



*Leading a National Call to Character*

## **Future Educators for Character: A Call to Action for Teacher Education Programs**

Whitworth College  
Spokane, Washington



Whitworth College is a private liberal arts college with approximately 2,500 students located in Spokane, Washington. Knowing a little about the historical roots of Whitworth College, may help with understanding the course that our Character Education project has taken.

## Heritage

In 1853, George Whitworth, a minister in the Ohio Valley, set off for the Western frontier to establish a college that would provide a "learning of the highest grade." Of the 50 families who joined his mission trek to the Northwest, only Whitworth's made it to Oregon. It was 30 years before he was able to revive his dream of establishing a college.

In 1883, Whitworth founded Sumner Academy in a village of the same name in Washington Territory. Seven years later, the school was incorporated as Whitworth College. The catalog from that year further defined the vision: "It is intended to give both sexes a thorough course of education equal to that of our best Eastern colleges, guarding well the moral and religious life of the students, ever directing them in pursuit of that learning and culture of heart and mind that make the finished scholar. This institution is well fitted for this, being under the control and direction of the Presbyterian Church. While it is denominational, it does not aim to be sectarian, opening its doors to all lovers of truth and learning." In 1899, the college had outgrown the rural community of Sumner and moved to Tacoma. Fifteen years later, when Spokane developer Jay P. Graves offered land in his Country Homes Estates, Whitworth moved once more. In September 1914, classes began in Spokane.

Years of uncertainty followed until President Ward Sullivan brought needed stability in the 1930s. He was succeeded in 1940 by Frank F. Warren, during whose 23-year presidency brought the college to its present-day size and scope. The Diamond Jubilee, celebrated in 1965 during the administration of Mark L. Koehler, gave rise to innovative programs - the 4-1-4 calendar, January Term and the Core curriculum.

Edward B. Lindaman, president during the '70s, was a futurist. His leadership team focused on new programs that gained national recognition. Lindaman's successors, Robert H. Mounce and Arthur De Jong, added clarity of mission and an increase in international programs. President William P. Robinson, inaugurated in 1993, has taken steps toward broadening Whitworth's financial base and moving the college to national prominence. The college's Faith in the Future Campaign, which raised more than \$60 million, nearly doubled Whitworth's endowment, funded major capital improvements, and augmented the college's annual operations.

Through the years, Whitworth has held steadily to the concept defined more than a century ago by its founder.

The Mission of Whitworth College could be quoted by most students and virtually all employees. It is the touchstone for all decisions made at the college. Additionally, Whitworth has been named the "Best Christian Workplace" in its size category for the past two years. This award is based on outside analyses of various factors and surveys by employees at all levels of the organization.

## Mission

Whitworth College is a private, residential, liberal arts college affiliated with the Presbyterian Church (U.S.A.). Whitworth's mission is to provide its diverse student body **an education of the mind and heart**, equipping its graduates to honor God, follow Christ, and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and the integration of faith and learning.

## **School of Education**

The Whitworth College School of Education is made up of a number of undergraduate and graduate programs.

- (1) The undergraduate teacher education program is the largest department on campus. Each year approximately 85 to 100 students complete either elementary or secondary teacher certification programs. A unique requirement of this program is a multicultural education experience sometime during their training. For most students, this occurs during the January term.
- (2) The Master in Teaching (M.I.T.) program is a cohort program of between 50 to 60 participants. Candidates for this teacher certification with master's program have a bachelor's degree in something other than education. In 15 months, they take courses (two summers and seminars) and have a year-long student teaching experience in a classroom. These teacher candidates also are required to have a multicultural experience during their preparation.
- (3) A recent addition to the School of Education is the Evening Teacher Certification (ETC) program. Housed in the Continuing Education center, it is either a degree-completion program with teacher certification, or, if the candidate already has a bachelor's degree, it is just a certification program. However, in the "Whitworth way" we have figured out ways that students can take graduate courses to meet some of their certification requirements and, thus, have a start on a master's program when they finish. Two cohorts of approximately 40 students each begin this program each year – one cohort in the fall, the other in February. A multicultural experience is required for this certification program.
- (4) With approximately 160 students, Graduate Studies in Education (GSE) is the most diverse of the programs. Students may work toward an M.Ed. in School Administration, School Counseling, Elementary Education, Secondary Education, Agency Counseling, or Administrative Leadership. GSE also offers M.A.T. (Master of Arts in Teaching) degrees in Special Education, or with an emphasis in Gifted Education. If they already have a master's degree, students may enter certification or endorsement programs in school administration, counseling, or special education. Students may also take courses toward ESL or reading endorsements. Washington State's new Professional Teacher Certificate, a second-level performance-based program, may be completed through GSE, either as a stand-alone or as part of a master's program. A Summer Institute, operated by the Center for Gifted Education and Professional Development under the GSE umbrella, offers short courses each summer. These are "cutting edge" classes taught by outstanding practitioners in the area.

## **School of Education Conceptual Framework**

The history and mission statement of Whitworth College demonstrate the on-going commitment to core values in all areas of the institution. The School of Education faculty certainly had implicitly attempted to communicate the importance of good character, both for the teacher candidates and for the students whom they would serve. The recently revised Conceptual Framework for the School of Education gives voice to the core values desired for our students as they participate in and exit from our programs.

## **Whitworth College School of Education: Conceptual Framework**

The mission of the School of Education is to prepare Educators of Mind and Heart who are scholars, community members, guardians, visionary leaders, and effective practitioners. Educators are provided with opportunities to study established and emerging content, pedagogical, and professional knowledge for the integration of theory and practice, and to supplement their existing knowledge through study and practice of scientifically based research opportunities in diverse field settings. Educators are encouraged to become transformational servant leaders, acting as advocates and guardians for students as members of learning communities. Through effective practice, Educators of Mind and Heart have a positive impact on the learning and development of students.

### **Scholars**

Effective educators possess a solid knowledge of the content areas in which they work, understand the connections between their discipline and other disciplines, use the tools of inquiry specific to their discipline, and demonstrate an attitude of life-long learning along with an understanding that existing fields of knowledge continue to evolve and grow. Effective educators strengthen their existing knowledge base through continuous intellectual and scholarly growth based on research, the study of their own practice, best practice research, and the application of scholarship to solutions for problems in the field of education.

### **Community Members**

Effective educators develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other members for the development of a learning community. Educators understand their roles as professional colleagues in the school, community and professional organizations and recognize the importance that educators play in the creation of the culture of classrooms in a democratic society.

### **Effective Practitioners**

Effective educators are intrinsically motivated to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their professional thinking and decision making. Empowered by their vision, educators are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational context. They are competent in using technology in the educational setting.

### **Visionary Leaders**

Effective educators have a vision. They can articulate a personal philosophy of education that includes a belief in the unique worth and ability of each human being and provides a framework guiding personal and professional decision making and development. The educators' practices are intentionally and attentively aligned with this vision for the benefit of their learners, and learning communities. Effective educators model transformational and servant leadership in their learning communities and within society.

## Guardians

Effective educators act as advocates of children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, abilities, ethnicity, race, religion or socio-economic status bring to the learning and the community. In the Christian tradition of servant leadership, educators serve humankind, seeking opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.

As we considered the opportunity to apply for the “Future Educators for Character” grant, we realized that we could more explicitly infuse matters of character into our preparation programs. None of us knew what others in the department might be doing in this area. We also realized that we were not well prepared to do this work. Many of us had vague information about character initiatives, but we had not developed a working theory of how we might approach the topic. Our attitudes about how and whether this should be done in a purposeful manner were spread over a wide continuum. So we determined that our project must have three separate, but interrelated initiatives:

- (1) Educating ourselves
- (2) Character development for our students (Dispositions; Essential Attributes)
- (3) Preparing our candidates for developing character in their students

In order to secure some baseline data about our knowledge and implementation about Character Education prior to grant activities, we adapted the Character Education Quality Standards survey to reflect School of Education attitudes and administered it in early fall to all SOE faculty and staff. We had approximately 50% return on the surveys. SOE faculty and staff were asked to rate each item in two ways. The first was how the SOE in general was perceived by the respondent. The second rating was to reflect whether this principle was included in any course the person taught at the present time. In that way, we were attempting to capture what practices were already in place before we began the grant activities. The results of the survey are included at the end of the chapter. (Get copy from Mid-Year Report and insert)

## Educating Ourselves

The first activity we undertook was a book discussion project. In the spring of 2003, several copies of a number of classic books on character and moral development were purchased and given to interested faculty members to read over the summer. The books were deliberately selected to give a variety of perspectives on character development with the hope of stretching our thinking and causing us to begin to develop our own conceptual understanding of the various facets of moral and spiritual development. Most were focused on how issues of character could be applied in K-12 school settings. Our desire was to educate ourselves in current thinking, best practices, and promising strategies, as well as to determine where and how in our preparation programs these ideas might be logically placed.

