



Introduction to Principled Innovation Webinar

Agenda

- **Starter activity**
- **Where we started and where we are now**
- **Overview of Principled Innovation**
- **PI card decks**
- **PI support offerings**
- **Closing, questions and thank you**

A large, multi-armed cactus, possibly a cholla, is the central focus of the image. The cactus is silhouetted against a bright, low sun that is setting or rising, creating a strong lens flare effect. The sky is a pale, clear blue. The cactus arms are thick and segmented, with small spines visible along their edges. The overall mood is serene and contemplative.

**What's sparking
joy for you today?**

Where we started

In a public university, what does it look like to incorporate **character formation into the systems of teacher and leader preparation?**

Co-created framework with faculty, staff, students and community partners



Contestations and Conversations

Number of engagements in formal conversations about character March 2017 - January 2022

01

1,800+

Faculty

02

1,600+

Staff

03

1,500+

Students

04

1,000+

School partners

05

2,000+

Other

What we learned

Not a program.

Not an initiative.

It couldn't be something we did.

It had to be the way we do **everything**.

One faculty member said...

“ We are going to have to
“ASUize” this!

Defining character



Social

Cultural

Contextual

Developmental

Our three imperatives



Equity



Economic



Democratic

Guiding principles



We value individuals and account for the uniqueness of social and educational contexts.



We collaboratively care for and are considerate of the well-being of individuals, communities, and society.



We create positive change by designing creative solutions to pressing educational problems.

Where we are now

ASU Charter

ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and **how they succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities it serves**.

ASU Design Aspirations



Design aspirations are those things we are attempting to achieve through the design of the institution that aid our ability to accomplish the ultimate goals of the charter.”

– Michael Crow
ASU President

Leverage Our Place

ASU embraces its culture, socioeconomic and physical setting.

Transform Society

ASU catalyzes social change by being connected to social needs.

Value Entrepreneurship

ASU uses its knowledge and encourages innovation.

Conduct Use-Inspired Research

ASU research has purpose and impact.

Enable Student Success

ASU is committed to the success of each unique student.

Fuse Intellectual Disciplines

ASU creates knowledge by transcending academic disciplines.

Be Socially Embedded

ASU connects with communities through mutually beneficial partnerships.

Engage Globally

ASU engages with people and issues locally, nationally and internationally.

Practice Principled Innovation

ASU places character and values at the center of decisions and actions

Overview of Principled Innovation

We ask ourselves...

**Just because we can,
*should we?***

Principled Innovation

The ability to imagine new concepts, catalyze ideas, and form new solutions guided by principles that create positive change for humanity.

Character Assets

We recognize four interconnected clusters of character assets that are developed over one's lifetime through self-reflection, working with others, and learning through experiences.



Moral character



Civic character



Intellectual character



Performance character

Practices of Principled Innovation



Moral character

Guides decision-making from multiple perspectives allowing us to honestly evaluate situations and respond in a meaningful and responsible manner.



Moral assets

Fairness

Honesty

Humility

Empathy

Identify and acknowledge fundamental values

Distinguish the values that are important to the individuals, team, community and learning environment and ensure that the process, structures, and solutions honor, appreciate, and reflect the identified values.

Utilize moral and ethical decision making

Use a values-informed reflective process to assess possibilities, navigate dilemmas, and make the best possible choice to serve the needs of the individual, team, community and learning environment.

Civic character

Supports a collaborative approach to solving systemic problems in order to contribute to the well-being of others and serve the public good.



Civic assets

Altruism

Civility

Inclusivity

Perspective
taking

Understand culture and context

Use evidence-based resources, empathy, reflective questioning, and asset-based appreciative inquiry to fully understand and assess the lived and current experiences and circumstances of individuals, communities, and learning environments.

Engage multiple and diverse perspectives

Seek and champion equitable and inclusive involvement and contribution to the process, including many different voices who have a variety of lived experiences, beliefs, backgrounds, and cultural wealth.

