



Is Your School Leading with Character?

NURTURING THE CLIMATE AND CULTURE OF SCHOOLS AND COMMUNITIES



WHY THIS WORK MATTERS!





Is Your School Leading with Character?

NCDPI: Social Studies and Character Education

Justyn Knox
K-12 Consultant

justyn.knox@dpi.nc.gov
919.807.3835



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Is Your School Leading with Character?

Objectives

- To understand and assess the climate and culture of your school community
- To use the *11 Principles* as a framework for improvement
- To understanding how state schools of character have implemented the *11 Principles* with specific strategies



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Is Your School Leading with Character?

What strategies do you use to build character throughout the school and community?



Is Your School Leading with Character?

CULTURE	CLIMATE
<ul style="list-style-type: none"> • Tells people what is important or valued • Tells people how they should act • Norms, beliefs, values rituals, ceremonies, symbols, etc. that make up the persona of the school 	<ul style="list-style-type: none"> • What you feel when you walk into a school • Social atmosphere in which people interact • Perceptions that people hold about the environment





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School Culture Look Fors

- What does your school spend time planning for?
- What gets modeled and monitored?
- What gets recognized and celebrated?
- What behavior is supported and/or confronted?



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Components of Character Education

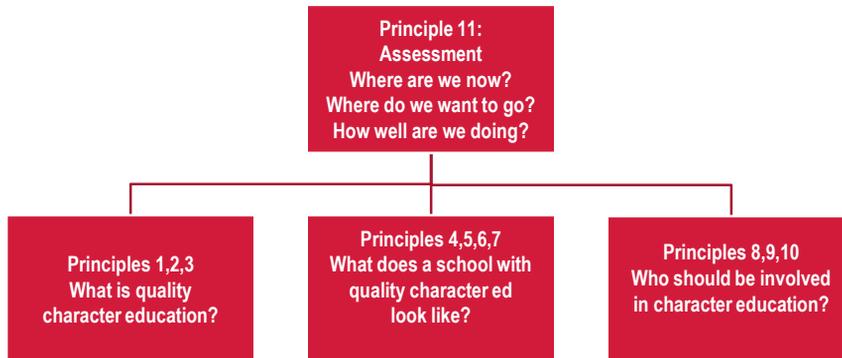
- Community participation
- Character education policy
- Defined traits
- Integrated curriculum
- Experiential learning
- Evaluation
- Adult role models
- Staff development
- Student involvement
- Sustaining the program





Is Your School Leading with Character?

11 Principles as a Whole



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Principle 11

Assesses school culture/climate, staff's functioning, and students' character

- 11.1: Set goals and assesses culture/climate
- 11.2: Staff reflect and report on progress
- 11.3: Assesses student progress /behavior





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Principle 11 at Oak Hill Elementary School:

The Data

- Discipline referrals are down 27% over the past three years from 65 to 38
- Parent Perception Surveys**
 - 106 out of 107 parents said that they felt welcomed when they came to school.
 - 96 out of 107 parents felt it was easy to communicate with their child's teacher.
- Teacher Perception Surveys**
 - 37/37 teachers welcome contact from parents
 - 34/37 teachers see themselves as Character educators.
- Student Perception Surveys**
 - My teacher listens to me, 25% increase;
 - Adults treat me with respect at school, 10% increase.
 - 328/332 students feel that learning about character traits such as self-control are important.
 - 318/332 feel safe at school
 - 321/332 think their teachers care about them.



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Principle 11 at Oak Hill Elementary School:

Reflection and Response to Data

- Discipline/referral data is discussed weekly during PLC's and monthly at lead team and faculty meetings. We notice trends, devise plans to address them and celebrate the positives.
- As a result of survey with parents, principal addresses issues and stresses to teachers the importance of continuous open communication with parents.
- Based on the needs from previous surveys action was taken to now schedule time for Kindergartners and first graders; second and third graders; and fourth and fifth graders to be paired twice a week for a total of 60 informative character education





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Principle 11

- What data will we collect about character education and how will we use the data?
- What feedback do teachers gather from students about how well teachers are modeling core values?
- How do teachers use feedback?
- How and when do staff report on their efforts in implementing character education initiatives?
- What structures are in place for staff to examine and reflect on character education data?
- How do we continually assess and evaluate student progress on character development?
- Is there evidence of positive changes as a result of Character Education?
- What does the data say? –Do students say core values are important in their daily life?



