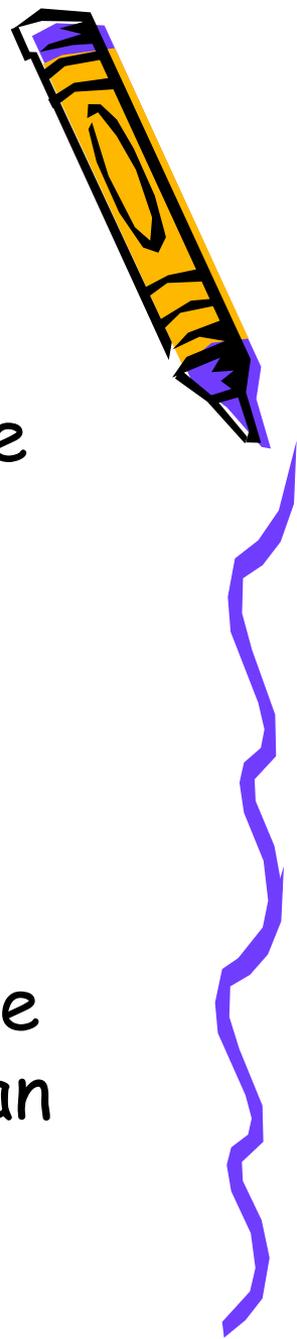


Using Character in the Curriculum to Build Meaningful Academics and Social Skills

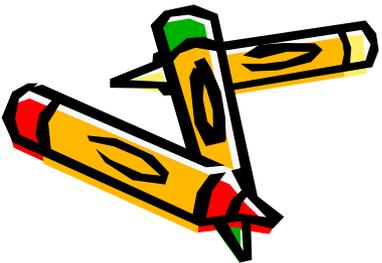


Richard Benjamin
richardbenjamin7@gmail.com

Essential Questions:

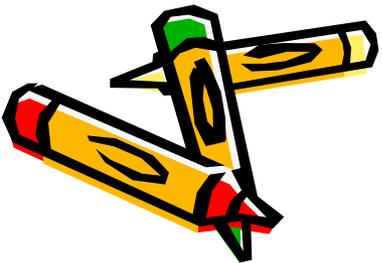
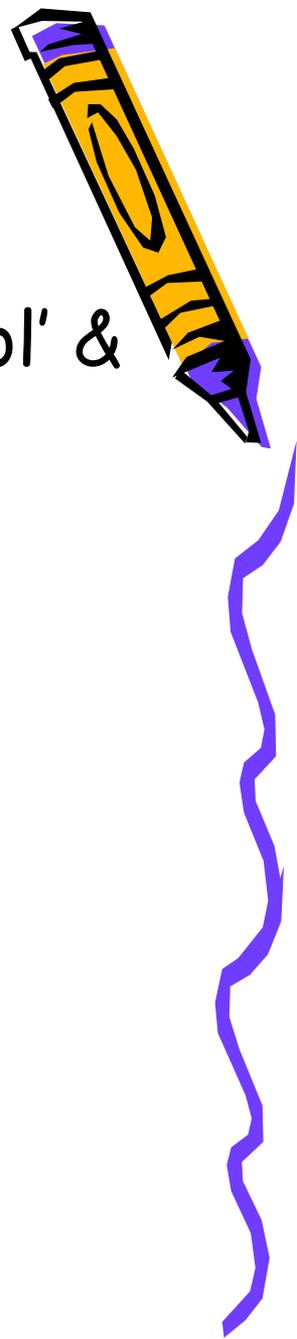


- What is the relationship between Character Development & Rigorous Academic Achievement?
- How can both be developed simultaneously?
- Should student (teacher) Happiness / Love of Learning be an accountability criteria?