The books we selected to read were:

Ryan, Kevin and Bohlin, Karen. *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. Jossey-Bass, 1999.

Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books, 1991.

Goodman, Joan F. and Lesnick, Howard. *The Moral Stake in Education: Contested Premises and Practices*. Longman, 2001.

Noddings, Nel. *Educating Moral People: A Caring Alternative to Character Education*. Teachers College, Columbia University, 2002.

Six copies of each of these books were ordered and faculty and staff members selected the book they would like to read.

The Book Discussion evening was held on October 9, 2003, in the catering rooms of the Hixson Union Building (HUB) on the Whitworth campus. Faculty members who had read the same book had one hour at the beginning of the session to finalize their presentation for the other attendees. Highlights and main themes from each book were presented, including a power point presentation by one group. Dinner was served at mid-point of the evening.

Following the presentations by all four groups, a general discussion was held comparing and contrasting the various models and further developing our own perceptions of character and moral education. Some of the discussion centered around logical points in Whitworth's preparation programs to infuse these ideas and concepts. The coordinator of the Character Education program at West Valley School District attended the book discussion evening and indicated new learning that could be applied to the district initiative as well.

It was becoming increasingly clear to us that we should not select a particular program model since our candidates would be employed in many different settings. Rather, we should focus on the commonalities and help our students understand the importance of the issue, knowing that it could be implemented in many different ways in different contexts.

A second formal activity was held on December 11, 2003, again in the catering rooms at the HUB on Whitworth campus. Dr. Rick Hornor, from the Theatre Department at Whitworth, presented a training session on using drama in the teaching of character in schools. Several faculty members and three West Valley School District educators attended this session, with dinner served in the middle of the evening. It was an interactive session with great audience participation. It was a good time to hear about school practices at various grade levels that are working well.

Our third event was a Character Education Workshop, held on May 19, 2004, at Whitworth College. The workshop was attended by 47 people including School of Education faculty and staff members, some adjunct professors, 21 presenters from three school districts, and other invited guests. The session began at 12:15 p.m. with a luncheon and a keynote address from Ms. Pamela Pratt, Principal from Skyway Elementary School in Coeur d'Alene, Idaho. This is a new public school, four years old, which was designed around the teaching of character, infused into everything they do. Her keynote was engaging and informative. The evaluation rating on the talk was 4.9 on a scale of 1-5 by all participants. Four of her teachers came with her and assisted at the end of her keynote. They also presented a breakout session sharing specific classroom and schoolwide activities from Skyway.

Following lunch, there were three breakout sessions of 45 minutes in length. Three to four options were offered each session – an elementary presentation, one from a middle school, and a high school session. During the first session, we also offered a repeat of Dr. Hornor's workshop, since many of the faculty and/or K-12 partners had not been able to attend in December. Some of the middle and high school presenters were from alternative schools as well. Following is a schedule of the afternoon, showing the sessions and presenters, including their schools and districts. We got full participation from our two partner districts in the grant – Mead School District and West Valley School District. We also added the Skyway Elementary team from Coeur d'Alene. They strongly requested to be included in on-going grant activities. Session attendees were faculty and staff members as well as presenters from other districts during the times when they were not presenting. Most sessions had from 5-12 attendees.

Evaluation ratings were universally high, with 4.2 being the lowest rating and some ratings as high as 5.0. Comments from Whitworth faculty and from district presenters were also very positive.

The presentations by these K-12 educators helped faculty members gain an understanding of how the “theory” looks in “practice.” The mini-conference provided a fuller understanding of the power of character initiatives in diverse school settings.

## **The Work Begins**

### **SYLLABUS REVISION PROJECT**

A major thrust of grant activities was the syllabus revision project. Faculty members in the School of Education in all programs were offered the opportunity to apply to revise a syllabus of a course of their choosing to include purposeful instruction and assignments related to character education. Courses such as Methods, Classroom Management, and Children’s Literature were suggested as likely places to begin.

Fourteen faculty members submitted proposals to revise a course syllabus over the summer. One faculty member was re-assigned to a different course and chose not to complete the project. Other instructors did more than one course. The Dean of the School of Education was one of the faculty members who completed revision of a Secondary Assessment course which he teaches for undergraduate student teachers. The courses which were revised to include issues of character are:

#### Masters in Teaching (MIT)

EDM 530B Educational Foundations and Critical Issues  
EDM 532 Advanced Educational Psychology  
EDM 536A Multicultural/Intercultural Education  
EDM 546B Field Immersion in Multicultural/Intercultural Education  
EDM 537 Classroom Management  
EDM 543 Language Literacy and Reading Methods

#### Undergraduate Teacher Education

EDU 344/544 Children’s Literature and Language  
EDU 475 Assessment in the Secondary Classroom  
EDU 476 Professional Issues  
EDU 477 Classroom Management  
EDU 478 Senior Seminar  
EDU 401W Democracy, Leadership, and Schooling  
EDU 440 Methods of Teaching Reading  
EDU 340 Social Studies Methods

#### Special Education

EDU 322/EDS 522 Assessment and IEP Planning  
EDU 320/EDS 520 Exceptional Learners and Inclusion

#### Educational Administration

EDA 513 Instructional Leadership  
EDA 517 Moral Leadership in a Democratic Society

The MIT (Masters in Teaching) is a cohort group of 50-60 students in a full-time 15-month teacher certification program. Since all the MIT faculty members were revising syllabi, they worked together to determine programmatic infusion of character, beginning with concept development, research, and moving to application as the students go through their coursework and field-based experiences. One of their early assignments was to work in groups of 3 or 4 students to do these things:

1. Research various school models of Character Education
2. Investigate their own field placement sites to determine what, if anything, was happening with Character Education
3. Complete a poster to incorporate the things they had learned from both of these sources and to provide their own perspective on Character Education (see picture)

## **SYLLABUS SHARING PROJECT**

In early October, a syllabus-sharing luncheon was held so that faculty members could give highlights of how they had infused Character Education into their courses. Instructors also shared student work if that was available, or described assignments and projects from the course. Sixteen faculty and staff members from the School of Education attended this event. Faculty members got good ideas from one another and enjoyed hearing the MIT faculty share how they were coordinating their efforts across courses to help students receive a coherent message without duplications or gaps.

(Pictures of this event follow)

A post-survey based on the CEP Principles of Quality Character Education was administered in the spring of 2004. A graduate student used this data to complete a graduate research project to document changes that occur in course syllabi when faculty members receive training in various aspects of character education. (Summary of findings of the research study)

## **CHARACTER EDUCATION CURRICULUM MATERIALS**

The grant funded the purchase of a number of Character Education instructional materials so that faculty members could share these with their students as examples of the kinds of curricula that are available for students of various ages. In order to make these known to instructors, we hosted an "Open House" in November of 2004. All the materials were set up in the staff lounge along with a box containing various brochures from other companies that the coordinator had brought home from the CEP Conference. A materials list was provided to each School of Education faculty member so that they would know what is available at Whitworth and also see other materials that could be secured. Substantial snacks proved to be a good draw, and most faculty and staff members perused the materials throughout the day and took copies of the Materials list for further usage. The materials are housed in the Center for Gifted Education and Professional Development in the School of Education, and a check-out system has been set up so that faculty and students may have easy access to them.

### **More Syllabus Revision**

During Spring Semester of 2005, faculty members were offered the opportunity to revise syllabi of courses that they teach to infuse issues and assignments related to character education. Several instructors took this challenge, and the following courses were added to the list above:

(List courses)

A course was added to the M.A.T. in Special Education that focuses specifically on Behavior and Character Education – EDS 5\_\_

### **Visit by Author Marilyn Watson**

In June of 2005, we were privileged to have the author, Marilyn Watson, visit our campus. Prior to her coming, we purchased a number of copies of her book, "Learning to Trust." All of the M.I.T. faculty read the book and all M.I.T. students read parts of the book and did a jigsaw on the rest of the book. The book and the visit of the author was used to help these graduate pre-service teachers hone their culminating education philosophy projects. Ms. Watson provided an outstanding morning lecture. M.I.T. students asked insightful and provocative questions, which she fielded with expertise. Invited

guests included teachers and counselors from our partner districts and a group of mentor teachers from Spokane Public Schools, the largest district in our area. These guests, along with faculty and staff members joined Ms. Watson for a luncheon event where more exhilarating dialogue occurred. The comments were universally positive, and M.I.T. students recommended that this book be a mandatory part of all future cohort curricula.