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Principle 1

School promotes core ethical and performance values

- 1.1: Stakeholders select or assent to core values
- 1.2: Core values guide everything (hiring, training, staff modeling)
- 1.3: Core values are visible in school and publications





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Work to be done

If you NEED Core values:

- Gather stakeholders
- Decide which values are important
- Devise a plan for teaching them
- PUBLICIZE them

If you HAVE Core values:

- Gather stakeholders.
- Examine values and data
- Decide on a plan for addressing current needs and involve students
- PUBLICIZE values anew



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Principle 1 at Union Academy

1.2 Values Guide Everything



Compassion, Adaptability, Respect, Responsibility, Optimism, Trustworthiness, Perseverance, Initiative (Everyday)

Common Language:

8 Traits

“Are you doing the right thing?”





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Principle 1

- How will our school select our core values?
- How will we integrate, sustain, and measure core values?
- What interview questions do we ask related to character and how do we orient new teachers to character education?
- What is our common language that reflects our core values?
- How does staff model, integrate and teach core values to students and parents?
- What do values “look like” and “sound like” in observable behaviors?
- How do we measure the importance of core values to students, parents, and staff?



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Principle 2

Defines “character” comprehensively to include thinking, feeling, and doing.

- 2.1: Thinking (understanding)
- 2.2: Feeling (reflection, appreciation)
- 2.3: Doing (behavior, students practice)





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Principle 2 at Oak Hill

Oak Hill Elementary School
We're the BEST!

School-wide Expectations	Hallway	Cafeteria	Arrival/Dismissal	Bathrooms	Playground	Assemblies	Buses
B e Respectful to Myself and Others	Will follow adult directions the first time	Will speak respectfully to one another and thank you to the lunch line	Students will respond respectfully to redirection by faculty and staff.	Students will request their students' names while in the bathroom.	Will keep hands, feet, and other objects to themselves while in the playground.	Students will actively and respectfully participate and encourage during assemblies when appropriate.	Remain seated at all times except to get on the bus or off the bus.
E ncourage Those Around Me	Will walk in the right hand side of the hallway, moving in the correct direction of the "One Way".	Will use appropriate voice level! "No" "Mean" "Quiet" "Voice" "No" "Voice"	Students will remain silent while waiting for arrival and dismissal.	Students will maintain a clean restroom by disposing trash in the trashcan and refrain from destroying school property.	Will interact with other students in a positive manner.	Students will actively and respectfully participate and encourage during assemblies when appropriate.	Follow the directions of the bus driver or safety assistant.
S trive to Do My Best	Will remain alert in the hallway	When entering and exiting the cafeteria, will maintain a single file line facing forward	Students will enter all school buildings quickly and safely.	Students will enter the restroom quickly and exit in a timely manner.	Will interact with other students in a positive manner.	Students should follow all directions and hand signals.	Talk quietly and only with those in nearby seats.
T hink Before I Act	Will keep hands, feet and other objects to themselves	Will keep hands, feet and other objects to themselves	Students will respond respectfully to redirection by faculty and staff.	Students will have personal belongings in the classroom and only enter with a bath room pass (pouch, pencil, jacket).	Will have hands, feet, and other dangerous objects close and play with hands appropriately	Students should remain seated appropriately and quiet at all times during the assembly.	Keep hands, feet, and objects to yourself.