Results

- % 'Exceeds' State Expectations
- % Writing Scores in top 2 categories (71% FR Lunch School equals School with < 1% FR Lunch)
- Pre-Post 'Control' & Experimental Groups



Overview

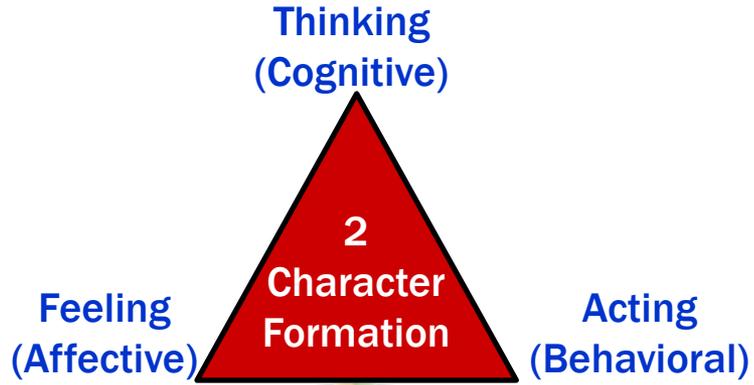


- WHAT?
- Meeting and exceeding current and 21st Century Standards
- (exactly) HOW?
- Embedding & Integrating Character Development Goals & Arts Integration Strategies into the Academic Curriculum

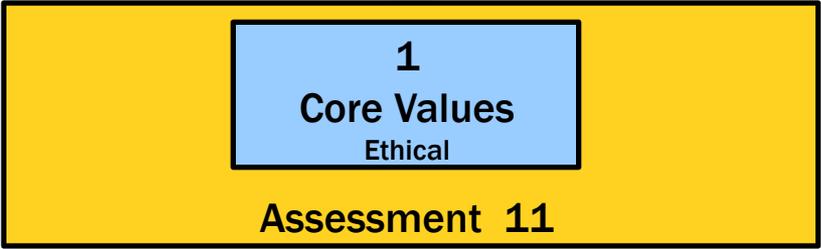




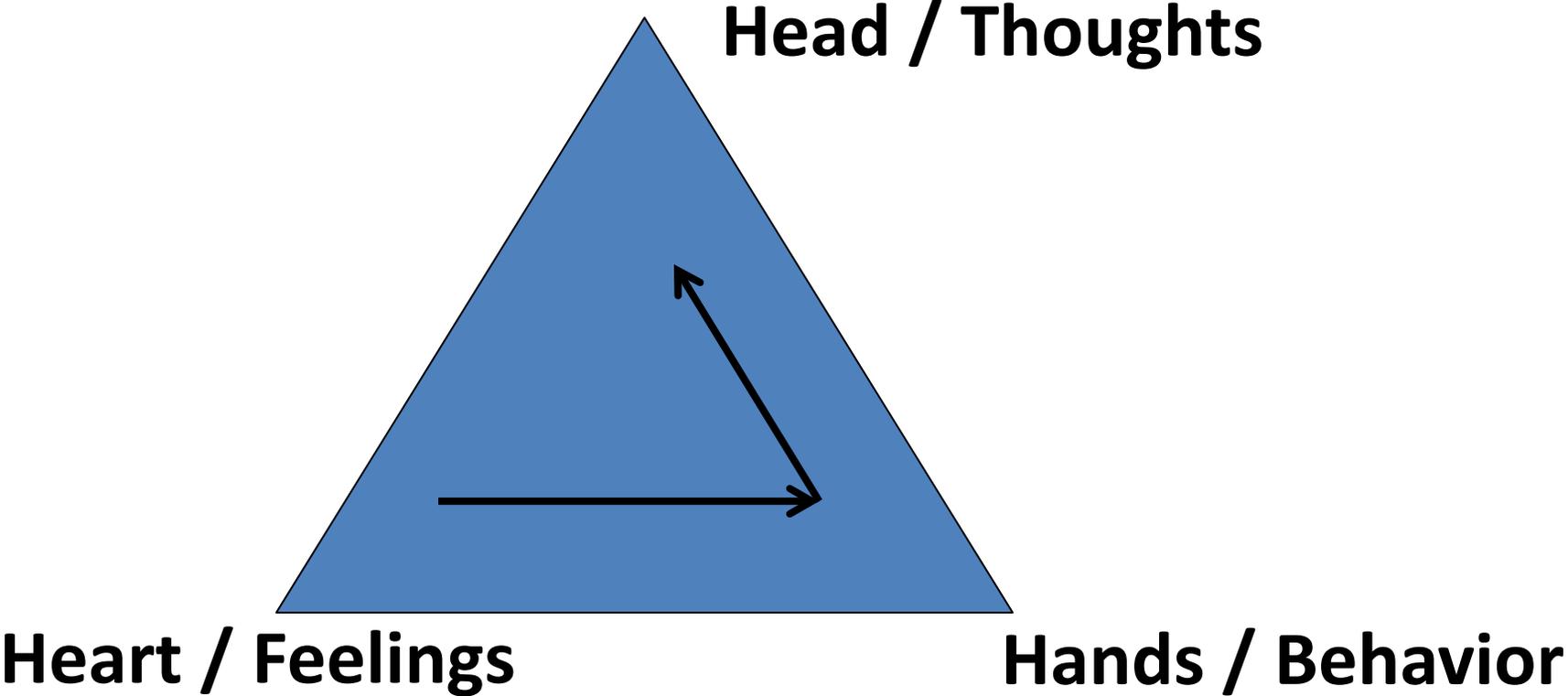
CEP Framework for
Effective Character
Education
The Eleven Principles