### **Scope and Sequence Work**

With a large number of courses revised to reflect our growing understanding and commitment to issues of character, we began to realize that there was a further step needed if we were going to preserve our gains and “institutionalize” our work. We needed to have key people from each program spend some time looking at the CEP Eleven Principles for Effective Character Education, and determine which made sense for the educator preparation of that particular program. Secondly, we needed to determine which courses should reflect each principle, and in what ways. The work was completed by full-time faculty, adjunct faculty, and staff members in some programs. In each case, a matrix reflecting which principles and in which courses has been developed for the following programs:

- (1) Undergraduate Teacher Preparation
- (2) Evening Teacher Certification (ETC)
- (3) Master in Teaching (M.I.T.)
- (4) M.Ed in School Administration
- (5) M.Ed. in School Counseling
- (6) M.A.T. in Special Education
- (7) M.A.T. with emphasis in Gifted Education

In some cases, the programs have fully implemented the character education teaching, assignments, and activities. In others, the preliminary work of determining where the various principles should be reflected is but the first step in the program revision. Some of the identified courses have already been revised, and in others, that work still remains to be completed. (At the end of the chapter, the matrices are available)

### **Post-Assessment of Faculty**

At the beginning of the year School of Education Retreat in August of 2005, all faculty members completed the same survey that was completed at the beginning of the project in the fall of 2003. Survey responders were asked to rate each item in two ways: How well we display that item in the School of Education, and secondly, whether they address that topic in any course that they teach. As you can see from the following table, the results are quite compelling. Faculty members feel much more prepared to infuse issues of character into their courses, and they also feel we display these items to a much greater degree in the School of Education.

### **Some Grant Extensions:**

As we participated in Grant activities, some extensions occurred that we were not expecting. The Whitworth Character Education Book Award was one of those. The enthusiasm exhibited by students as they selected their books and gave rationale for their choices infected us all. The M.I.T. character posters also were contagious and attractive. Another serendipity involved a literacy project in partnership with Starbucks Coffee. Several of our undergraduate students arranged to present book talks at two neighboring Starbucks Coffee shops. Starbucks employees did activities with children related to the books while our students presented the books to their parents, along with follow-up activities they could do at home. Selecting books about character extended our work into the

community. Starbucks also made a contribution for each night to our Literacy Center, a summer program to enhance the skills of struggling readers.

Another extension was completed for the endorsement or M.Ed in Special Education. Faculty members shared this progression that led to a new course in their program:

*For several years, our endorsement program in special education required our students to take a course on collaboration in the helping professions. The course was focused on establishing teaming skills for working with other professionals who serve special needs students in schools. Unfortunately, each semester was a dismal failure! Despite our efforts to encourage team work, the special educators, counselors, and others in the class focused on their differences and disagreements. As a faculty, we decided that perhaps we could teach teamwork better if we helped students work together on a school-wide project that would benefit all children rather than simply learning about how to team.*

*This transition occurred as our faculty was learning more about Character Education through Whitworth's grant and at the same time many schools were adopting the researched-based, school-wide practice known as Positive Behavior Support. After attending training sessions on Positive Behavior Support at our primary special education state and national meetings, our faculty saw many complimentary features between Positive Behavior Support and Character Education and wanted to share both approaches with our students. As the instructor explained to his students, Character Education is the whole ice burg that addresses behavior in our schools and Positive Behavior Support is the visible part of that ice burg that sits above the water; after identifying the values that we want to establish in our students through Character Education practices, Positive Behavior Support provides tools to work with all children, including those with behavioral disorders.*

*This year we have replaced our previous class with one that opens with an introduction to Character Education and guides students through the process of developing a school-wide plan for Character Education. The content then shifts to the more specific aspects of the Positive Behavior Support approach which helps in determining rules and consequences, collecting progress data, and assisting students with behavior disorders who don't respond well to the school-wide system. Students redefine their school-wide plan to include Positive Behavior Support practices as well. This is our first semester with the course, EDS 536, Intervention Through Positive Behavior Support, but we look forward to evaluating how well our students learn to team with others to develop school-wide systems to provide positive learning environments for all.*

Another extension of our grant project has been a growing interest in the *Smart and Good High Schools* research project by Tom Lickona and Matthew Davidson. Whitworth is working in partnership with several area high schools to identify best practices in helping underachieving students. This resource is assisting us with that effort.

Another unexpected correlation has occurred with the work in the School of Education on dispositions and essential attributes. We have worked to align these with our Conceptual Framework and also with character qualities. A presentation on this process has been proposed for the AILACTE Conference in January at San Diego.

## **Looking Ahead**

The School of Education Leadership Team is made up of the Directors of each of the programs. This team of seven educators and the Dean have served as the oversight committee for the "Future Educators for Character" grant. The Team has set a date to meet and review all of the data we have gathered, including the faculty survey results, the matrices and summaries from each of the programs,

and determine what should happen next. The goal of this group is to sustain and to institutionalize our processes. We will answer the questions, “What’s next?” and “How can we provide accountability?” The group will also wrestle with best ways to evaluate the success of our project in the lives and work of current students and of our graduates as they enter educational settings..

## **Evaluation**

We are instituting survey questions at the end of course assessments that will give us student feedback on the effectiveness of our character education initiatives.

We are revising a survey to be completed at the end of programs by participants that will include questions on their perceptions of the effectiveness of the instruction they received on character education and how well they feel prepared to implement the topics and strategies in their classrooms and buildings.

We will include at least two questions on teachers and administrator’s perceptions of the effectiveness of their training and their implementation practices on the 1-year follow-up survey that is completed for all undergraduate students.

We will compare the student’s educational philosophy statements from the beginning and end of the M.I.T. preparation programs to determine how they have been influenced by their study and research in issues of character development.

## **Program Infusions of Character Education Principles**

On the following pages, you will see samples of how the faculty (full-time, and in some cases adjunct faculty) decided to infuse the 11 principles into our educator preparation programs. Since each group worked in isolation with only the 11 principles and their required courses as a beginning, they have approached the task in a variety of ways. We think that adds to the richness of the products and should help others to see a number of ways to think about this work.





# IMPLEMENTING CHARACTER DEVELOPMENT INTO THE MASTER OF ARTS IN TEACHING, WITH AN EMPHASIS IN GIFTED EDUCATION

It is the intention of the master's program to develop a community of teachers who have the understanding and practice of character development. Through the five required classes students experience a culture of respect for one's self and others based on the fundamental premise that each individual is different. Learning to appreciate student differences and develop a classroom atmosphere of respect and learning is core to the program and modeled by instructors. Bright teachers and bright students need the skills and guidelines to develop moral integrity and values of intellectual character. It is the responsibility of instructors in the program to promote and intentionally foster this mutual respect between students in each course. By modeling and purposefully developing a classroom atmosphere conducive to learning and mutual respect, students learn the skills to use in their own classrooms. Thus character education is an emphasis in the development of programs for bright students.

The first seven of the principles apply directly to the Gifted Education master's degree:

## Principle 1: Promotes core ethical values as the basis of a good character

### **Educational Psychology of the Gifted – EDG 551 Emotional and Social Needs of the Gifted**

Develop the culture of the class – model in discussion how to treat a variety of students in the classroom – be open and honest and appreciating differing opinions

Address differences by presenting hierarchies of development and discuss the application of these theories

### **Teaching for Independence and Responsibility – EDG 552**

The study of Kohlberg's Moral Development Theory

Evaluation of the standard of responsibility quotient to understand and balance student and teacher responsibility to develop student independence

Review of theorists who emphasize responsibility and respect  
(Example: Canfield, Rimm, Rosemond, Glenn and Nelsen)

Examination of the correlation relationship between self-concept and achievement

### **Creativity and Analytical Thinking – EDG 552**

Analyze character traits of critical thinking: intellectual honesty, fairness and respect

Confront and state your opinion without devaluing the person

### **Strategies for Challenging Bright Students – EDG 554**

Emphasis on individual responsibility in learning: choices in assignments, choices in testing, method and content – choices in independent topics and presentations

Curriculum: Process of independent study – character education – social and emotional needs of the gifted – leadership study