Intellectual character

Enables individuals to become reflective, critical thinkers who ask the right questions and seek answers from evidence-based resources.



Intellectual assets

Truth-seeking

Critical thinking

Curiosity

Reflection

Develop habits of an informed systems thinker

Use evidence-based resources and data to inform flexible thinking and appreciation of emerging insights and multiple perspectives, allowing one to recognize how the individual parts are influenced by their environment and interact to form a complex whole.

Reflect critically and compassionately

Use a growth mindset to make meaning of experiences through contemplation and consideration of one's thoughts, feelings, and actions and how they affect the growth, development, and identity of the individual, team, community, and learning environment.

Performance character

Helps us marry the quality of our actions to the strength of our convictions, when informed by moral, civic, and intellectual assets.



Performance assets

Collaboration

Courage

Creativity

Resilience

Design creative solutions

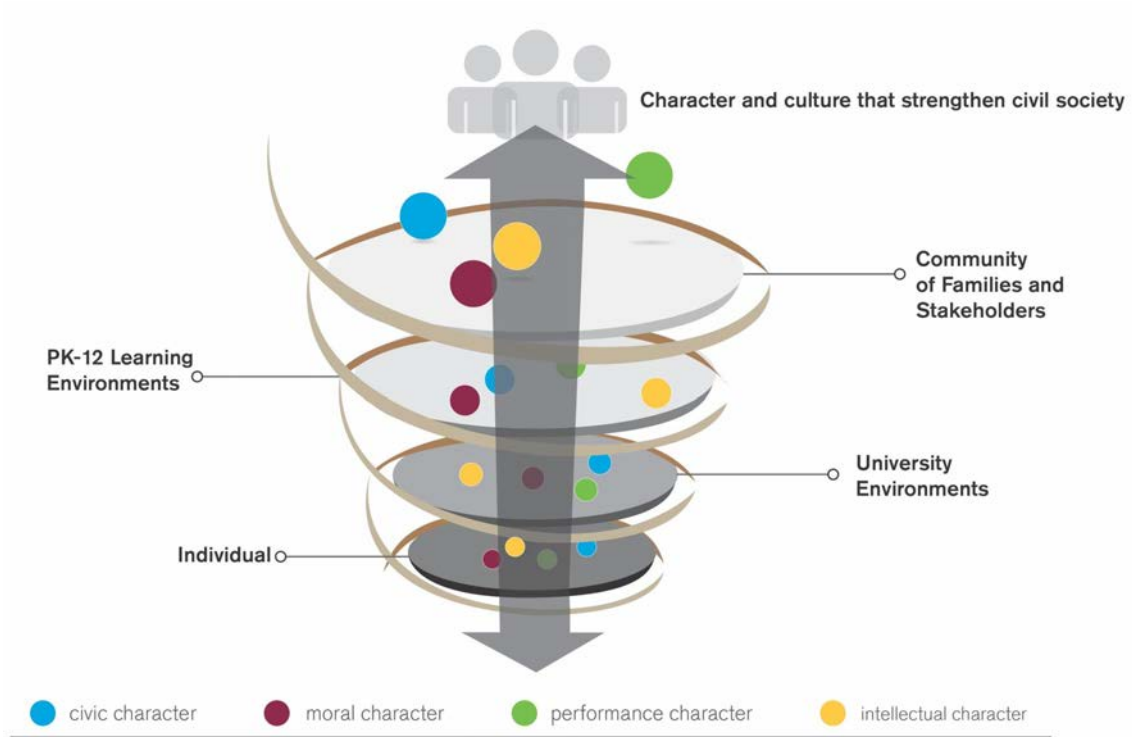
Work collaboratively and intentionally for and with the community to define and understand the problem; then generate and catalyze purposeful, innovative ideas to achieve a desired outcome that creates positive change for humanity.