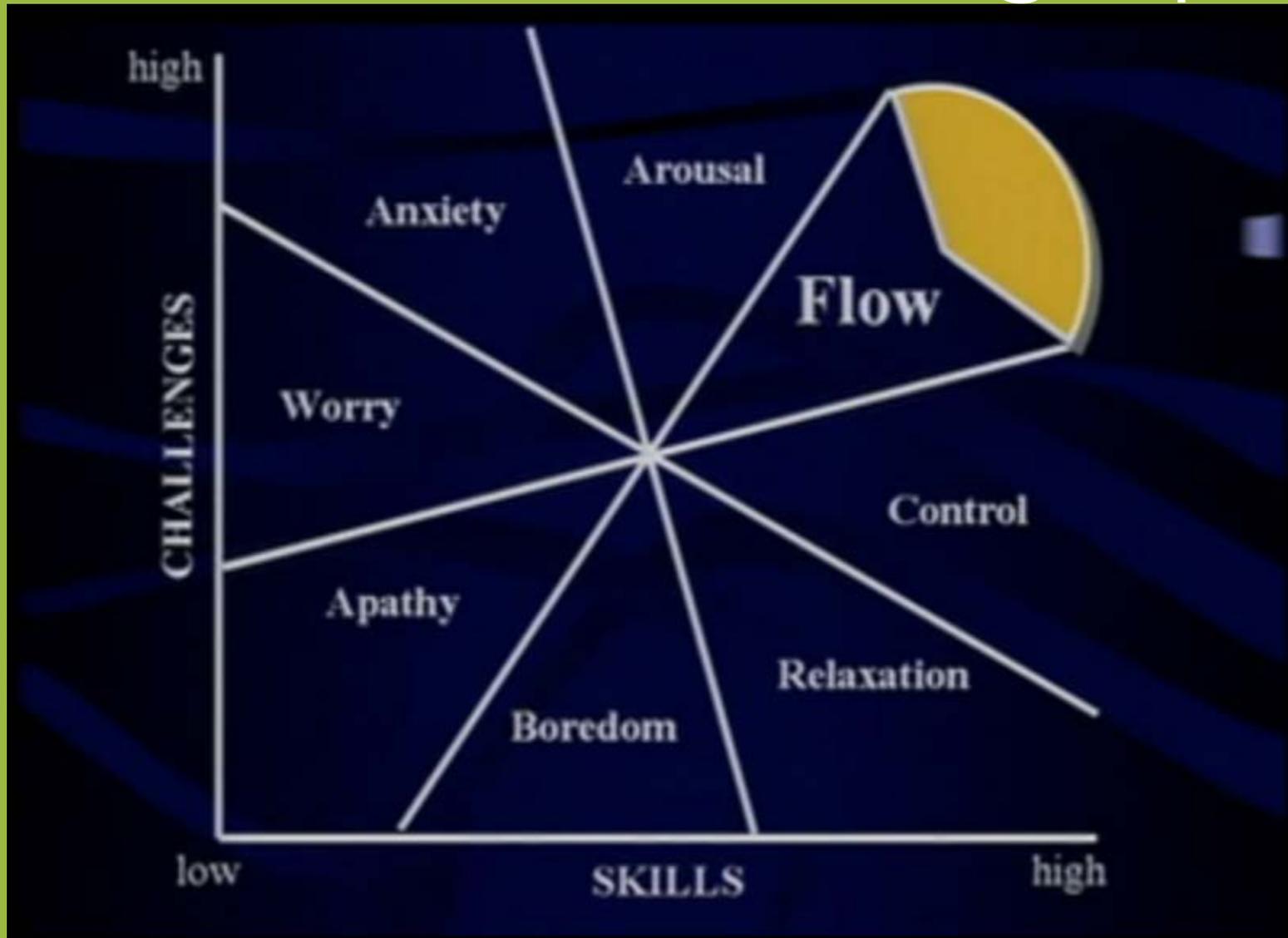
<http://www.character.org/>



CEP #2 – Character Development & #6 - Academic Curriculum



Flow / Human Paragraph



1 - Modeling – Teachers showing Respect -

Building High Quality Relationships

“The relationship magnifies the effectiveness of the other strategies”

