

Horseheads Character Education Study Group Minutes November 30, 2010 6:00 – 7:30

Team:	Character Education Study Group	Minutes Taker:	Lisa Earley
Date:	November 30, 2010	Facilitator(s):	Anne-Marie M.-Bailey, Lisa Earley
Time:	6:00 – 7:30 p.m.	Location:	Education Support Center

Item	Discussion/Notes
<p>1. Welcome</p> <ul style="list-style-type: none"> • 	<p>Anne-Marie welcomed everyone to the meeting. Everyone introduced themselves and shared what stakeholder group they were representing.</p>
<p>2. Review the task given to the Study Team</p> <ul style="list-style-type: none"> • Review Strategic Target –Intent #1 for Character Education 	<p>Lisa reviewed the task with the committee.</p> <p>1.4 To research new and updated tools that assess character traits</p> <p>1.5 Identify other states and programs that have successful outcomes</p> <p>2.2 Solicit input from staff on current practices</p> <p>5.1 Assess what we currently have in place</p> <p>5.2 Look at other schools as exemplars</p>
<p>3. Share Back Session</p> <ul style="list-style-type: none"> • Members of the committee will share back their findings on different Character Education Programs as well as what some other school districts are doing to support Character Education. 	<p>The group members took turns sharing back information about different Character Education Initiatives and Programs that they had researched that are in place in other districts. The committee also looked at a couple of professional programs. The committee reviewed: Canandaigua School District’s Character Education Initiative – (Andrew Thomas, Community Relations Specialist, has offered to come and talk with our committee about the process that they went through to make this a community based initiative.)</p> <p>Dryden School District’s Character Education Plan, Dr. Lickona’s (Cortland University) Character Counts Program, Second Step Character Education Program, Robert Marzano’s Habits of Mind, Elmira Height’s PBIS/CTRT Program, Victor School District’s Responsive Classroom Initiative, Kagan’s Character Education’s Program</p> <p>*Notes on the specific Character Education Programs/Initiatives are attached</p>
<p>4. Planning for next meeting</p> <ul style="list-style-type: none"> • Do we want to look at any additional Character Education programs? • Do we want presenters to come in from other districts to share more information about their programs? • What steps should we take to go about researching new and updated tools that 	<p>Anne-Marie had the committee members divide into small groups to process everything they had heard about the different Character Education Programs.</p> <p>The group shared back the following:</p> <ol style="list-style-type: none"> 1. We don’t need to purchase a professional-based program 2. We would like to have an overall theme, common vocabulary, and traits that is Pre-K-12 based 3. Have common parameters and language but

<p>assess character traits?</p> <ul style="list-style-type: none"> We have reviewed what we have in place. Should we survey staff to assess what we currently have in place? 	<p>availability for each school to add their own initiatives to support the Overall Character Education Theme</p> <ol style="list-style-type: none"> We need to have this be linked with the community (partnership and buy-in -not just a district initiative) Students need to be actively involved in the Character Education Program (Active Participants- Kagan Cooperative Structures/Responsive Classroom Model) The virtues need to be instilled in the students throughout education and life The Program should connect with the established curriculum- not be another add-on We already have much of this established in our district- Don't discount what is already being done. Create the common district theme and let each building combine their established programs with the common theme.
<p>5. Closure</p> <ul style="list-style-type: none"> Next Study Group Meeting: No Meeting – (Share Findings back with Implementation Team) Questions 	<p>The committee discussed that they completed the following:</p> <ul style="list-style-type: none"> *Reviewed what is presently being done in each building in our district for Character Education * Researched other programs that are being used in districts as well as look at professional programs * Discussed tools that assess Character Education programs (Culture and Climate of building) * Recommended that the Survey going out to the students, community and staff in March include some climate questions that can be used for our Character Education Study Group <p>The committee members believe we should make the recommendation to the Implementation Team to:</p> <ol style="list-style-type: none"> Form a Character Education Committee that includes community members to plan and develop an overall Character Education Initiation for our District following the eight guidelines listed above. <p>The Committee has completed all of the study group work. The meeting for December 21st has been cancelled.</p>
	<p>The Meeting was adjourned at 7:45 pm</p>

Building People and Organizations

Character Education Program Share Session

(From the meeting 11/30/10)

Canandaigua School District Character Ed Initiative:

- not just school based—community wide involvement
- every school follows the same traits but each school can be individual in how they implement
- Character banners designed by students hang on light posts on city streets
- Character Ed is part of district mission statement so it is an initiative not a program
- Character is as important as any other part of curriculum
- school board support
- need to get community on board (mayor, police chief, village trustees, local businesses)
- they don't have an official assessment tool but can tell its working by school climate and culture,

Dryden School District:

- provide resources for teachers—developed by teachers
- there is a common Icon that is seen everywhere (schools, busses, café, community areas) K-12
- character cards and notes to others who are implementing the traits
- focusing words, pledge, really tied into the entire community

Dr. Lickona—SUNY Cortland:

- Character Ed is not a program
- just as important as academics
- define what qualities you want in the students
- Character Counts coalition is a good resource—defines the 6 pillars
- everyone needs to be on same page (staff, students, parents)
- make it intentional
- after a few years it becomes less about the adults and more about the kids—want to make it “their school”
- what is the character of school/climate? How do you want students to describe their school?
- takes time to implement—needs to be a priority
- there are assessments form SUNY Cortland website
- 11 Principals of Character Ed
- Project Wisdom—words of wisdom for the day (well researched)

Second Step Character Education Program:

- Elmira uses it
- more of a focus on bullying, violence prevention and conflict management
- they create a common language throughout
- create a culture
- very “cookie cutter” in what is to be done
- peer mediators support the program

Marzano—Habits of Mind:

- list of “habits” we want kids to intentionally apply to their life
- Victor School Dist. Uses this and they are a Blue Ribbon School
- important part of program for success
- not so much Char. Ed but Critical Thinking skills
- 6th grade teams at the IS use this
- reflect upon behavior throughout the day
- can be incorporated into any char. Ed program
- it is all encompassing and blends the char. Ed and critical thinking skills
- can be assessed through self assessment and teacher surveys

Elmira Heights School District:

- PBIS (Positive Behavior Intervention Support) and CTRT (Choice, Theory, and Reality Therapy)
- use the language that behavior is based on students’ choice
- district wide approach
- “gotcha” tickets (positive rewards)
- part of curriculum
- Posters lined all over schools
- all staff is trained
- data approach to it
- trainings
- RTI for behavior is linked to the PBIS program

Victor Schools:

- nothing in place district wide for Character Education
- they used a program called “The Responsive Classroom” which was very expensive
- similar to Cooperative Learning Structures

Kagen:

- virtues of the week or month modeled and celebrated
- intentional and systematic
- kids don't naturally have virtues anymore they need to be taught
- don't make it an “add on” for teachers have it as part of the established curriculum
- don't teach it—incorporate it (kids learn by being actively involved)
- cooperative structures bring it to life for the students

Small Group Processing Session “ah-has”:

- we don't have to buy a program
- need an overall theme, symbols, and traits
- community buy in
- common language/vocabulary needed Pre-K—High School
- creating a positive school culture and climate
- community partnership
- needs to be instilled in students throughout education and life
- community piece is needed so that it is part of our overall culture
- we already do much of this... don't discount what is being done—find common factors and move forward from that point.