- Kindergartners and first graders; second and third graders; and fourth and fifth graders are paired twice a week for a total of 60 minutes of fun, reflective, and informative character education.
- Students hold the door for others without being asked and tell the bus driver "thank you for driving me to school safely".
- Character is embedded in EVERYTHING
 - Drumming Up Character in Music
 - First Tee Program in PE
 - Acts of Courage

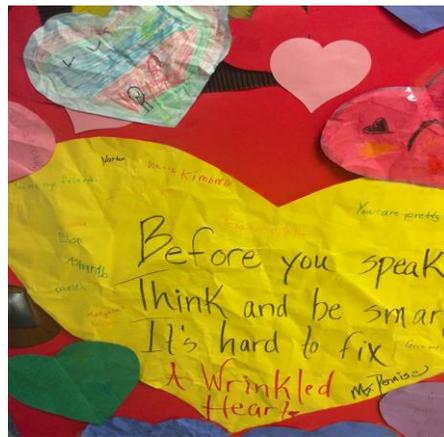
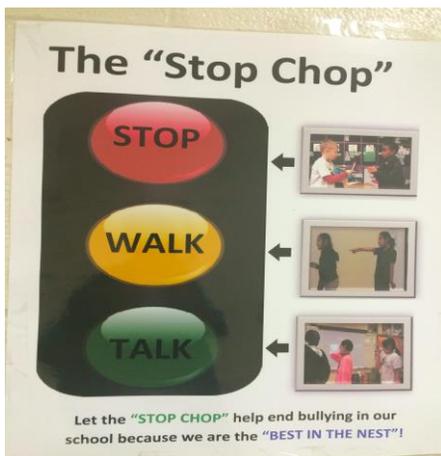


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Principle 2 at Oak Hill



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Principle 2 at Oak Hill



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Principle 2

- How do students demonstrate the importance of core values?
- What activities or lessons do staff do that help students appreciate, commitment and reflect on core values? Is there time structured in the school day on it classes for this?
- What does the data say about students' feelings of safety and belonging?
- When and how are students allowed to practice core values?
- What does the data say about student behaviors?
- How do teachers give feedback on academic and behavior skills?





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Principle 3

Uses a comprehensive, intentional, and proactive approach



- 3.1: Intentional at all grade levels
- 3.2: Integrated into academic content
- 3.3: Integrated into classroom routines
- 3.4: Integrated throughout total program (sports, extra-curricular, cafeteria, etc.)



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Principle 3 at Union Academy

3.1 Intentional and Proactive

- Expectations of Staff- Hiring Process, New Hire Workshop by Students/Alumni, Staff Trainings, Required in Professional Development Plan, Lesson Plan Integration, Team Meetings, Faculty Meeting Highlights, School Improvement Plan
- Expectations of Students: New Student Orientations (LINK Crew), Code of Conduct, Athletic Contracts, Recognitions (Academic, Athletic, Etc.),
- Expectations of Parents: Lottery Information Nights, New Family Registration Night, Parent Character Speaker





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Principle 3 at Union Academy

3.3 Priority in Classroom Procedures

Class Meetings
Socratic Seminars
Student Leadership Roles
Student-Teacher Relationships



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Your Turn: Principle 3

- What is our CE plan? –is it integrated in our mission and vision?
- When is there time structured in whole group and small group settings for planning CE initiatives.
- How do lessons plans teach and allow students to practice core values and apply moral reasoning?
- What does the data say about how students feel about classroom routines? Do students have a voice in routines and procedures?
- Do we have consistent expectations throughout ALL areas of school?
- What does the data say about areas of the school where character development needs work? For example, is misbehavior more prevalent in more areas than others?





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Principle 4 Creates a Caring Community

- 4.1: Staff – student relationships
- 4.2: Student – student relationships
- 4.3: Strategies in place to reduce peer cruelty
- 4.4: Adult relationships



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Principle 4: Union Academy



Building the Cardinal Family!





