

UMSL Appendix A**Interview Protocol for Levels I & II Core Course Faculty**

Thanks for taking the time...

We have received a grant from CEP to help strengthen and integrate CE in the seven core pre-service education courses at UMSL. As a first step, we are interviewing each lead instructor.

1. I would like to begin with a definitional question – when you hear the term “character education”, what meaning do you attach to the word “character”? What does “character” mean to you?
2. Is “character” an appropriate domain for educational effort? Should teachers be concerned to promote positive character development?
3. What kinds of activities, pedagogies, or strategies do you think of in connection with the term “character education”?
4. Could you comment on the connections you see (or don’t see) between issues of character development more globally and the field of “character education” more specifically in teacher education.
5. For purposes of our present discussion, I want to use a broad definition of character education, anything that focuses on moral, ethical or pro-social development. And let me frame the discussion in this way: Part of character education within a teacher education program pertains to promoting positive character within the students of the program, and part of it pertains to equipping those students with the knowledge and skills to incorporate character education goals into their own teaching. Let me begin with the first of these.
6. Do you see developing your students’ character or ethical behavior as one of your goals? (Is it an implicit or explicit goal?) ...If so, how do you seek to make progress toward that goal? (Follow-up questions on curriculum/methods used in course)
7. How, if at all, do you make formal or informal assessments of students’ character? In other words, what aspects of students’ character are observable?
8. How do you know if you are making progress?
9. What problems have you encountered related to character education as a component of your courses? ...What are your concerns?

10. If you wanted to contribute to future teachers being the most responsible, pro-social professionals possible, what would you do?

OK, let's talk about equipping students to be character educators.

11. Do you see your course as helping prepare students to be character educators? (If so, how?)

12. -Are there specific readings that you see as relevant to becoming character educators?

13. -Are there classroom or field experiences that are relevant? (Invite reflection)

14. -What other pedagogical strategies do you employ to help your students become effective character educators?

15. How effective do you think we are as a COE in equipping our students to be character educators? Is this a core value in our Futures and Knowledge Base statements?

16. Do you think it is a good idea to incorporate a focus on character education throughout the core curriculum?

17. If you wanted to optimally prepare our students to be effective character educators, what would you change about our teacher preparation program?

18. Have you engaged in any character education professional development experiences? If so, which and where?

19. Have you discussed character education with your pre-service faculty colleagues? If so, what was discussed and in what context?

Can we count on you to participate in one or two faculty seminars designed to develop this aspect of our program?

[Ask for one copy of a recent syllabus, and the names of any adjuncts who teach the core courses they oversee.]

Thank you for taking the time to share your ideas about CE with me.

## Appendix B

Sample Page from CE Organizational Website in Blackboard

[MYORGANIZATIONS](#) > [FACULTY FUTURE EDUCATORS OF CHARACTER](#) > [CONTROL PANEL](#) > DOCUMENTS



**Lists of resources**



**Articles to read**



**Meeting notes**



**Survey data**



**Syllabi review**



**Grant Application**

*Item is not available.*

[04\\_CEPfinal.doc](#) ( 118272 Bytes )



**faculty grant document**

[faculty\\_courseinfo.doc](#) ( 19968 Bytes )



**Completed Course Update Sheets**

Appendix C

**Character Education Efficacy Belief Instrument**

(Adapted and reproduced with permission of Andrew Milson)

As you read each of the following statements, please indicate your level of agreement by selecting the circle under the appropriate response.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	If I were teaching today, I would be comfortable discussing issues of right and wrong with my students.	1	2	3	4	5
2.	When a student has been exposed to negative influences at home, I do not believe that I can do much to impact that child's character.	1	2	3	4	5
3.	I am confident in my ability to be a good role model.	1	2	3	4	5
4.	Teachers are usually not responsible when a child becomes more courteous.	1	2	3	4	5
5.	When a student shows greater respect for others, it is usually because teachers have effectively modeled that trait.	1	2	3	4	5
6.	If I were teaching today, I would be at a loss as to how to help a student be more responsible.	1	2	3	4	5
7.	I know how to use strategies that might lead to positive changes in students' character.	1	2	3	4	5
8.	If I were teaching today, I am not sure that I could teach my students to be honest.	1	2	3	4	5
9.	When students demonstrate diligence it is often because teachers have encouraged the students to persist with tasks.	1	2	3	4	5
10.	Teachers who spend time encouraging students to be respectful of others will see little change in students' social interaction.	1	2	3	4	5
11.	I am able to positively influence the character development of a child who has had little direction from parents.	1	2	3	4	5

