necessary information on this page. Specific instructions for answering items on the *CDS* are included on the second page. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory booklet. The *CDS* requires approximately 20 minutes to complete.

Completing the Scale

The *CDS* uses a series of steps to guide the respondent through the administration of the inventory. Responses are marked on **Step 1** of the inventory booklet. Respondents are asked to read each statement and then circle the numerical response that represents how well the statement describes their personality and value system. **Step 2** provides instructions for scoring the assessment. Respondents simply add the total of the numbers they circled for each of the six color-coded sections. Then respondents can determine whether their scores for each of the six scales were low, average, or high. **Step 3** helps respondents to profile and to better understand their scores. This step also provides information related to each of the six character traits covered by the *CDS*, strategies that will help respondents to reflect on their lives, and suggestions for character development. **Step 4** includes a chart for respondents to identify ways that they can change and further develop their character, as well as suggested resources for further exploration.

Calculating and Profiling Scores for the CDS

The *CDS* was designed to be scored by hand. All scoring is completed on the consumable inventory booklet. No other materials are

needed to score or interpret the instrument, thus providing immediate results for the test taker.

Respondents are asked to total the numbers they circled for each of the six sections in **Step 1**. These scores will range from 8 to 24 for each of the sections. Respondents then put that number in the **Total** box for each section on the *CDS*.

Interpreting CDS Scores

The *CDS* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total score of responses to each of the statements. The performance of individual respondents or groups of respondents can only be evaluated in terms of the mean scores on each of the scales.

Scores from **8 to 13** on any of the *CDS* scales are **LOW** and suggest that respondents need to further develop these character traits to flourish in their personal, social, and academic life, as well as their career. Scores from **14 to 18** on any of the *CDS* scales are **AVERAGE** and indicate that respondents have mastered *some* of the character traits to flourish in their personal, social, and academic life, as well as their career. Scores from **19 to 24** on any of the *CDS* scales are **HIGH** and indicate that respondents have developed the character traits to flourish in their personal, social, and academic life, as well as their career.

Respondents generally have one or more areas in which they score in the low or low-average categories. That means that the respondent needs to learn more about those character traits and work to further develop them. The place to start with this exploration is **Step 3** of the *CDS*. Respondents should turn to that step and read the information provided and complete the activities in those sections on which they scored the lowest.

Illustrative Case Using the CDS

SCALE	RAW SCORE
I: Kindness	19
II: Integrity	23
III: Citizenship	17
IV: Determination	20
V: Responsibility	20
VI: Respect	18

This *CDS* Profile shows the assessment results for a 17-year-old female high school student. As can be seen by her profile, the respondent scored in the **High** range for four out of the six scales. When interpreting the *CDS*, counselors and teachers should acknowledge the areas in which respondents scored highly. This will increase the respondents' self-esteem and prepare them to do work to improve their character in areas in which they scored lower. In the example, the respondent scored lowest on the Citizenship scale and the Respect scale. Even though these scores are her lowest, it should be noted that they still are in the **Average** range. These are the areas in which she needs the most assistance in further developing her character. She should be instructed to complete **Step 3** for Scales III and IV. These activities will help the respondent find better ways to contribute to her community and develop more respect for others.

RESEARCH AND DEVELOPMENT

This section outlines the stages involved in the development of the *CDS*. The stages include guidelines for development, item construction and selection, item standardization, and the development of reliability and validity norms.

Guidelines for Development

The *CDS* was developed to fill the need for a quick, reliable instrument to determine the areas in which respondents have strong character and those areas in which their character could be further developed. The *CDS* was developed to meet the following guidelines:

1. **The instrument should measure a wide range of character traits.** For the *CDS*, the six areas include kindness, integrity, citizenship, determination, responsibility, and respect. These six areas were identified from the literature on character development and character education. In addition, a meta-study was conducted to determine the six areas that were being addressed by most character education programs.
2. **The instrument should be user-friendly.** The *CDS* uses a three-point Likert question-answer format that allows respondents to quickly determine the character traits that they possess and those they could improve.
3. **The instrument should be easy to administer, score, and interpret.** The *CDS* utilizes a consumable format that guides the test taker through the four steps to complete the *CDS*. The items and scales are color coded to make scoring simple.
4. **The instrument should apply to both men and women.** Norms for the *CDS* have been developed for both.
5. **The instrument should contain items which are applicable to people of all ages.** Norms developed for the *CDS* show an age range of 12–62.

Item Construction

The goal in creating the *CDS* was to develop an inventory which measures character traits that are applicable in today's society. In order to ensure that the inventory content was valid, the authors conducted a thorough review of the literature related to character, character development, and character education. A variety of academic and professional sources were used to identify the six areas that represented character on the *CDS*.

A large pool of items which were representative of the six major aspects of character was developed and later revised. This enabled the elimination of items which did not correlate well. In developing items for the *CDS*, the authors used language that is currently being used in the character development literature, research, and character education programs. After the items were developed, they were reviewed and edited for clarity, style, and age appropriateness. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Item Standardization

The authors identified high school and college students to complete drafts of the *CDS* in order to gather data concerning the statistical characteristics on each of the items and their relation to other items on each scale. From this research, a final pool of 48 items was chosen which best represented the six major retention areas—Kindness, Integrity, Citizenship, Determination, Responsibility, and Respect.