Navigate uncertainty and mitigate consequences

Guide the decision-making process through observation and reflective questioning that helps to imagine and effectively respond to the possible outcomes. Allow space for meaningful action to increase the chance for desired results and reduce the risk of harm to individuals, teams, communities, and learning environments.

Context matters

We created an **ecological model** of how character assets manifest in the learning and social environments we inhabit.



Principled Innovation decks card

The Principled Innovation (PI) Card Decks are designed to inspire **positive and reflective** decision-making that engages core values and leads to **human-centered** cultures and climates in schools and beyond.

Original card deck



Find a code on each card that indicates which practice the question is exploring.



ASU **Teachers College**
Arizona State University

C1 How have we received feedback from the community about this project/decision?

How might we effectively use feedback from the community to ensure their needs are being met? **C1**

MORAL

MORAL character supports decision making from multiple perspectives, allowing one to honestly evaluate situations with open-mindedness, integrity, equity, and justice in order to respond in a meaningful and responsible manner.

Assets include: empathy, compassion, fairness, gratitude, and humility

M2 How might others perceive my decision or action?

What ethical concerns or implications exist in this decision? **M2**

Use Idea 4

Collaborative Meeting

Think about using questions to collaboratively address a dilemma or to jumpstart a meeting.

1. Before a meeting, look at the meeting topic or agenda to get a sense for what will be discussed.
2. Choose a card that could serve as a warm-up question to jumpstart everyone's thinking or questions that could help engage new perspectives on a dilemma or challenge your team is facing.
3. If you are reviewing current work or launching new projects, choose a question from each asset that could spark ideas and perspectives to further your work.

I1 What data or resources informed our decision?

What evidence are we seeing that the decision had a positive impact? **I1**

PK-5 card deck

What is Principled Innovation?



Principled Innovation™ is the ability to imagine new concepts, catalyze ideas, and form new solutions, guided by principles that create positive change for humanity.

ASU Teachers College
Arizona State University

The deck includes a variety of cards. They are divided and color-coded into four categories: Moral, Civic, Intellectual and Performance.

Educators can adapt and differentiate any questions and activities to best meet the needs of their students.

What's on the cards?

ASU Teachers College
Arizona State University



Intellectual



Intellectual character gives us an opportunity to be curious about the world around us and reflect on what is important to us. As we learn to ask questions and navigate resources to find accurate information, we develop critical thinking and truth-seeking skills.

Assets include:
critical thinking, curiosity, reflection, truth-seeking

Intellectual

To develop curiosity and intrinsic truth-seeking, we can provide opportunities for students to reflect on how we are engaging with ourselves and the world around us.

For example:

On a scale from 1-5,
How curious am I about _____?
5 is "I'm engaged, I'm learning, I have questions, I want to know more."
3 is "I am mostly focused but I am also thinking about other things like lunch, recess and what my friends are doing."
1 is "I'm bored, I don't understand, this is too challenging."

On a scale of 1-5,
"How do I feel about myself?", "Am I being my best me?"
5 is "I feel really good about myself!"
1 is "I'm not feeling so great today, I wish I could go home and put the covers over my head."

ASU Teachers College
Arizona State University

civility



Civility is treating others with sincere respect and as an important member of a shared community, even when we disagree.

Related ideas for civility:
advocacy, attentiveness, open-mindedness

Grades K-2

Courage

What does it feel like to show courage?

When is a time I had to be brave?



Grades 3-5

Courage

What does it mean to be courageous?

How do I show courage when my ideas are different than others?



Practice/Activity

Courage

Sit or stand quietly. Close your eyes. Use ALL your imagination to picture yourself sitting or standing on top of a mountain. Imagine you are a strong and mighty warrior who can conquer anything. Inhale deeply and as you exhale say, "I am mighty". Inhale and exhale saying, "I am strong". Inhale and exhale saying, "I can do anything".

Repeat this affirmation three times.



