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Topics to Be Covered

• Introduction
• Why Character Education
• Six Pillars of Character
• Immediate/Long-Term
• Stakeholders
• Problems, Challenges, and Benefits
• Questions
Introduction

- 25 Years in Education
- Teacher (PreK, Elem, G&T, Basic Skills)
- Leadership (Director of Instruction, Principal, Director of Effectiveness)
START UP YEAR - 2005

• Principal was **adamant** about laying a **solid foundation** for a **strong school culture**. We had to prepare to welcome Scholars entering grades K-8 from an array of local schools as well as out-of-district placements. A **common language** was essential.

*CHARACTER* is the **foundational trait** of *leadership*. ~ John Maxwell

Who taught you **RESPECT & RESPONSIBILITY**?

Who will teach our **SCHOLARS & FAMILIES**?
SIX PILLARS OF CHARACTER

Be TeRRiFiCC!!!!
<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>COLOR</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Trustworthiness</td>
<td>Blue: Think True Blue</td>
<td>• Be honest &lt;br&gt; • Don’t deceive, cheat or steal &lt;br&gt; • Be reliable—do what you say you’ll do &lt;br&gt; • Have the courage to do the right thing &lt;br&gt; • Build a good reputation &lt;br&gt; • Be loyal—stand by your family, friends and country</td>
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<tr>
<td>Respect</td>
<td>Yellow/Gold: Think the Golden Rule</td>
<td>• Treat others with respect; follow the Golden Rule &lt;br&gt; • Be tolerant of differences &lt;br&gt; • Use good manners, not bad language &lt;br&gt; • Be considerate of the feelings of others &lt;br&gt; • Don’t threaten, hit or hurt anyone &lt;br&gt; • Deal peacefully with anger, insults and disagreements</td>
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<tr>
<td>Responsibility</td>
<td>Green: Think being responsible for a garden of finance; or as in being solid and reliable like an oak</td>
<td>• Do what you are supposed to do &lt;br&gt; • Persevere: keep on trying! &lt;br&gt; • Always do your best &lt;br&gt; • Use self-control &lt;br&gt; • Be self-disciplined &lt;br&gt; • Think before you act—consider the consequences &lt;br&gt; • Be accountable for your choices</td>
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<tr>
<td>Fairness</td>
<td>Orange: Think of dividing an orange into equal sections to share fairly with friends</td>
<td>• Play by the rules &lt;br&gt; • Take turns and share &lt;br&gt; • Be open-minded; listen to others &lt;br&gt; • Don’t blame others carelessly</td>
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<tr>
<td>Caring</td>
<td>Red: Think of a heart</td>
<td>• Be kind &lt;br&gt; • Be compassionate and show you care &lt;br&gt; • Express gratitude &lt;br&gt; • Forgive others &lt;br&gt; • Help people in need</td>
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<tr>
<td>Citizenship</td>
<td>Purple: Think regal purple as representing the state</td>
<td>• Do your share to make your school and community better &lt;br&gt; • Cooperate &lt;br&gt; • Get involved in community affairs &lt;br&gt; • Stay informed; vote &lt;br&gt; • Be a good neighbor &lt;br&gt; • Obey laws and rules &lt;br&gt; • Respect authorities &lt;br&gt; • Protect the environment</td>
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Teacher-led planning sessions to develop grade level appropriate activities and lesson plans.

**OUTCOME**

- Character Pledge (Student-Led Daily Recitation)
- Family Handbook (Presented in Orientation)
- Designated block and embedded throughout
- Hallway Displays and Wall Art (throughout building)
- Monthly Awards Programs/Student of the Month
- Monthly Figures and Quotes (displayed on School Website and Calendars)
- Bucket Fillers, Character Rainbows
- Classroom Management and Incentives
- Spirit Days, Fun Days, Field Days Connection (Teams were associated with the color and character pillar.)
- Rules Sheet Connected to Character Pillars
- Reflection Sheets Connected to Character Pillars, Parent/Scholar use of language
• Board Members adopted classrooms, provided incentives and support.

• Parent and Teacher Community Organization (PATCO) provided support with Character Based Career Days, incentives, and other programs. Character Ed program was shared in meetings.

• Grade-Level Teams co-planned and implemented lesson plans/activities.

• School Leaders awarded Teachers and Scholars awards for implementation.

• Scholars utilized language in scholar groups and peer mediation.

• All Staff were empowered. (Custodians and Safety Officers)

• Common Language
• **Sustainability/Tracking Impact**

• **Onboarding – New Scholars, Teachers/Staff, and Families**

• **Common Mindset – Character Education** does not supplant but supplements a solid code of conduct, discipline policy, SEL Program and other curriculum.

• **Social Media**

• **Common Language** (Teacher-Scholar, Scholar-Scholar, Parent Teacher Conferences)

• **Bucket Fillers – Positive Framing**

• **90% Satisfaction Rate on Climate Surveys**

• **Provided a core and foundation that was embedded and branded.**

• **Maintained suspension (25%), violence (0), vandalism (0), rates and HIB Cases (25%).**
“Children are 25 percent of the population but 100 percent of the future. If we wish to renew society, we must raise up a generation of children who have strong moral character. And if we wish to do that, we have two responsibilities: first, to model good character in our own lives, and second, to intentionally foster character development in our young.”

- xxiii Thomas Lickona, Character Matters