- “The Students are Watching” **When the Teacher Models Self-Respect and Respect for others**
 - Self-Respect
 - Respect for Students
 - Respect for other teachers
 - Respect for administration
 - Respect for parents
- **The teacher models other core, performance, and intellectual values:**
 - Core – responsibility, perspective/empathy, caring, honesty, optimism
 - Performance – effort, perseverance, quality, work ethic
 - Intellectual – Curiosity, honesty,

SEL Through 'Mindset' (Carol Dweck)

- Fixed Mindset
- See setbacks as confirmation of lack of skill
- Emphasize outside praise and grades (could lead to cheating)
- Compete
- Change Mindset
- See setbacks as need for more effort
- Focus on the problem, not self
- Collaborate

Georgia Month Of History and Character

It is a month to recognize those from both
the past and present who are
demonstrating acts of good character!



Academic Service Learning (The Hands)

Students go to schools to teach academics & character.



Writing & Character & Arts Integration

- Human Paragraph
- DRAMA
- Collaboration
- Rigorous Standards
- Six Panel Storyboard
- Computer Drawing

Proven Practices to address Character Development in the Academic Curriculum

- **Content ...Meaningful**
 - Connected to Student Interests
 - Connects to Background Knowledge
 - Attention to the stories behind the events & key figures **in your subject matter?**
 - What strengths of **character, or lack of it**, did key figures exhibit
 - Core Values
 - Intellectual Values
 - Performance Values
- **Pedagogy....Engaging**
 - Respects Student Interests / Questions
 - Respects Student Learning Styles – Authentic Learning
 - E.g. cooperative learning, which develops respect, responsibility and cooperation
 - Offers ‘Voice & Choice’
 - Builds toward Intrinsic Motivation
 - Appropriate Challenge

In: Providing a Meaningful Academic Curriculum,
Principal # 6, from **Character Education Partnership**

Synergy of Achievement and Character

Previewing Examples of Pedagogy and Content

1 Modeling – **Teachers showing Respect - Building High Quality Relationships**

“The relationship magnifies the effectiveness of the other strategies”

2 Student Engagement

3 Mastery Learning

4 Academic Service Learning

5 Cooperative Learning with Respect, Responsibility

6 Arts – Understanding, Empathy, Compassion, Caring, Imagination

7 Writing

8 Reflection

Essential Questions

Dilemmas - Pinellas NSOC

Student Leadership

Simulations

Perspective Taking

Heroes in each Subject Area

Biography Study

Story Writing / Telling

Differentiated Instruction



Proven Practices to address Character Development in the Academic Curriculum



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In: Providing a Meaningful Academic Curriculum,
Principal # 6, from **Character Education Partnership**

Culture of Character & Culture of Continuous Improvement

- Culture - Fullest Synergy of CEP #3 -comprehensive, intentional, and proactive approach
- Transformation to Development of **Human Potential**
 - Academic, Psychological, Social, Spiritual &
 - Physical
 -
- Pinellas Oakhurst ES
 - ‘Mustang Way’
 - Dinner Dilemmas
- Hong Kong & Mainland China
 - Opportunities for Moral Action - Teaching
- Durham MS
 - ‘Wildcat Way’
 - Dilemmas / Parent Homework

What Are The Targets?