12.	If parents notice that their children are more responsible, it is likely that teachers have fostered this trait at school.	1	2	3	4	5	
13.	Some students will not become more respectful even if they have had teachers who promote respect.	1	2	3	4	5	
14.	If I had a student who lied regularly, I believe I could convince him to stop lying.	1	2	3	4	5	
15.	If students are inconsiderate it is often because teachers have not sufficiently modeled this trait.	1	2	3	4	5	
16.	If responsibility is not encouraged in a child's home, teachers will have little success teaching this trait at school.	1	2	3	4	5	
17.	If I were teaching today, I would find it difficult to persuade a student that respect for others is important.	1	2	3	4	5	
18.	When a student becomes more compassionate, it is usually because teachers have created caring classroom environments.	1	2	3	4	5	
19.	I will be able to influence the character of students because I am a good role model.	1	2	3	4	5	
20.	Teaching students what it means to be honest is unlikely to result in students who are more honest.	1	2	3	4	5	
21.	If I were teaching today, I would not know how to help students become more compassionate.	1	2	3	4	5	
22.	Teachers cannot be blamed for students who are dishonest.	1	2	3	4	5	
23.	I am continually finding better ways to develop the character of my students.	1	2	3	4	5	
24.	Teachers who encourage responsibility at school can influence students' level of responsibility outside of school.	1	2	3	4	5	

25.	In my university coursework, I would like to learn more about effective ways to promote good character.	1	2	3	4	5	
26.	I need to continuously work on my own character to become a better role model for my school community.	1	2	3	4	5	

27. Gender

1  Female

2  Male

3  Other

28. Racial/Ethnic Group

1  African American/Black

2  Asian/Pacific Islander

3  Caucasian/White

4  Hispanic

5  Native American

6  Multiple

7  Other

29. What subject area do you plan on teaching? (Select only one from the list below AND the list in #30.)

1  Art

2  Foreign Language

3  Language Arts/English/Reading

4  Integrated curriculum

5  Mathematics

6  Music

7  Multiple subjects equally

8  Physical Education/Athletics

30. (Select only one from the list above AND the list below.)

1  Science

2  Social Studies

3  Special Education

4  Other

31. What grade level do you plan to teach? (Check all that apply.)

1  Pre-K to 3

2  4 - 5

<input type="text" value="3"/>	6 - 8
<input type="text" value="4"/>	9 - 12

32. In which type of school do you plan to teach?

<input type="text" value="1"/>	Public school
<input type="text" value="2"/>	Private school
<input type="text" value="3"/>	For profit school
<input type="text" value="4"/>	Other

33. In which type of community do you plan to teach? (Check all that apply.)

<input type="text" value="1"/>	Urban
<input type="text" value="2"/>	Suburban
<input type="text" value="3"/>	Rural

34. Have you received any coursework or training in character education?

<input type="text" value="1"/>	Yes, a lot
<input type="text" value="2"/>	Yes, some
<input type="text" value="3"/>	Yes, little
<input type="text" value="4"/>	No
<input type="text" value="5"/>	I don't know

35. If you answered yes to having received any coursework or training in character education, where did that occur? (Please check all that apply.)

<input type="text" value="1"/>	Level 1 classes
<input type="text" value="2"/>	Level 2 classes
<input type="text" value="3"/>	Internship
<input type="text" value="4"/>	Student teaching
<input type="text" value="5"/>	Character Adventure Day
<input type="text" value="6"/>	Religious programs
<input type="text" value="7"/>	Other

36. Which course are you currently enrolled in? (Check all that apply.)

<input type="text" value="1"/>	2210	<input type="text" value="2"/>	2211	<input type="text" value="3"/>	2212		
<input type="text" value="4"/>	3310	<input type="text" value="5"/>	3312	<input type="text" value="6"/>	3313	<input type="text" value="7"/>	3315
<input type="text" value="8"/>	4381						

37. How did your coursework prepare you to be an effective character educator?

38. Are you prepared to teach children with varied racial, ethnic and economic backgrounds? Please explain.

## Appendix D

### **Character Adventure Day Activities List With Show-Me Standards**

**Lesson Plan Model:** Cooperative Learning and Problem-Based Instruction

**Goals of the day:** Cooperation, Communication, Problem-solving, Consensus, Trust

**Activities:**

- 1) **Non-jump Rope:** Ice Breaker used to divide group into smaller groups. Participants run through a jump rope one at a time without getting hit. Then two at a time, four at a time, eight at a time, etc. until number per team division is defined.  
**Equipment Needed:** Jump Rope  
**Standards:** Goal 1: #6 Discover patterns and relationships of rope turning  
 Goal 2: #2 Review and revise communications for clarity and accuracy  
 Goal 3: #2/3 Develop and apply strategies from experiences of self and others  
 Goal 4: #6 Work together to accomplish goal
  