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Principle 4: Union Academy 4.1: Staff–Student Relationships

- After-School Tutoring
- Club Advisors or Coach
- Staff Attendance at After-School Activities
 - Advisory
- Family Reunion Day



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Principle 4: Union Academy 4.2: Student–Student Relationships

- | <u>K-12</u> | <u>Lower Campus: K-4</u> | <u>Middle School: 5-8</u> | <u>High School: 9-12</u> |
|--|--|--|---|
| <ul style="list-style-type: none"> ● Family Reunion Day ● Family Service Day ● HS students serving/teaching LC students ● Cooperative Learning Strategies ● Peer Tutoring ● Service Projects | <ul style="list-style-type: none"> ● Character Assemblies ● Bucket Filling ● Class Meetings ● Reading Buddies ● Character Mail ● LEAD Team | <ul style="list-style-type: none"> ● Advisory ● Clubs ● Overnight Field Trips ● Outstanding Student Awards ● Student Council: <ul style="list-style-type: none"> ○ Socials ○ Pep-rallies ○ Character Assemblies | <ul style="list-style-type: none"> ● Advisory ● Clubs/Athletics ● The Red Zone ● Overnight Field Trips ● Peer Tutoring ● Student Council: <ul style="list-style-type: none"> ○ Socials ○ Pep-Rallies |





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Principle 4

- How do staff offer extra academic help and mentor students? Is there time embedded in the school day for adults to mentor students?
- Are there structures and time provided for students to form caring attachments within the school day?
- What programs or activities does our school provide for students that promote respect and a safe environment among students?
- How do staff form good relationships with parents?
- What does the data say?
 - Can students go to adults with a problem? Do parents feel staff support students at extracurricular activities? Do students feel their peers are friendly?
 - How well do students know each other? Who feels bullied? When and where is bullying happening? Do students report it when it does happen?
 - Do parents feel welcomed? Do staff like where they work and enjoy being around other staff and admin? Do parents and teachers feel mutual respect?



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Principle 5

Provides students with opportunities for moral action

Clear Expectations:

- School fosters conflict resolution, academic integrity, service, sportsmanship, service
- Service Learning

Service Learning at School

- Kids do service for school
- Tied to curriculum
- Reflection

Service Learning Outside School

- Students research needs
- Tied to the curriculum
- Time provided





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Principle 5 at Union Academy

5.1 Clear Expectations for Showing Character/Serving Others

Character:

Honor Code
 Freshmen Focus
 Code of Conduct
 Athletic Contract (Sportsmanship)
 Coaches Award
 Field Day- Sportsmanship Award

Serving Others:

Graduation Requirement- 105 hours (Class of 2015: 19,200 hours)
 Citizenship Award (Middle School)
 Service Awards (High School)
 Outstanding Student Recognition (Middle School)



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Principle 5 at Union Academy

5.2 & 5.3 Service within the School and in the Community

Reading Buddies
 Peer Tutors
 UA Garden
 Cans of Compassion
 Grade Level/Club Specific Service Projects
 MLK Day of Service





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Principle 5

- How are students engaged in actions that show and develop good character?
- What are the expectations for service learning?
- How do teachers connect service learning to curriculum and core values? Is there a template teachers use for service learning?
- How do we offer students voice and choice?
- How do we allow students to reflect on their actions?
- How do we provide structured time for students to research, assess, create ideas and reflect on service learning?



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Principle 6

Offers a meaningful and challenging academic curriculum that respects all learners

- 6.1: Challenging curriculum
- 6.2: Meets diverse student needs
- 6.3: Addresses performance & character





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How well are you teaching students? Look at it from 3 Vantage Points

Make the curriculum challenging?	Accommodating differences?	Promoting Performance Values?
<ul style="list-style-type: none"> • Problem-solving • Cooperative learning • Project-based learning • Voice & Choice • Mastery Goals 	<ul style="list-style-type: none"> • Differentiated instruction • Narrowing the Achievement Gap • Helps ALL students achieve • Parents say teachers understand students 	<ul style="list-style-type: none"> • Promotes work-related habits • Fosters team-building • Stresses perseverance, hard work • Academic Integrity



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Haynes Inman



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Principle 6

- How do teachers challenge and engage students at appropriate levels?
- How do staff differentiate for diverse student needs?
- What strategies are used to close and eliminate any achievement gaps?
- How do students set goals and how are they monitored, assessed, and celebrated?
- How is academic integrity promoted by staff? What do students say about academic integrity?
- What does the data say...
 - What do parents say about teacher expectations or if their child is challenged and how teachers meet their diverse needs?