6-12 card deck

Principled Innovation™

ASU Mary Lou Fulton Teachers College
Arizona State University

The cover features a yellow background with a red cross, green wavy lines, and blue chevron patterns.

Performance

Performance character puts moral, civic and intellectual character into action, both in how we do things and how we respond to them. For example, we practice honesty with courage and empathy. We use collaboration to engage in civic activity.

Assets include
Collaboration
Courage
Creativity
Resilience

The illustration shows a person with large, golden, leaf-like wings flying through a dark, starry sky.

Civility

Civility is treating others with sincere respect and as an important member of a shared community even when we disagree.

Related terms
Advocacy | Attentiveness | Open-mindedness

The illustration depicts two people in white fencing gear sparring on a green field.

Curiosity

Curiosity is investigating the world around us and asking challenging questions of ourselves and others to make positive changes in our communities.

Related terms
Inquiry | Inquisitive | Wondering

The illustration shows a person looking through a telescope at a night sky with a crescent moon and stars.

Step 4. Examine
Moral

How do we know we made the right decision?
How do we know this decision was fair to everyone involved?

The illustration shows a large tree with red apples and two people on ladders reaching for them.

Step 4. Examine
Civic

What other perspectives did we need to make this decision?
How did our decisions affect the community or those around us?

The illustration shows two people on a wooden pier, one holding a camera and the other sitting on the ground.

Step 2. Reflect
Intellectual

How do we think critically about who is affected by our decisions?
How can we reflect on past experiences to inform this decision?

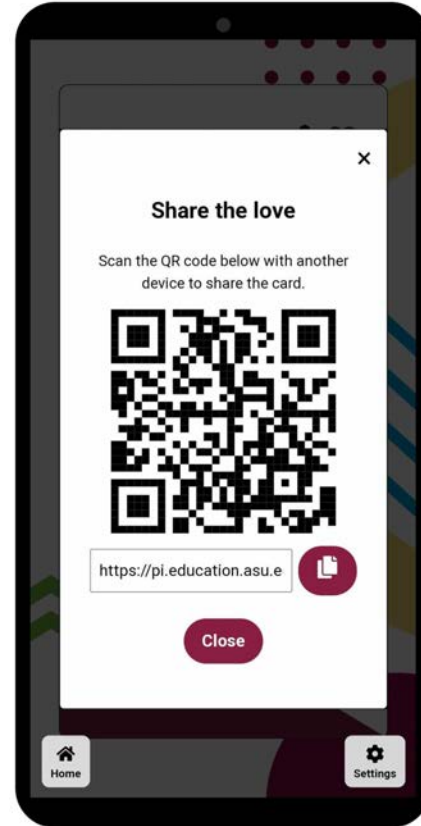
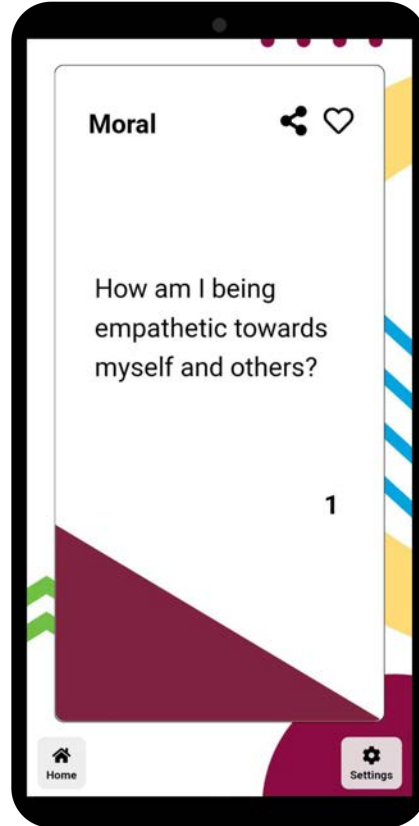
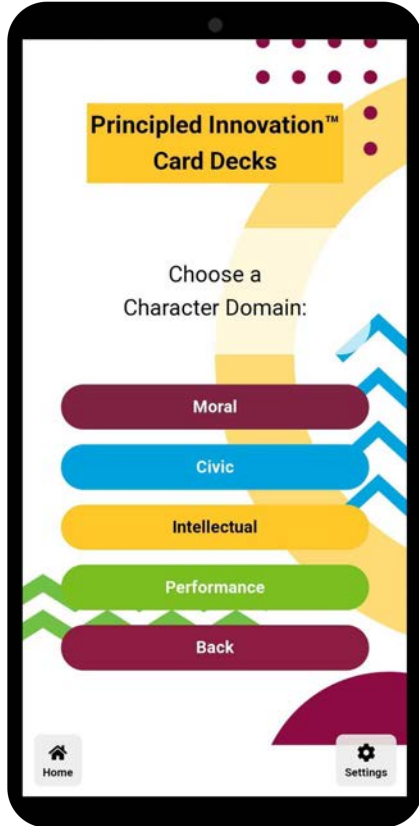
The illustration shows a person floating in space with planets in the background.