### **Teaching the Underachiever – EDG 571**

Purposely developing a culture of mutual respect

Understanding the traits of achievement – study of eminent people

Understanding permission in change agents

### **G&T Practicum – EDG 581**

Application of individual focus of program

**Principle 2: Defines “character” comprehensively to include thinking, feeling and behavior**

### **Educational Psychology of the Gifted – EDG 551**

Definition of character traits predominant in gifted people

### **Teaching for Independence and Responsibility – EDG 552**

Practice in reflective journal writing on daily affective activities and experiences, including thoughts and feelings and plans for application or change

Participation in activities promoting better understanding of self and others

### **Creativity and Analytical Thinking – EDG 552**

Learn to solve problems with attention to moral implications of the process and solutions

### **Strategies for Challenging Bright Students – EDG 554**

Define “intellectual character” as curriculum for the gifted

The place of the honor code and descriptors it should include for the gifted

### **Teaching the Underachiever – EDG 571**

### **G&T Practicum – EDG 581**

## **Principle 3: Uses a comprehensive, intentional, proactive and effective approach to character development**

### **Educational Psychology of the Gifted – EDG 551**

Instructor models character traits of respect for diversity, appreciation of intellectual differences and variety of personal opinion

### **Teaching for Independence and Responsibility – EDG 552**

Create a greater awareness of the presence of opportunities for character development in every aspect of school life: For example, defining procedures, participating on teams, managing discipline, attending assemblies relating to and collaborating with others

Examination of a successful character education program with a local specialist, including ways to collaborate with parents and staff

### **Creativity and Analytical Thinking – EDG 552**

Intentionally create opportunities for group problem solving around moral issues

With respect, practice creative expression and analytical processes in a diverse group

### **Strategies for Challenging Bright Students – EDG 554**

Unit of study option

### **Teaching the Underachiever – EDG 571**

Explanation of neuro- hijacking

Self-concept essential to achievement

### **G&T Practicum – EDG 581**

Option for project focus of practicum

Part of any practicum

## **Principle 4: Creates a caring school community**

### **All classes**

Purposely in each class create a culture of respect and integrity.

Focus on affective qualities of effective teachers and their impact

on students with regard to classroom management, teacher demeanor,

communication with student and family, etc. Development of skills and activities to enhance the affective culture of the classroom

## **Principle 5: Provides students with opportunities for moral action**

Generate increased awareness for opportunities to apply pro social values such as independence, responsibility, respect, cooperation and moral behavior

Principle 6: Includes a meaningful and challenging academic curriculum that respects all learners, develops their character and helps them to succeed

**Educational Psychology of the Gifted – EDG 551**

Model differentiation of content based on the individual needs and experience of the of the student

Strive for engagement and achievement for all learners to experience challenge, autonomy and growth

**Teaching for Independence and Responsibility – EDG 552**

Challenging content is essential to goals of the program

**Creativity and Analytical Thinking – EDG 552**

Skill to process rigorous content

**Strategies for Challenging Bright Students – EDG 554**

The study of challenging content and strategies for gifted learners

**Teaching the Underachiever – EDG 571**

**G&T Practicum – EDG 581**

Inclusion of character ed in individual practicum

Principle 7: Strives to foster students' self-motivation

**Educational Psychology of the Gifted – EDG 551**

Emphasis on the uniqueness of a gifted individual with respect to the predominance of intrinsic motivation and a strong sense of justice

### **Teaching for Independence and Responsibility – EDG 552**

Curriculum and strategies to develop independence and responsibility with reflective behavior

Purposeful inter and intra personal skills

### **Creativity and Analytical Thinking – EDG 552**

Strive to foster internal motivation by giving opportunities to evaluate and solve problems and create varied solutions

### **Strategies for Challenging Bright Students – EDG 554**

### **Teaching the Underachiever – EDG 571**

Strategies to increase the independence and responsibility of the student for achievement

### **G&T Practicum – EDG 581**

Individualized program for the particular student

## WHITWORTH COLLEGE

### ***GIFTED & TALENTED PROGRAM CHARACTER EDUCATION SCOPE AND SEQUENCE - 9/05***

<b>Character Ed Principles</b>	<b>Ed Psych of the Gifted EDG 551</b>	<b>Teaching for Indep &amp; Resp EDG 552</b>	<b>Creativity &amp; Analyt Think EDG 552</b>	<b>Strategies for Bright EDG 554</b>	<b>Teaching Underachiever EDG 571</b>	<b>G&amp;T Practicum EDG 581</b>
1 Core Ethical Values	X	X		X	X	X
2 Character as Thinking/Feeling Behavior	X		X	X		X
3 Proactive Approach		X				X
4 Caring Community	X	X		X		X
5 Moral Action	X		X	X		X
6 Challenging Curriculum	X	X		X		X
7 Self-Motivation		X			X	
8 Moral Community for Staff						
9 Support for Character Ed						
10 Family as Partners					X	
11 Evaluates Character						

**WHITWORTH COLLEGE**  
**SCHOOL COUNSELING PREPARATION PROGRAM CHARACTER EDUCATION SCOPE AND SEQUENCE**  
September, 2005  
Draft

Courses	1: Core ethical Values	2. Character as thinking, feeling, behavior	3. Proactive Approach	4. Caring Community	5. Moral Action	6. Challenging Curriculum	7. Self- Motivation	8. Moral Community for Staff	9. Support for Character Ed	10. Family as Partners	11. Evaluates Character
EDC 500 Topics	X										
EDC 501 Orientation	X	X						X			
EDC 502 Dev. Across Life Span	X	X					X			X	
EDC 503 Soc./Cult. Consider.	X	X	X	X				X		X	
EDC 504 Theories	X	X					X				
EDC 505 Career Dev.	X	X			X		X				
EDC 506 Consultation	X	X	X			X			X	X	
EDC 507 Meas./Eval.	X	X		X							
EDC 509 Research	X	X									X
EDC 511 Process	X	X		X							
EDC 512 Intro/Group	X	X		X				X			



**WHITWORTH COLLEGE SPECIAL EDUCATION PREPARATION PROGRAM  
CHARACTER EDUCATION SCOPE AND SEQUENCE 9/05**

X indicates modeling in Whitworth class    XX indicates teaching students how to implement in classrooms

<b>Character Education Principles</b>	<b>ASL EDS 501</b>	<b>ASL EDS 502</b>	<b>Excep-tional Learners EDS 520</b>	<b>Behavior and Motivation EDS 521</b>	<b>Assessment and IEP EDS 522</b>	<b>Learning Problems EDS 523</b>	<b>Early Intervention EDS 524</b>	<b>ADHD EDS 525</b>	<b>Severe Phys Sens &amp; Com Problems EDS 526</b>	<b>Positive Behavior Support EDS 536</b>	<b>Practicum and Advanced Practicum</b>
<b>1 Core Ethical Values</b>	X	XX					XX	X	X	XX	
<b>2 Character as thinking, feeling, behavior</b>	XX	X	XX				XX	XX	XX	XX	XX
<b>3 Proactive Approach</b>						XX		XX	XX	XX	
<b>4 Caring Community</b>	XX	XX	X	XX	X					XX	XX
<b>5 Moral Action</b>	XX		X	XX	X					XX	XX
<b>6 Challenging Curriculum</b>	X		X	XX		XX	XX	XX	XX	XX	XX
<b>7 Self-Motivation</b>	X		XX	XX				XX	X	X	
<b>8 Moral Community for Staff</b>	XX	XX	X	X	X		XX	XX	XX	XX	XX
<b>9 Support Character Ed</b>		XX	X		X					XX	
<b>10 Family as Partners</b>	XX	XX	X	XX			XX	X	X	XX	XX
<b>11 Evaluates Character</b>				XX	X					XX	XX

## Character Education Infusion ETC Program Curriculum

The following table lists the essential questions and skills that we would like to have addresses in every Evening Teacher Certification course. These are followed by two clusters of courses, methodology and field experiences, and the knowledge and skills addressed in each. Finally, the ETC program's complete coursework is listed sequentially by semester. Each of these categories includes reference to the Character Education Quality Standards that are promoted.