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Principle 7 Fosters students' self-motivation

Intrinsic Motivation

- Intrinsic vs. extrinsic motivation
- Honors more than a few.
- Kids practice gratitude, revision, pride in work,
- Doing the right thing.

Discipline = Values

- Discipline tied to core values
- Reflections required
- Students play role in class management
- Academic Integrity



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Principle 7 at Oak Hill

Think Sheet Name: T. H.C.

The inappropriate behavior I displayed was: stealing from the book fair.

When it happened: Friday

Why it happened: I wanted to get it but I didn't have enough money. It had some more.

I chose to ignore the following character traits:

Cooperation	<input type="checkbox"/>
Respect	<input type="checkbox"/>
Following Rules	<input checked="" type="checkbox"/>
Caring	<input checked="" type="checkbox"/>
Honesty	<input checked="" type="checkbox"/>
Responsible	<input checked="" type="checkbox"/>
Dependable	<input checked="" type="checkbox"/>
Understanding	<input checked="" type="checkbox"/>
Helpful	<input checked="" type="checkbox"/>

Which traits would have helped you to avoid the situation?
following the rules and obeying

What will you choose to do next time?
next time I will not steal and just ask my dad for the right amount of money

What should the consequence be? I think I should take it back and apologize.

Describe what you will do to show good character from now on. (Use the character traits you checked)
From now on I'm going to be honest by telling the truth. I'm going to follow God by being the best in the class.

Signature: T. H.C. Date: Nov 12/16

- Intrinsic Motivation
 - "Something Inside So Strong" Movement
 - The Great Club (4th and 5th grade boys)
 - Girl Talk (5 Grade Girls)
 - Breakfast Club
- Students have classroom jobs, escort visitors to classrooms, and assist wherever there is a need.
- Students discuss and write plans for how to make better choices when the other is made. They write apology notes to give to teachers when good choices are not made. The note includes a plan on how they will do better. Here students learn to take pride in their school and most importantly, themselves.



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Principle 7

- Can staff identify “intrinsic” and “extrinsic” examples in your school?
- How do staff promote intrinsic motivation? What is the school’s philosophy for developing self motivation in students?
- How do staff encourage students and celebrate success?
- How do classroom management strategies foster intrinsic motivation? and develop good character for behavior through school?
- How does the discipline policy allow for student reflection and behavior improvement?
- How do students have a voice in classroom and school policies and procedures?
- How does staff discuss academic integrity with students?



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Principle 8

Staff is an ethical learning community that shares responsibility for character education and adheres to core values

- 8.1: Staff model core values with each other and students
- 8.2: All staff included in planning and staff development
- 8.3 Time is provided for planning and reflection



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When assessing whether or not ALL school staff & faculty assume the responsibility and ownership of the character education effort, try testing the 5 “ARE’s”.

- Are** adults in the school role models of the core values? (8.1)
- Are** ALL staff & faculty provided professional development in CE? (8.2)
- Are** staff & faculty engaged in “ethical learning communities” through professional development and opportunities for sharing? (8.2)
- Are** ALL school staff & faculty carrying out the school-wide CE initiatives? (8.2)
- Are** teachers reflective of their own behaviors and procedures? (8.3)



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Principle 8 at Haynes-Inman 2015-16

As a staff, we agree:

1. To be patient and respectful with one another
2. To support one another and our community with effective communication and collaboration
3. To strive for positive attitudes by sharing, working as a team and being fair with each other
4. To make decisions based on the best interests of our students and families
5. To effectively plan, provide and assess meaningful, developmentally appropriate activities for our students throughout the entire school day.

so what should it look like.





Is Your School Leading with Character?