Step 2. Reflect
Performance

What does it look like to be courageous in our decision making?
How can we move from being reactive to being responsive?

The illustration shows a person walking a tightrope over a valley with trees and mountains.

PI Card Deck App



[Visit App](#)



Cards for PI

Our Hopes & Vision

01

Well-being of students and communities

02

Emotional and intellectual capacity for positive decision-making

03

Trust and connection in our communities for collective flourishing

Interested in purchasing card decks?

All three card deck versions are available for purchase, please reach out to Kaley Bontrager (kaley.bontrager@asu.edu) for more information.



Civility

Civility is treating others with sincere respect and acting as an important member of a shared community even when we disagree.

Related terms
Advocacy | Attentiveness | Open-mindedness

The illustration shows two people in white fencing gear sparring on a blue background.



Step 4. Examine Moral

How do we know we made the right decision?
How do we know this decision was fair to everyone involved?

Assets include
Collaboration
Courage

The illustration shows a large tree with red apples, a ladder, and a person reaching for an apple.

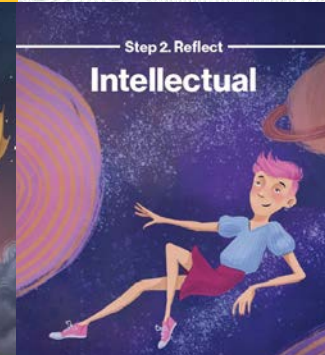


Performance

Performance character puts moral, civic and intellectual character into action, both in how we do things and how we respond to them. For example, we practice honesty with courage and empathy. We use collaboration to engage in civic activity.

Assets include
Collaboration
Courage
Creativity
Resilience

The illustration shows a person with large yellow wings flying over a large yellow flower.



Step 2. Reflect Intellectual

How do we think critically about who is affected by our decisions?
How can we reflect on past experiences to inform this decision?

The illustration shows a person with pink hair floating in space with planets in the background.

Closing and thank you



Principled Innovation

Support Offerings

Upcoming events:

- March 1** **Office Hours: Wonders + Questions**
- March 2** **Office Hours: PI Support + Community**
- March 14** **Webinar: How to Navigate PI Website**

[Visit Events](#)

Questions?



Learn more about Principled Innovation

Visit our website to engage with our framework and other resources and experiences that highlight PI practices and assets.

01

How PI Works

A roadmap to experience the Principled Innovation™ Framework with definitions and contextual examples.

02

Resources

A collection of resources including our toolkit library, podcasts, stories of PI and foundations course.

03

Experiences

A collection of over 70 videos that showcase character in context called “Scent of Character” and creative tools to experience them deeper.



Thank you!

For more information or any questions,
reach out to our team.

 pi@asu.edu

 principled-innovation.org