ALL CLASSES			
<b>Essential Questions</b>			
What moral or ethical dilemmas might one encounter in this area of study? How might we help our students address moral or ethical dilemmas prevalent in this discipline? What character traits are essential of successful professionals practicing in careers related to this discipline? How might we model and provide instruction in moral leadership?			
<b>Activities to Include in Each Course</b>			
<ul style="list-style-type: none"> <li>- Incorporate community building activities into each course</li> <li>- Discuss the essential attributes necessary for success in your specific course and what they might look like. (Refer to the School of Education Conceptual Framework and Essential Attribute Evaluations)</li> <li>- Have students evaluate their own behavior in the cohort in each of the essential attributes.</li> <li>- Address the essential questions through discussion and assignments.</li> </ul>			
COURSE CLUSTERS			
Courses	Knowledge and Skills	Performance Indicators	Principles
Methods classes: 340-SS 341-Math 343-Science 345-Mu, ART, RE & Drama 360-Differentiation 440- Reading 441-Literacy & Lang. Arts	Demonstrate Cooperative Learning Strategies	1. Think, pair, share activities 2. Collaborative group work 3. Rubrics for behavioral expectations included in lessons involving group work 4. Reflections on group work using essential attributes and/or course developed rubrics as guides.	1, 2, 5, 8, & 11
	Creation of a caring classroom community	1. Trust building activities 2. Governance structure for airing of concerns in a non-threatening manner 3. Class contact information sheets 4. Cohort celebrations of major milestones in class members' lives: births, marriages & promotions.	1, 2, 3, 4, 5 & 9

Course	Knowledge and Skills	Performance Indicators	Principle/s
Instructional Practicum: EDE 342 & 442 Intercultural Immersion: EDE 368 Student Teaching: EDE 496	- Observing, modeling and self-reflecting on moral leadership	EDE 342 - 30-hour K-8 classroom experience and evaluation by mentor EDE 442 - 30-hour K-8 classroom experience and evaluation by mentor EDE 496 – 11 week full time student teaching experience EDE 368 – 2 week full time intercultural education immersion experience	2, 5, 7, 8 & 11
<b>BENCHMARKS 1 - 4</b>			
Conducted each semester	Student will learn and grow as moral leaders and educators of character through constructive feedback from instructors and peers as well as self-reflection.	1. Benchmark interviews 2. File review 3. E-folio review 4. Dispositions - self and instructor evaluations	1, 2, 3, 5, 7 & 11
<b>PRE-REQUISITE COURSES</b>			
EDE 202 Exploring Teaching	- Whitworth SOE Conceptual Framework is an indicator of dispositions believed to be essential for educators	Test on Conceptual Framework	1
	- Entry level understanding of the nature of character education, classroom and school-wide	Research Paper on the issue of character education in our public schools	1
	- Attributes that characterize good teachers from the perspective of the students	Data Collection and analysis on perceived attributes of a good teacher	4 & 9
	- Articulation of personal beliefs about children and youth and the essential attributes of teachers who work with them	Vision Statement	1 & 2
EDE 203 Exploring Teaching: Field Experience	- Observing, reflecting on and modeling moral leadership	25 hour K-12 classroom experience and evaluation by mentor	2, 5, 7, 8 & 11

**SEMESTER 1**

<b>Course</b>	<b>Knowledge and Skills</b>	<b>Performance Indicators</b>	<b>Principle/s</b>
EDE 204 Human Development & Learning	- Attachment theory: social, emotional and cognitive aspects	Case study and tests	2 & 7
	- Family's impact on teaching and learning	Case Study	2 & 7
EDE 320 Exceptional Learners and Inclusion	- Self examination of attitudes and beliefs about the fellow humans, particularly those with disabilities	Christian tenets paper	1, 2, 5 & 6
	- First hand experience interacting with students with disabilities and their parents to increase awareness and compassion	HOST family visits	5 & 10
EDE 340 K-8 Instructional Methods & Social Studies Curriculum	- Delineation of values inherent in a democracy	Class instruction and discussion on application of Civics' EALRs	1
	- Comprehension of developmental stages of moral development	SS unit includes a description of the level of moral development for targeted age group and how this influences the unit content and instructional methods.	1, 2 & 7
	- Developmentally appropriate instruction on values and character traits	Development of unit includes a focus on 1 to 3 targeted character traits with supporting children's literature	1, 2 & 6
	- Effective written communication with parents	Parent letter introducing them to the content and intent of the SS unit as well as an invitation for their participation	10
	- TRIBES' methods for developing a caring classroom community	Student presentation of TRIBES lessons to peers	4 & 5
	- Methods for adapting curriculum to meet the needs of all learners	SS unit includes modifications and adaptations in each lesson	6
	- Rationale for and techniques used to implement Cooperative Learning in the classroom	1. Cooperative learning micro-teaching and lesson plan 2. Behavioral expectations' rubric for lesson	2, 4 & 11
EDE 345 Instruction in Movement & the Fine Arts	- Reacting and enacting solutions to moral dilemmas	Role play and creative expression activities	2, 3 & 5
	- Challenging mental models and developing sympathy for other's circumstances	Story theatre	2
	- Competition can aid in the development of moral character	Consideration of the following when planning and implementing PE and recreational activities: 1. Inclusivity when choosing teams 2. Competition as a partnership among competitors 3. Self management in response to the emotions that competition elicits. 4. Post competition reflection enhances personal growth	1, 2, 3, 4, 5, 7, 9 & 11

**SEMESTER 2**

<b>Course</b>	<b>Knowledge and Skills</b>	<b>Performance Indicators</b>	<b>Principle/s</b>
MA 220 Structure of Elem. Math	- Using differing methodologies respect students' differences	Instruction using at least two distinctly different methodologies for arriving at the same answer	2 & 6
EDE 341 K-8 Mathematic Methods	- Cooperative learning applied to math content	1. Cooperative learning micro-teaching and lesson plan 2. Behavioral expectations' rubric for lesson	2, 4 & 11
	- Effective listening to promote understanding	Listening skills rubric	2 & 7
	- Misconceptions about probability and statistics	Ethical representation of data	3 & 6
	- Using differing methodologies respect students' differences	Instruction using at least two distinctly different methodologies for arriving at the same answer	2 & 6
EDE 342 Instructional Practicum I	See practica & student teaching, page 1 of this document		
EDE 343 K-8 Mathematics Methods	- Students practice responsibility by using safety precautions	Micro-teaching while modeling and instructing students on safety procedures	2 & 8
	- Using differing methodologies respect students' differences	Inquiry based instruction: lesson plan and micro-teaching	2 & 6
EDE 471 Assessment & Accountability	- Community factors influence areas targeted for professional growth	Development of a professional growth plan for the following semester	6 & 10
	- Rigorous self-reflection is a precursor to professional growth	Development of a professional growth plan for the following semester	1, 3, 5, 7, 9 & 11
EDE 471 Assessment & Accountability	- Evaluation systems should be fair and clearly communicated	1 Development of a rationale for report cards and other grading systems 2 Development of rubrics for assignments to include processes and products	6, 7 & 11
EDE 472 Professional Issues in Education	- Legal and ethical issues for educators	1. Case studies 2. Application of Teachers' Rights and Responsibilities (NEA) 3. Quiz on religion in the schools 4. Research paper on professional issue of choice	1, 2, 3, 5, 8 & 9
	- Community factors influence areas targeted for professional growth	Development of a professional growth plan for the following semester	6 & 10
	- Rigorous self-reflection is a precursor to professional growth	Development of a professional growth plan for the following semester	1, 3, 5, 7, 9 & 11

**SEMESTER 3**

<b>Course</b>	<b>Knowledge and Skills</b>	<b>Performance Indicators</b>	<b>Principle/s</b>
EDE 440 Methods in Reading Instruction	- Children's literature provide developmentally appropriate examples of moral dilemmas that characters must face	1. Use of children's literature for interdisciplinary purposes including moral education	1, 2, 5, 6 & 7
	- Children's literature is rich with examples of exemplary and contemptible character traits and moral dilemmas	1. Nomination of a children's book for the Whitworth Character Education Award of the year. 2. Class selection of the award winners based on class developed criteria	1, 2, 5 & 7
	- Teacher candidates know and understand strategies for setting goals and evaluating student progress in reading	Methodologies to address individual reader's needs, such as Reader's Workshop, DI, and phonemic awareness	6
EDE 441 Literacy Instruction	- Faith and values play a major role in the evaluation of children's literature for teaching literacy	Discussions about children's literature will investigate morality and ethics	1, 7,
	- Writing is a means to help students make sense of their word and their own values and beliefs	1. Students' weekly journal makes connections between their lives and the character traits and events portrayed in literature 2. Students will write fables that illustrate multicultural proverbs (universal values that have stood the test of time)	1, 5, 6 & 7
	- Writing can be a collaborative process	Relational skills will be addressed through the use of conferencing, publishing and modeling writing for and with students	2, 4 & 11
EDE 442 Instructional Practicum II	See practica & student teaching, page 1 of this document		
EDE 367 Intercultural Education	Interactions with all students foster respectful behaviors	Examination of personal mental models	1, 2 & 7
	Intercultural Communication	First-person interview of recent immigrant	3 & 10
EDE Democracy, Leadership & Schooling 401	Articulation of core beliefs about education	Updated personal philosophy of education, turning convictions into education practices.	1
	Development of critical thinking and problem solving skills	Response sheets in which students take a stand on an issue that they've read	
	Development of a sense of belonging	Working with other members of the class student will create a poster showing how you might create a learning community within your classroom.	4, 8, & 9
EDE 360 Differentiated Instruction	Displays understanding of cultural competence and differing student needs	1. Discussion of works by Geneva Gay, James Banks and other well known researchers in the field 2. Develop lesson plans to meet the needs of marginalized students including those with English as a second language	5, 6 & 10