This initial research yielded information about the appropriateness of items for each of the *CDS* scales; reactions of respondents concerning the inventory format and content; and reactions of respondents concerning the ease of administration, scoring, and profiling of the *CDS*. The data collected included split-half correlations and test-retest correlations. The items accepted for the final form of the *CDS* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

Reliability

Reliability is often defined as the consistency in repeated measures over time. Evidence of the reliability of a test may be presented in terms of split-half reliability coefficients and test-retest correlations. Tables 1 and 2 present both types of information. As can be seen in Table 1, split-half coefficients for the *CDS* ranged from .85 to .91. This demonstrates that the items on the six scales had excellent internal consistence. Many of these individuals were retested again after one month had passed. As can be seen in Table 2, test-retest reliability for the *CDS* ranged from .88 to .94. Therefore, many of the people who were retested with the *CDS* after one month scored similarly to their first administration. From these results, it was determined that the inventory consistently measures character traits over time.

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *CDS* is presented in terms of an examination of the means and standard deviations of multiple norm groups. Construct validity seeks to demonstrate that the constructs of the test measure what they say they measure.

Overall (see Table 3), people completing the *CDS* scored lowest on the Citizenship Scale ($M = 17.97$) and highest on the Integrity Scale ($M = 19.33$). Males tended to score lowest on the Citizenship ($M = 17.64$) and Kindness ($M = 17.99$) Scales and they scored highest on the Integrity ($M = 19.07$) and Determination ($M = 18.53$) Scales. Females scored lowest on the Determination ($M = 18.16$) and Citizenship ($M = 18.35$) Scales and they scored highest on the Integrity ($M = 19.62$) and Kindness ($M = 19.53$) Scales. Females tend to score higher on each of the scales except for the Determination scale. The Citizenship scale seems to be the area in which both males and females need the most character development.

In general, middle school students (see Table 4) tended to score lowest on the Determination Scale ($M = 17.91$) and highest on the Integrity Scale ($M = 19.33$). Middle school males scored lowest on both the Citizenship ($M = 17.69$) and Determination ($M = 17.69$)

Scales. Middle school females scored lowest on the Determination Scale (M = 18.28). In general, females scored significantly higher than males in middle school. Integrity seems to be a character trait that both males and females possess in middle school. However, Determination is the character trait that needs to be nourished for both genders at this stage.

Interestingly, high school students did not score as high as middle school students in the areas of Determination and Citizenship. In all other areas they scored higher than middle school students. High school students (see Table 5) tended to score lowest on the Citizenship Scale (M = 17.54) and highest on the Integrity Scale (M = 19.50). High school males scored lowest on the Kindness (M = 17.63) and Citizenship (M = 17.63) Scales and they scored highest on the Responsibility Scale (M = 18.88). High school females scored lowest on the Citizenship Scale (M = 17.50) and they scored highest on the Integrity Scale (M = 19.95).

College students scored higher than high school students on all scales except for Kindness and Respect. Therefore, college students may still need assistance developing kindness toward and respect for other people. College students (see Table 6) scored lowest on the Citizenship Scale (M = 17.96) and they scored highest on the Integrity Scale (M = 19.52). College males scored lowest on the

Kindness Scale (M = 17.11) and they scored highest on the Determination Scale (M = 20.32). College females scored lowest on the Respect Scale (M = 18.23) and they scored highest on the Responsibility Scale (M = 19.85).

Surprisingly, the adults did not score much higher on any of the scales than the other groups. In fact on some scales, they did not score as high as the middle school, high school, and college students. In general, adults (see Table 7) tended to score lowest on the Citizenship Scale (M = 17.59) and they scored highest on the Kindness Scale (M = 19.03). Adult males scored lowest on the Citizenship Scale (M = 17.47) and they scored highest on the Determination Scale (M = 19.19). Adult females scored lowest on the Determination Scale (M = 18.20), yet they scored highest on the Citizenship Scale (M = 19.70).

Teachers and administrators should remember that these norms are based on self-report data and thus may be inflated. They should be cautious in drawing conclusions about groups or individuals with whom they work and comparing any of their respondents with the norms that have been developed. In addition, please remember to let respondents know before they take the test that the information is for their benefit, and that they should be as honest with themselves as possible.