- 2) **Team Juggle:** (smaller groupings) Stressing politeness, safety, communication, and cooperation, toss the object to a person calling out their name first. Catcher thanks tosser and throws to another until all have caught and thrown. (i.e. "Jan" "Thank you, Virginia") Establish pattern. Additional objects can be added keeping same pattern. If ball is missed, roll back to starter.  
**Equipment Needed:** 3-5 balls, stuffed animals, bean bags, etc.  
**Standards:** Goal 3: #1 Define problem #4: Evaluate process of solving problem
  
- 3) **Trust sequence:** A) Establish person directly across from you. Walk across circle with bumpers up but without bumping into anybody. B) Walk back to original place and gently bump into as many people as possible. Treat me as I treat you. C) Place small circle in center. Walk with eyes closed into as tight of a cluster as possible in middle of circle. You may only say two words. When you think you are as close to center without touching, say "Stop." Don't move after saying stop. If you touch somebody say "Touch." Start over.  
**Equipment:** Large circle defined with paintings or webbing. Smaller web circle.  
**Standards:** Goal 1: #6 Look for patterns to solve task. Goal 2: #2 Review and revise communications to improve accuracy. Goal 3: # Develop strategies based on experience. Goal 4: #4 Practice honesty and integrity in solving task.
  
- 4) **Knotty Rope:** Standing outside circle with board and five knotted ropes, decide which rope has the other four connected to it. (Like a key chain) The decision must be one of consensus. What does consensus mean? Everyone can support idea. All agreed so no "I really didn't think it was best" after the fact. **Fist of Five Tool:** Fist--I can't live with that. 1 or 2 Fingers--Don't agree or would rather not use that idea. 3 Fingers--I'm neutral and need to be convinced. 4 Fingers--I like the idea. 5 Fingers: It's great! I'd be a leader for that idea.  
**Equipment:** Board with five rope connects  
  
**Standards:** Goal 1: #6 Discover patterns and relationships in spatial structure  
 Goal 2: #3 Give ideas and listen to ideas of others. Goal 3: #5 Use inductive and deductive reasoning. Goal 4: #1 Explain reasoning used to support decision. #6 Work together in consensus to complete task

- 5) **Bull Ring Writing:** Large marker held by a dozen strings. Two participants each hold onto end of string. Group decide upon one of five goals of day. Write it on chart.  
**Equipment:** Bull ring and chart on table  
**Standards:** Goal 1: #5 Comprehend and evaluate written presentation. Goal 2: #3 Exchange information, questions, and ideas. Goal 4: #6 Work with others to complete task.
- 6) **Team Over the Line:** With toes on line or rope, go forward as a team to step over second line or rope at exactly the same time. All planning must be done in straight line with toes touching rope or line. Option: Back of heel on line and back over second line.  
**Equipment:** ropes and judges  
**Standards:** Goal 1: #6 Discover patterns of linear vs. circular discussions and planning. Goal 2: #2 Review and revise communications to improve accuracy. Goal 3: #4 Evaluate process. Goal 4: #6 Work together as a team to complete task
- 7) **Texas Lizard Egg:** Participant receives a length of rope to get a bowling ball from point A to B. Participants may not touch ball and must hold rope at end. Another participant holds other end of rope.  
**Equipment:** Lengths of rope, bowling ball, nest for egg  
**Standards:** Goal 1: #1 Develop questions and ideas. Goal 3: #2 Develop and apply strategies. Goal 4: #6 Work together to complete task. #7 Identify safety
- 8) **All Aboard:** Facilitator places starting line and first block. Team places second block. Facilitator places ending line. Object is to get everyone on board safely without knocking poles off or stepping off block. Rules are that everyone must be assisted on and off. First one on is last one off. Number your group to know reverse numbering for going on and off.  
**Equipment:** 4 cones, 2 poles, blocks according to group size.  
**Standards:** Goal 3: #1 identify problems. #2 Develop and apply strategies. #4 Evaluate the process in solving problem. Goal 4: #4 Practice honesty and integrity in work. #6 Work with others to complete task. #7 Identify safety and health practices.