SEMESTER 4			
Course	Knowledge and Skills	Performance Indicators	Principle/s
EDE 473 Classroom Management	Individual and group motivation for encouraging positive social integration, active engagement in learning and self-motivation	1. Classroom Management Plan 2. Role play activities 3. Positive Behavioral Support System review 4. Love and Logic training 5. Character Education – EQ worksheet	1, 2, 3, 4, 5, 7, 8, 9 & 10
EDE 474 K-8 Student Teaching Seminar	Professionals demonstrate commendable character traits through moral actions.	1. Small group presentation of defining moments 2. PGP	7, 8, 9, 10, 11
	Candidates demonstrate good character through exemplary work	1. E-folio 2. Endorsement competencies 3. Mid term teacher evaluations	1 - 10
EDE 496 Directed Teaching: K-8	See practica & student teaching, page 1 of this document		
	Effective interactions with parents and community to support student's learning and well-being	1. Parent newsletters, notes phone calls and e-mail 2. Pedagogy Assessment	10
	Teachers consider community factors in development of curricular interventions	1. Pedagogy Assessment 2. Positive impact plan	6 & 10
EDE 368 Intercultural Education Immersion	Demonstrates culturally responsive teaching	Pedagogy Assessment	2, 3, 4, 6, 8 & 10
	Articulation of core beliefs about education	Final revision of Vision Statement	7

## SCHOOL ADMINISTRATOR PREPARATION PROGRAM CHARACTER EDUCATION INFUSION

The work group was made up of 1 full-time faculty member, 1 staff member and 3 adjunct instructors, all of whom are school administrators themselves. The Principal Preparation program is based on the ISLLC Standards and strands, and the courses are aligned to those. Therefore, the group looked first at the 11 CEP Principles to determine which ones should be included in the courses for principal preparation. The consensus was, that since the principal is the leader of the entire system, all 11 principles should be included. The second decision that was made was that the Core values should appear in each and every course in the program. You will note the Xs for Principle 1 in each course.

At the time the principal preparation program was designed, one course was charged with focusing on character education. The course is EDA 517, Moral Leadership in a Democratic Society. Therefore, each principle appears in that course, some to a greater or lesser extent. However, after thoughtful discussion, the other principles were placed in various courses. In Instructional Leadership, the focus will be on infusing character into the curriculum.

Some of the syllabi of these courses have already been revised to include these principles in instruction, in activities, and in assignments. Others will be revised as they appear in the schedule for various semesters.

This matrix has been shared with our Professional Educator Advisory Board (PEAB) that provides advice and recommendations to our program. The PEAB members gave strong approval to the work that has been done so far.

WHITWORTH COLLEGE  
PRINCIPAL PREPARATION PROGRAM CHARACTER EDUCATION SCOPE AND SEQUENCE 9/05

Character Ed Principles	Orientation to Leadership EDA 511 (Turner)	Visionary Leadership EDA 512 (Stenersen)	Instructional Leadership EDA 513 (Mowry)	Leadership for School Imp. EDA 514 (Sementi)	Organizational Management EDA 515 (Leonard)	Building Community EDA 516 (Pelkie)	Moral Leadership EDA 517 (Veltri/Portner)	Internship EDA 581 EDA 582 (Mowry/Long)
1 Core Ethical Values (8)	X	X	X	X	X	X	X	X
2 Character as thinking, feeling, behavior (5)	X				X	X	X	X
3 Proactive Approach (4)		X				X	X	X
4 Caring Community(5)		X		X		X	X	X
5 Moral Action (4)			X			X	X	X
6 Challenging Curriculum (2)			X					X
7 Self-Motivation (4)			X	X			X	X
8 Moral Community for Staff (5)		X	X	X			X	X
9 Support for Character Ed (5)	X			X	X		X	X
10 Family as Partners (3)		X				X	X	X
11 Evaluates Character (3)				X			X	X
Total	3	5	5	6	4	5	9	11

**Master in Teaching program**  
**Infusion of Character Education**  
**For**  
**EDM 530B**  
**Foundations and Critical Issues in Education**

**One of the topics addressed in the course is Character Education. The following is a syllabus description of what is included in teaching this.**

**1.) Character Education in our Schools**

- Defined: In the literature & based on personal experience
- Examples: In the literature & in local schools/classrooms

***Student Performance:*** Building on the work MITers learned in their Classroom Management class this summer, MITer will be a participant in a group presentation. The back ground information and specifics of this assignment are attached to this document. The foundational educational literature will be: (1) EDUCATIONAL LEADERSHIP, September, 2003 and 2005. The theme for September 2003 is - "Building Classroom Relationships",. The theme for September, 2005 is "The Whole Child." and (2) Learning to Trust by Marilyn Watson.

**Another aspect of this course is the Personal Conception Paper required of all candidates. The following is a part of what is expected to be addressed.**

1. For each of the four conceptual courses taken this fall (EDM 530B: w/Cherry; EDM 532/536A: w/Watanabe; EDM 533A: w/Varrella), please identify and briefly synthesize at least one topic that has been most meaningful. If you want to synthesize your learning for each course separately or somehow make connections with other courses, that is fine. The key is to clearly identify what learning has occurred in each of these courses taken. For each course, please remember to refer to professional readings either required or those you have read on your own. *There should be a minimum of 3 references when writing up in this section.*

When students write about what have been the most meaningful learnings for EDM 530B, there are consistent references to character education and how significant it has become to the teacher candidate. Because this is more of a conceptual course, the comments made are related to the vision statements of teaching and learning candidates developed.

The title of one of the teacher candidate's paper was: "Education interlaced in character and academics."

Another's vision was: "I will encourage student learning and appreciation of history and its' connection to their own lives through teaching creatively and building relationships. Students will know they are greatly loved in my classroom by the encouragement and respect they receive, the safe environment, and the continual focus on learning and inquiry."

Another teacher candidate commented: "Character education is the ultimate enduring understanding, and is a key component to educating the heart."

Yet, one more comment: (A little verbose, but this person expresses herself well.) "Dr. Cherry has placed significant emphasis in the power of influence found in a teacher who has melded Character Education with Personal Leadership convictions. Both are all about relationships whether you are the student, the parent, the teacher or the principal, (Cherry, 2004). The use of integrated character education programs that stresses social and emotional development is no less important than academic subjects in alternative school settings with students who are at-risk of not graduating (Kiltz, 2004). I have learned within this, and other classes that character education needs to be imbedded in all deliverance of all instruction, formal and informal, constructivist or direct. "You can not dream yourself into a character; you must hammer and forge one for yourself" (Froude, 1957). I have learned more of what I have always believed that a collection of individual characters is called a community. The nature of the community is defined by the majority character existing within the humane infrastructure of that community. (Peck, 1987). As that community builds it is critical for there to be a collective *vision* to direct the energy, both dark and light, toward a meaningful outcome. Character, community, leadership, and vision. I have learned here the necessity of this blend to form the critical mass called effective education."

## EDM 532

### Introduction to Multicultural/Intercultural education

Within the *Focus on the Student: A study of my effectiveness as a teacher toward student learning* assignment will be the application of Character Education. The MIT students will analyze through observation and research which character education pillar would be most applicable for their chosen students at a particular time. They will then write to: How would you encourage your student(s) to explore the applicable character education pillar?

The MIT student will learn:

- The connection between character education and individual students
- Research that is available and how to apply the research to students
- Useful coaching skills for the application of character education for individual students (potentially through group activities).

**EDM 543**  
**Language Literacy in the Elementary Schools**

**Character Education in Schools and in Children's Literature**

Objective: As each culture utilizes literature to communicate its essential human values and beliefs, MIT candidates will investigate appropriate children's and young people's literature that will support their school-site's character education program.

- MIT candidate will identify their school's core ethical values with definitions.
- MIT candidate will select specific children's literature (at least four per value) that correlates with each specific core ethical value and that is appropriate for the candidate's grade level.
- MIT candidates will provide an annotated bibliography which also identifies the specific core ethical value(s) each piece of literature supports.