- **Common Core Standards**
 - Traditional Basics
 - Higher
 - Clearer
 - Integrated?
- **21st Century**
- Imagination, Creative Problem Solving, Innovation
- EQ / SEL – High Quality Human Relationships

Reflect on your example: 'Powerful Learning Experience'

Play Audio

- Give and discuss examples of 'powerful learning experiences?'
 - What did it entail?
 - What teaching methods?
 - What needs in you did the methods meet?
 - How often do you do this?
 - What are the barriers?
 - What method would you like to learn more about?
- Response Commonalities:
 - Hands –On
 - Emotional Dimension
 - Cooperative / Collaborative
 - Choice / Voice
 - Personally Interesting / Meaningful
 - Create Something
 - Generally **Engaging**

- Beland
- Essential Question:
- “What is the relationship between character education and academic success?”
- How does that relationship work (best)?
 - Reinforcing Loop vs parallel initiatives
- Fixed vs growth Mind Set / Mental Model

Math

- Stories
 - MUSIC
 - Hip Hop Steps
 - Teaching Others

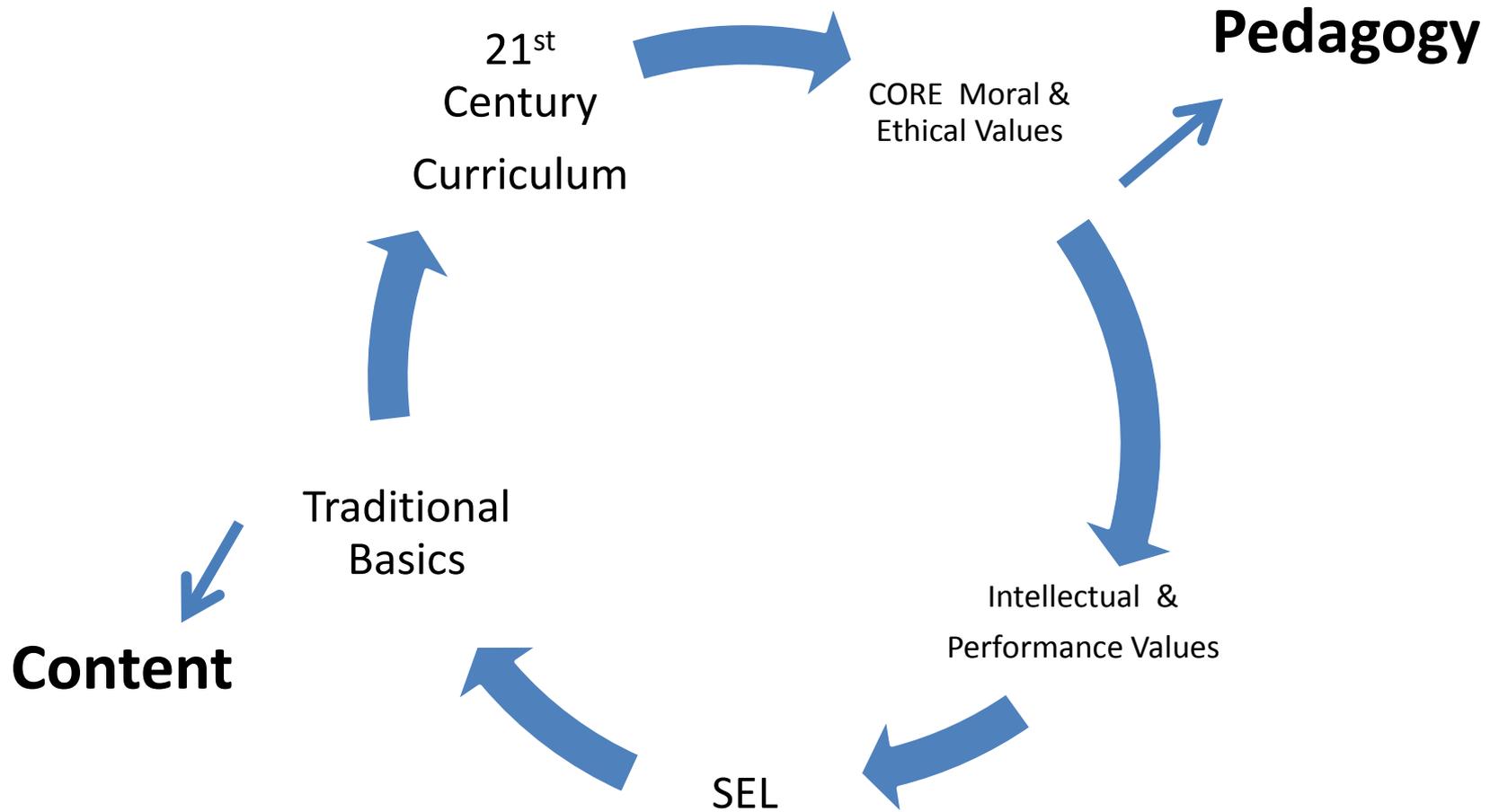
Academic Service Learning

- Teaching Others in Atlanta
- Teaching Others in China

- Intrinsic Motivation
 - CEP Guidebook
 - PBIS / Alternatives
- Consequences Cartoon