Table 1: Internal Consistency (Split Half)*

SCALES	CORRELATION COEFFICIENT
Scale I	.89
Scale II	.91
Scale III	.86
Scale IV	.85
Scale V	.90
Scale VI	.88

* N = 25

Table 2: Stability (Test-Retest Correlation)+

SCALES	CORRELATION
Scale I	.94
Scale II	.88
Scale III	.91
Scale IV	.84
Scale V	.88
Scale VI	.89

+ N = 50 (after one month)

Table 3: Combined Means and Standard Deviations

SCALES	TOTAL (N = 232)		MALE (N = 123)		FEMALE (N = 109)	
	MEAN	SD	MEAN	SD	MEAN	SD
SCALE I: Kindness	18.72	2.71	17.99	2.82	19.53	2.34
SCALE II: Integrity	19.33	2.50	19.07	2.53	19.62	2.45
SCALE III: Citizenship	17.97	2.52	17.64	2.71	18.35	2.24
SCALE IV: Determination	18.35	2.73	18.53	2.93	18.16	2.47
SCALE V: Responsibility	18.73	2.50	18.28	2.55	19.24	2.36
SCALE VI: Respect	18.70	2.77	18.50	2.90	18.95	2.61

Table 4: Means and Standard Deviations for Middle School Students

SCALES	TOTAL (N = 113)		MALE (N = 70)		FEMALE (N = 43)	
	MEAN	SD	MEAN	SD	MEAN	SD
SCALE I: Kindness	18.80	2.85	18.26	2.88	19.67	2.59
SCALE II: Integrity	19.33	2.72	19.09	2.66	19.72	2.81
SCALE III: Citizenship	18.21	2.99	17.69	3.10	19.07	2.64
SCALE IV: Determination	17.91	2.83	17.69	2.85	18.28	2.76
SCALE V: Responsibility	18.37	2.97	17.91	2.95	19.17	2.88
SCALE VI: Respect	18.66	3.13	18.40	3.37	19.09	2.67

Table 5: Means and Standard Deviations for High School Students

SCALES	TOTAL (N = 28)		MALE (N = 8)		FEMALE (N = 20)	
	MEAN	SD	MEAN	SD	MEAN	SD
SCALE I: Kindness	18.89	3.29	17.63	3.81	19.40	3.02
SCALE II: Integrity	19.50	3.32	18.38	4.10	19.95	2.95
SCALE III: Citizenship	17.54	2.73	17.63	3.50	17.50	2.46
SCALE IV: Determination	17.96	3.35	18.25	4.71	18.85	2.78
SCALE V: Responsibility	18.75	2.27	18.88	2.42	18.70	2.27
SCALE VI: Respect	18.96	3.27	18.38	3.20	19.20	2.35

Table 6: Means and Standard Deviations for College Students

SCALES	TOTAL (N = 54)		MALE (N = 28)		FEMALE (N = 26)	
	MEAN	SD	MEAN	SD	MEAN	SD
SCALE I: Kindness	18.24	2.39	17.11	2.63	19.46	1.30
SCALE II: Integrity	19.52	1.54	19.36	1.83	19.69	1.16
SCALE III: Citizenship	17.96	1.79	17.64	2.09	18.31	1.35
SCALE IV: Determination	19.28	2.29	20.32	2.29	18.15	1.69
SCALE V: Responsibility	19.30	1.64	18.79	1.69	19.85	1.43
SCALE VI: Respect	18.63	2.01	19.00	1.83	18.23	2.16

Table 7: Means and Standard Deviations for Adults

SCALES	TOTAL (N = 37)		MALE (N = 17)		FEMALE (N = 20)	
	MEAN	SD	MEAN	SD	MEAN	SD
SCALE I: Kindness	19.03	2.22	18.53	2.21	19.45	2.19
SCALE II: Integrity	18.95	2.26	18.88	2.17	19.00	2.38
SCALE III: Citizenship	17.59	1.44	17.47	1.42	19.70	1.49
SCALE IV: Determination	18.65	2.15	19.18	1.67	18.20	2.44
SCALE V: Responsibility	19.00	2.00	18.71	1.79	19.25	2.17
SCALE VI: Respect	18.76	2.17	18.12	2.09	19.30	2.13

REFERENCES

- Benninga, J.S., & Wynne, E.A. (1998). Keeping in character: A time-tested solution. *Phi Delta Kappa*, 79 (6), 439–446.
- Berkowitz, M.B. (2002). The science of character education. In M. Damon (Ed.), *Bringing in a new era in character education*, (pp. 43–63). Stanford, CA: Hoover Institution Press.
- Etzioni, A. (2002). A communitarian position on character education. In M. Damon (Ed.), *Bringing in a new era in character education*, (pp. 113–127). Stanford, CA: Hoover Institution Press.
- Harned, P.J. (1999). Leading the effort to teach character in schools. *National Association of Secondary School Principals Bulletin*, 83, 25–32.
- Kohlberg, L., & Turiel, E. (1989). Moral development and moral education. In G. Lesser (Ed.), *Psychology and educational practice*. Upper Saddle River, NJ: Person/Scott Foresman.
- National Association of Colleges and Employers (2001–2006). *Job Outlook Surveys*. Bethlehem, PA.
- Paiget, J. (1965). *The moral judgment of the child*. New York, NY: The Free Press.
- Ryan, K., & Bohlin, K.E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco, CA: Jossey-Bass.
- Wiley, L.S. (1998). *Comprehensive character-building classroom*. DeBary, FL: Longwood Communications.

Instructor's Note: The *CDS* is designed to be an integral component to any character education program. The free ***Character Development Scale Curriculum Guide*** offers helpful strategies on how to implement the *CDS* as part of a character education curriculum, including handouts, overheads, suggested activities, and an accompanying PowerPoint presentation. The curriculum guide is available for free download at www.jist.com.