**EDM 537**  
**Classroom Management**  
**(Elementary & Secondary)**

Character Education Inclusion.

First Summer session, 2004. This is the first MIT course where the topic of Character Education is introduced on a formal bases

- Presentation: Sharon Mowry
- Assignment: Paper: My Classroom will be... Students were prompted to review the variety of resources from he class, including guest speaker... Sharon Mowry.
- First Days Assignment: This assignment packet gathers data during students' entry into their school and classrooms.

Attachments: (1) Classroom Management Syllabus

(2) Assignment Directions for: My Classroom Will Be

(3) "First Days " Assignment - please refer to the attached hard copy of this assignment. The title of it is: Section 5: Character Counts.

## EDM 554 Secondary Methods

Assignments include:

1. Demonstration of integration of Character Education into Lesson Unit
2. Demonstration and examples of Character Education in Classroom Management Plan.

### Teacher Work Sample (TWS)

This is the culminating document prepared by all teacher candidates in the MIT program. There are 11 standards that each teacher candidate needs to address and meet. The TWS provides credible evidence of his/her ability to facilitate student learning. The evidence produced is packaged within these 11 TWS standards set forth by the faculty in the MIT program. These standards are considered "best practice" in terms of preparing teacher candidates.

The standard for TWS #8 - Classroom Management is as follows: *The teacher develops and maintains a safe and supportive environment that maximizes learning for all students.* The principles of character education are expected to be infused into the classroom management plan the teacher candidates develop. This standard defines character education as follows:

**Character education:** promotes core ethical values as the basis of good character; must be comprehensively defined to include thinking, feeling, and behavior; effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

Below is part of the expectation that is required of all candidates as related to this standard:

"How will you develop and support students in learning appropriate behaviors and demonstrate that your plan is fair and equitable? Consider Character Education, discipline policies, school-wide approaches. Explain how students are engaged in democratic classroom management practices. How are you incorporating the characteristics of the intercultural classroom cultural diversity which acknowledges the cultural diversity of your students, their parents/guardians, and your unique community into classroom environment? Provide a letter to parent/guardians regarding your classroom management expectations including your homework policy. The student behavior plan is detailed, specific and includes consequences and reflects the values and expectations of the community. The plan shows how students will contribute to a democratic intercultural classroom."

## Summary

The infusion of character education into the Master in Teaching program is *intentional* and *dynamic*. It is no longer a "unit" to be taught in isolation. It is *intentional* because the faculty in the MIT program continues to talk about, coordinate, and collaborate in regard to infusing the concepts and practices set forth by the Character Education Partnership. To think about, talk about, practice character education is becoming as common as classroom management, or lesson development, or developing one's vision statement of teaching and learning, or even student assessment.

The infusion of character education principles and practices is *dynamic* in the MIT program because the faculty continues to learn more about this concept and thus desires to modify, expand, collaborate, and incorporate what they are learning into their course content. It is also dynamic because the evidence required and outcomes produced by the teacher candidates are also becoming more intentional and meaningful. We now want to determine to what extent do all our efforts have on the students we are wanting to positively impact.

## Whitworth College Character Education Bibliography

Title	Address	Website	Level
Aegis: The Institute for Research & Evaluation	AEGIS International 6068 S. Jordan Canal Rd. SLC, UR 84118	<a href="http://www.aegis-character.com">www.aegis-character.com</a>	K-6
Character Education Partnership 11 <sup>th</sup> National Forum	Col. Mark Hyatt, President Classical Academy 975 Stout Road Colorado Springs, CO 80921		
The Center For Implementing Character Education	2033 Thomas Drive, PMB 106 Panama City Beach, FL 32498		
Center for Civic Education	5145 Douglas Fir Road Calabasa, CA 91302	<a href="http://www.civiced.org">www.civiced.org</a>	
Character First Education	Character Training Institute Education Department 520 West Main Street Oklahoma City, OK 73102-2220	<a href="http://www.characterfirst.com">www.characterfirst.com</a>	
Conscious Discipline: A Comprehensive Classroom Management Program		<a href="http://www.ConsciousDiscipline.com">www.ConsciousDiscipline.com</a>	
Committee for Children	Committee for Children Department FMC041 568 First Ave South, Suite 600 Seattle, WA 98104-2804	<a href="http://www.cfchildren.org/orderonline">www.cfchildren.org/orderonline</a>	K-9
Character Coins	Pinpoint U.S.A. 2807 74 <sup>th</sup> St. Lubbock, TX 79423	<a href="http://www.pinpointusa.net">www.pinpointusa.net</a>	
Smart & Good High Schools: Developing Excellence and Ethics for Success in School, Work, and Beyond	Center for the 4 <sup>th</sup> and 5 <sup>th</sup> Rs SUNY Cortland P.O. Box 2000 Cortland, NY 13045	<a href="http://www.cortland.edu/character">www.cortland.edu/character</a>	
Character Education Partnership Leading a	Character Education Partnership	<a href="http://www.character.org">www.character.org</a>	

National Call to Character Through Training and Education	1025 Connecticut Ave. NW Suite 1011 Washington, DC 20036		
Community of Caring	1325 G Street, NW Suite 500 Washington, DC 20005	<a href="http://www.communityofcaring.org">www.communityofcaring.org</a>	K-12
The Choice Game: STDs and Drugs Game Samples	Several Sources Fd. P.O. Box 157 Ramsey, NJ 07446	<a href="http://www.thechoicegame.com">www.thechoicegame.com</a>	
The Choice Game Journal for Youth	Several Sources Fd. P.O. Box 157 Ramsey, NJ 07446	<a href="http://www.thechoicegame.com">www.thechoicegame.com</a>	
The Choice Game Parent and Guardian Workbook	Several Sources Fd. P.O. Box 157 Ramsey, NJ 07446	<a href="http://www.thechoicegame.com">www.thechoicegame.com</a>	
Character and Freedom: Steps to Life Mastery	Character Development Systems, L.L.C. 3875 Birchwood Drive Boulder, CO 80304	<a href="http://www.CharacterDevelopmentSystems.com">www.CharacterDevelopmentSystems.com</a>	
Cooperating School Districts Character Plus	8225 Florissant Road St. Louis, Missouri 63121	<a href="http://www.csd.org">www.csd.org</a>	
America's Rising Stars: A Life Development Process	740 Rankin Beaumont, TX 77706	<a href="http://www.risingstars.cc">www.risingstars.cc</a>	
Daily Character Builders	12126 SE Wagner Portland, OR 97236	<a href="http://www.geocitis.com/dailycharacterbuilders">www.geocitis.com/dailycharacterbuilders</a>	
Dare to Care		<a href="http://www.dynegyaretocare.com">www.dynegyaretocare.com</a>	
Free Spirit	217 Fifth Avenue North, Suite 200 Minneapolis, MN 55401-1299	<a href="http://www.freespirit.com">www.freespirit.com</a>	
Heartwood Institute Product Catalog	425 N. Craig Street Suite 302 Pittsburgh, PA 15213	<a href="http://www.heartwoodethics.org">www.heartwoodethics.org</a>	K-6
Heart of a Champion: Character Development Program	Heart of a Champion Foundation P.O. Box 740126 Dallas, TX 75374-0126	<a href="http://www.heartofachampion.org">www.heartofachampion.org</a>	
Jist Publishing: School Catalog	Jist Publishiing 8902 Otis Avenue Indianapolis, IN 46216-1033	<a href="http://www.jist.com">www.jist.com</a>	
Laws of Life: Essay Contest	Five Radnor Corporate Center Suite 100 100 Matsonford Road	<a href="http://www.lawsoflife.org">www.lawsoflife.org</a>	