Proven Best Practices for Integration and Engagement

Synergy of Achievement & Character



Dilemmas

- Dinner Dilemmas
 - Pinellas County FL
- Middle School Dilemmas
 - Parent Homework

Consider The Differences in Goals and in Methods

- **Core Moral Traits**

- Respect
- Responsibility
- Empathy
- Caring

- **Performance**

- Effort
- Perseverance
- Quality

- **Intellectual**

- Curiosity
- Open-mindedness

- **Social-Emotional Learning**

- Kansas SECD
- CASLE <http://casel.org/>
 - Self-Awareness
 - Self-Management
 - Social-Awareness
 - Relationship Skills
 - Decision-Making

Kansas Leadership

- Kansas Systematic Plan for Professional Learning
- Kansas Social, Emotional & Character Development Model Standards

CEP #7 – Fostering Intrinsic Motivation & #5 – Opportunities for Moral Action

- Choice & Voice
- Arts Integration – Create / Make Something / Perform

Leadership of Integrity / Ethical Leadership

- #9 - Shared Leadership
 - Teachers / Students / Parents / Community
- Invitational Leadership
 - Trust, Respect, Optimism, Intentionality Caring
- Transformational Leadership
 - Shared Moral Values

#9 Shared / Ethical Leadership

- Administrative Leadership
- Teacher Leadership
- Student Leadership
- Parent Leadership
- Community Leadership

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Leadership

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- Transformational Leadership
 - Shared Moral Values

Using Character in the Curriculum to Build Meaningful Academics and Social Skills

- Presentation Title: Using Character in the Curriculum to Build Meaning
- Breakout #4 – 9:20-10:20 Wednesday morning Richard Nov 7
- Breakout #5 – 10:40-11:40 Wednesday morning Richard Nov 7
- Presentation Description:
- Focus is on the benefits of challenging academic curriculum and the inextricable relationship with character development. Here social-emotional learning skills manifested through responsible decision-making, social awareness and more, plays a supportive, but inseparable role with academic standards and goals. Illustrations of exemplary strategies for satisfying standards will bridge to the development of 21st Century and employability skills. This process is illustrated at the elementary, middle, and high schools. Explicit attention is given to the transition from extrinsic to intrinsic motivation, and the academic and character development benefits of high-levels of academic service learning.

- Proposal Requests pbone@ksde.org

- 1:53 PM (17 hours ago)

- to me

- **Pat Bone** pbone@ksde.org
- Sep 6 (5 days ago)
- to me
- Hello,
-
- The presentation you submitted, *Using Character in the curriculum to Build Meaningful Academics and Social Skills*, has been scheduled for Breakout Sessions A & B, Tuesday, November 6, 2012, 11:00am – Noon and 1:30-2:30pm. You will be in room, Redbud A. The seating capacity for this room is 100.
-
- Below is some information you will need to know about the conference:
 - · Please check in with me at the conference in the registration area prior to your presentation. If any changes to room assignments have been made I will notify you at that time.
 - · Each room will have a projector set up and ready for your use. You will need to bring your own laptop.
 - · Your session facilitator/host will have a jump drive and will ask you to download your presentation to the jump drive, which will be posted to the KSDE Annual Conference website following the conference.
 - · You will need to bring copies of any handouts needed for your session.
 - · If you have any other presentation needs please let me know as soon as possible.
 - · Reminder to register for the conference if you have not already done so. <http://events.ksde.org/default.aspx?tabid=534>
-
- Thank you,
-
- Pat
-
- Pat Bone
- Title Programs and Services
- 120 SE 10th Ave
- Topeka, KS 66612
- [785-296-3069](tel:785-296-3069)
- pbone@ksde.org

- CEP Guidebook
- Flow – slide and video?
- RESPECT –
- Daniel Pink – Drive / Whole New Mind
- Influence – Patterson
- Why Study History
- TMS