Principle 8

- How do staff help students understand and acts on values? Are there times when teachers have witnessed student bullying and turned a blind eye? Have teachers addressed plagiarism and copyright violations?
- What training or release time is offered on character education? Is it ongoing? Is their follow up?
- What time is allotted for character education at faculty meetings and in-service days? Is there a set time or protocol to discuss behaviors as an organization (e.g., an issue box, a virtual site for anonymous issues or internal team or committee, a student forum group, etc.)?
- What structures are in place for staff to share ideas and be a part of an ethical learning community? Is there a protocol for how to submit, address, and/or report negative moral and ethical behaviors, of which all faculty and staff and/or students are made aware?



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Principle 9

School fosters shared leadership and long range support of the character education initiative

- 9.1 Key Leaders in Character Education
- 9.2 Inclusive Leadership Group
- 9.3 Students involved in Creating Community





Is Your School Leading with Character?

Principle 9: Shared Leadership & Support

Schools that are engaged in effective character education have leaders who visibly champion the effort and share leadership with all stakeholders.



The Principal



The Faculty & Staff



The Students



The Parents & Community

- Many schools and districts establish character education committees which are often composed of staff, students, parents, and community members.
- These committees takes responsibility for the planning, implementation, and support of the school's CE program.



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Principle 9 at Haynes Inman

Anybody new???







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Principle 9

- What does the data say?
 - Is the principle a supportive champion of character education? Is their shared leadership around character education?
- How will we ensure character education is continually fostered, sustained, and assessed, even if leadership should change?
- How are character education initiatives planned and implemented by staff, students, and parents?
- What leadership roles do students have in classroom and school?
- Do ALL students have the opportunity to led projects, contribute effectively to the school and community, and take on leadership roles?



Is Your School Leading with Character?

Principle 10

School engages families and community members as partners in the character-building effort

- 10.1 Families active in Character Education effort
- 10.2 School communicates with parents
- 10.3 Recruits the help of the wider community in Character Initiative



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Is Your School Leading with Character?

What are some ways our school can collect information and artifacts to illustrate that the school and leadership engages families and community members as partners in the character-building effort?





Is Your School Leading with Character?

Principle 10

- How are families and community members engaged and have a voice in the school?
- Do we use participation data to drive parent engagement and student learning?
- What workshops and resources do we give to parents on character education?
- Are staff members in tune with the culture and backgrounds of families they serve?
- What does the data say?
 - Do families say they are aware and support character education?
- What evidence do we collect that shows two-way communication between schools and families?
- How are community members serving in character education leadership roles and involved actively in the school?
- How are character education initiatives integrated in community?



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Principle 10 at Union Academy

10.1 Families Active in Character Education Effort

- Parent Council- 13 service teams (Including Character Support Team)
- School Improvement Committee
- Workshops- Character Speaker, Parenting Book Clubs
- Invited to Assemblies
- Classroom Volunteers- Secret Reader, Field Trips, Life Skills Day, Career Day
- 5th Grade Heritage Day
- Families are expected to volunteer 60 hours per year. 2014-15= 24,000+ hours)



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Principle 10 at Union Academy 10.3 Recruits the Help of the Wider Community

- UA Board of Directors
- UA Foundation Board
 - Service Projects
 - Life Skills Day
- Character Speakers open to the Community
 - VIP for a VIP
 - Kindergarten Community Helper Day
- 1st Grade Swim Lessons at Monroe Aquatic Center
 - Career Shadow Day
 - Assembly Speakers



RESOURCES

- [Character Matters](#)
- [Character.org](#)
- [National School Climate Center](#)
- [Activities for Building Character and Social-Emotional Learning \(Grades 3-5\)](#)
- [Activities for Building Character and Social-Emotional Learning \(Grades 6-8\)](#)
- [What Do You Stand for?: A Guide to Building Character](#)
- [The 7 Habits of Highly Effective Teens](#)





Is Your School Leading with Character?

Areas of Growth

- What is one principle you feel your school could grow in?
- What are some strategies you could take back to your school to begin transforming your school climate and culture in this area?



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I want your feedback!

<http://tinyurl.com/sic2016eval>