	Radnor, PA 19087		
The Mirror Project	The Mirror Project 37 Chick Rd. Camano Island, WA 98282		
Premier: Destination Character		<a href="http://www.premieragendas.com">www.premieragendas.com</a>	
Project Wisdom: Building Character	Project Wisdom 4747 Bellaire Blvd., Suite 210 Bellaire, TX 77401	<a href="http://www.projectwisdom.com">www.projectwisdom.com</a>	
Raoul Wallenberg Committee of the United States: A Study of Heroes	230 Park Avenue, 7 <sup>th</sup> FL. New York, NY 10169	<a href="http://www.raoulwallenberg.org">www.raoulwallenberg.org</a>	
Ripple Effects: Software to Change Behavior	101 Spear St. STE. 226 San Francisco, CA 94105	<a href="http://www.rippleeffects.com">www.rippleeffects.com</a>	
Responsive Classroom		<a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a>	K-8
Share the World	P.O. Box 42430 Washington, DC 20015	<a href="http://www.sharetheworld.com">www.sharetheworld.com</a>	3-5
Gunterology: A Comprehensive Approach of Defining Character for Today's Youth	P.O. BOX 194 Jacksonville, FL 32234		
Thinking with Character	4000 St. Johns Avenue Suite 11-C Jacksonville, FL 322059358	<a href="http://www.thinkingwithcharacter.org">www.thinkingwithcharacter.org</a>	
U.S. Department of Education: Character education...our shared responsibility	U.S. Department of Education Office of Safe and Drug-Free Schools 400 Maryland Ave, S.W. Washington, DC 20202-6450	<a href="http://www.ed.gov">www.ed.gov</a>	
Wise Skills: Character-Building Resources for Grades K-12	P.O. BOX 491 Santa Cruz, CA 95061	<a href="http://www.wiseskills.com">www.wiseskills.com</a>	K-12
Young People's Press	3033 Fifth Avenue, Suite 200 San Diego, CA 92103	<a href="http://www.youngpeoplespress.com">www.youngpeoplespress.com</a>	

**PRE-ASSESSMENT/POST ASSESSMENT SURVEY**  
**October 2003 – September 2005**

School of Education will be referred to hereafter as: SOE

<b>Principle #1</b>	<b>Character education promotes core ethical values at the basis of good character.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
1.1	The SOE staff have agreed on the core ethical values they wish to promote in their character education initiative.	SOE	1.7	3.0
		Any Course	2.0	2.8
1.2	The SOE has defined its core ethical values in terms of behaviors that can be observed in the school.	SOE	1.8	3.4
		Any Course	1.4	3.2
1.3	The SOE has made deliberate and effective efforts to make its core ethical values, the justification for them, and their behavioral definitions widely known throughout the school community.	SOE	2.0	3.5
		Any Course	2.0	3.1
<b>Principle #2</b>	<b>Character is comprehensively defined to include thinking, feeling, and behavior.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
2.1	The SOE takes deliberate and effective steps to help students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and grasp the reasons why some behaviors are right and others wrong.	SOE	1.9	3.2
		Any Course	2.1	3.0
2.2	The SOE takes deliberate and effective steps to help everyone appreciate the core values, reflect upon them, desire to embody them, and become committed to them.	SOE	2.2	3.6
		Any Course	2.7	3.5
2.3	The SOE takes deliberate and effective steps to help students practice the core values so that they become habitual patterns of behavior.	SOE	2.1	3.3
		Any Course	2.1	3.1

<b>Principle #3</b>	<b>Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
<b>3.1</b>	The SOE is intentional and proactive in addressing character education at all levels.	SOE	2.1	3.6
		Any Course	2.5	3.1
<b>3.2</b>	Character education is regularly integrated into all subjects.	SOE	1.7	2.9
		Any Course	2.1	3.3
<b>3.3</b>	Character education is infused throughout the school day, outside the classroom as well as inside; core values are upheld by adults and taken seriously by students throughout the school environment.	SOE	2.0	3.5
		Any Course	2.0	3.2
<b>Principle #4</b>	<b>The school is a caring Community.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
<b>4.1</b>	The SOE makes it a high priority to foster caring attachments between adults and students.	SOE	3.1	3.8
		Any Course	2.1	3.9
<b>4.2</b>	The SOE makes it a high priority to help students form caring attachments to each other.	SOE	2.7	3.7
		Any Course	2.9	3.5
<b>4.3</b>	The SOE does not tolerate peer cruelty or any form of violence and takes steps to prevent peer cruelty and violence and deal with it effectively when it occurs.	SOE	2.7	3.8
		Any Course	3.1	3.6
<b>4.4</b>	Students are explicitly involved in the creation and maintenance of community.	SOE	2.5	3.5
		Any Course	3.0	3.4

<b>Principle #5</b>	<b>To develop character, the school provides students opportunities for moral action.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
5.1	The SOE sets clear expectations for students to engage in moral action both inside and outside the school.	SOE	2.9	3.7
		Any Course	2.7	3.5
5.2	The SOE provides students with repeated and varied opportunities for engaging in moral action <u>within the school</u> , and the students engage in these opportunities and are positively affected by them.	SOE	2.4	3.4
		Any Course	2.6	3.6
5.3	The SOE provides students with repeated and varied opportunities for engaging in moral action <u>in the larger community</u> , and the students engage in these opportunities and are positively affected by them.	SOE	2.6	3.5
		Any Course	2.2	3.5
<b>Principle #6</b>	<b>Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.</b>	<b>How Affected</b>	<b>Average Pre Score</b>	<b>Average Post Scores</b>
6.1	The academic curriculum provides meaningful and appropriate challenges to students that promote character development throughout the curriculum.	SOE	2.4	3.4
		Any Course	2.4	3.4
6.2	The SOE implements a wide range of strategies to accommodate the diverse cultures, skills, interests, and needs of students.	SOE	2.7	3.5
		Any Course	2.9	3.5
<b>Principle #7</b>	<b>Character education should strive to develop students' intrinsic motivation for developing good character.</b>	<b>How Affected</b>	<b>Average Pre Score</b>	<b>Average Post Scores</b>
7.1	The SOE explicitly values students engaging in moral action for its own sake.	SOE	2.4	3.7
		Any Course	2.5	3.4

7.2	Staff recognizes and celebrates good character by emphasizing social rather than material recognition (behavior modification rewards).	SOE	1.4	3.3
		Any Course	1.8	3.3
7.3	The SOE's approach to behavior management emphasizes core values within constructive discussion, explanation, and consequences.	SOE	2.0	3.6
		Any Course	2.2	3.5
<b>Principle #8</b>	<b>The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.</b>	<b>How Affected</b>	<b>Average Pre Score</b>	<b>Average Post Scores</b>
8.1	All SOE staff are included in planning, receiving staff development for, and carrying out the school-wide character education effort.	SOE	1.7	3.6
		Any Course	1.8	3.6
8.2	All support staff have been included in planning, receiving staff development for, and carrying out the school-wide character education effort.	SOE	1.8	3.6
		Any Course	2.0	3.4
8.3	Staff model the core values in their interaction with students and each other, and students perceive that they do.	SOE	2.8	3.6
		Any Course	2.9	3.8
8.4	Regular and adequate time is made available for staff planning and reflection in regard to character education.	SOE	1.5	3.3
		Any Course	2.0	3.3
<b>Principle #9</b>	<b>Staff and students demonstrate moral leadership.</b>	<b>How Affected</b>	<b>Average Pre Score</b>	<b>Average Post Scores</b>
9.1	The character education program has leaders who champion the character education effort.	SOE	2.4	3.8
		Any Course	2.2	3.7

9.2	There is a leadership group (a committee or task force) inclusive of staff and students that guides the ongoing planning and implementation of the character education program and encourages the involvement of the whole school in character-related activities.	SOE	1.8	3.5
		Any Course	1.6	2.9
9.3	Students are involved in leadership roles appropriate to their age in ways that contribute to the character education effort.	SOE	2.1	3.7
		Any Course	2.3	3.2
<b>Principle #10</b>	<b>The school recruits parents and community members as full partners in the character-building effort.</b>	<b>How Affected</b>	<b>Average Pre Scores</b>	<b>Average Post Scores</b>
10.1	The SOE recognizes the pivotal role that parents, extended families, religious institutions, youth organizations, and the immediate community play in the moral upbringing of children.	SOE	2.0	3.5
		Any Course	2.0	3.4
10.2	The SOE and its faculty regularly exchange communications with parents and guardians, provide suggestions and activities that help them reinforce the core values, and offer workshops and resources on character education and general parenting skills.	SOE	1.3	3.0
		Any Course	1.2	2.8
<b>Principle #11</b>	<b>Evaluation of character education assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.</b>	<b>How Affected</b>	<b>Average Pre Score</b>	<b>Average Post Scores</b>
11.1	The SOE staff, in collaboration with the appropriate governance body(ies), regularly assess the character of the school as a moral community to determine its degree of success.	SOE	1.5	3.0
		Any Course	1.3	2.7
11.2	The staff periodically report on their efforts to implement character education, as well as on their growth as character educators.	SOE	1.3	3.5
		Any Course	1.2	3.5
11.3	The SOE assesses student progress in developing an understanding of and an emotional attachment and commitment to the qualities of good character; behavior is assessed in ways that reflect core values.	SOE	1.5	3.1
		Any Course	1.6	3.1

