

D E V E L O P I N G

A Character Education Program



ONE SCHOOL DISTRICT'S EXPERIENCE

H E N R Y A N D E T M A N

Developing A Character Education Program One School Districts Experience

Clemens Wendtner



Developing A Character Education Program One School Districts Experience:

Developing a Character Education Program Henry A. Huffman,1994 **Character Education Connections for School, Home, and Community** Diane Stirling,Georgia Archibald,Linda McKay,Shelley Berg,2000 This book is a clear concise holistic resource for classroom teachers with a thoughtful collection of approaches to integrating character education into daily learning and school life *Resources in Education* ,1995-05 **Connecting Character to Conduct** Rita Stein,2000 The decisions today s students make ripple outward to their immediate family and school community How can we help students make the right decisions and do the right things Test preparation and academic rigor alone cannot help our students learn well Metal detectors and surveillance equipment alone cannot keep schools safe Learning and safety are inextricably connected to the fundamentals of character and conduct When we help students make the connection between character and conduct we begin to offer them a safe environment conducive to learning In *Connecting Character to Conduct* the authors show how to connect character conduct and your school s curriculum By adopting the principles of respect impulse control compassion and equity the school community including bus drivers cafeteria workers students parents teachers and principals can promote safety and learning inside and beyond the school walls These guiding principles are not an add on to an already full curriculum Through their connection to moral development language arts systems citizenship and discipline they are part of a standards driven curriculum and instructional program The authors with expertise as classroom teachers administrators counselors and psychologists show you how students at all grade levels can succeed and learn to do the right things Our students depend on us to help them learn and stay safe Their future and ours depends on how well we succeed *Character Education* ,1999 **Character and Community Development** Gordon G. Vessels,1998-08-27 This book provides the conceptual theoretical and methodological foundation that teachers principals professors and students preparing for teaching will need in order to be informed and effective planners and evaluators of character education programs and good character educators Through its clear definition of terms review of Constitutional and public support comparative analysis of philosophical approaches synthesis of many relevant theories of child development K 12 core curriculum description of many instructional strategies and methodology for program evaluation this handbook effectively prepares prospective program planners and character educators to create comprehensive programs that are developmentally appropriate adapted to the unique needs and characteristics of school communities and soundly evaluated Dr Vessels presents a wide range of options developmental and practical guidelines for choosing from among these options and a creative core curriculum and evaluation technology that he hopes school community members will find useful for their particular school or system **Character Education** Edward F. DeRoche,Mary M. Williams,2001-05-23 Contemporary schools require far more than just the three R s Beyond the books and tests educational facilities are expected to produce members of society with integrity as well Character education is an abstract idea that many educators both

teachers and administrators have a difficult time implementing and too often it gets left out of the curriculum How do school personnel then instill values of good character in students and as an administrator how do you spread these values to the entire school DeRoche and Williams provide school leaders with an effective road map touring schools that have achieved success The authors divide the reader's journey through reform efforts into several tour stops beginning with a review of the character education framework passing through subjects such as school climate core values training personnel forming relationships and concluding with guidelines for evaluation Each stop contains a list of helpful articles or books as well as valuable Internet resources The conclusion of the journey is ultimately the responsibility of school leaders but this book will give you a head start

Conceptual and Practical Issues in School Leadership: Insights and Innovations from the U.S. and Abroad Vivian Williams, 1998-12-14 Authors who have been involved in developing new strategies for leadership practice provide perspectives on educational change and current experience in the United Kingdom Israel and the United States Their personally significant themes demonstrate that in response to fundamental change new leadership cultures are essential to the development of more effective schools For school communities and practitioners these changes bring new responsibilities together with associated opportunities for professional leadership at school level It is hoped these international perspectives will enhance understanding of the positive realities of earned leadership processes and contribute to a clarifying dialogue along the professional highway toward more effective schools

ERS Bulletin, 1993 [Information Legislative Service](#), 1996

Comprehensive Community Solutions, Inc. V. Rockford School District No. 205, 2004

Educating Hearts and Minds Edward F. DeRoche, Mary M. Williams, 2001 A great resource for teaching that character matters in furthering the ideals on which this country has been built Carol Russo Principal William Lloyd Garrison School Bronx NY The soil of our schools has lost a nurturing ingredient that is essential to give life to the ideas and the efforts of educators That missing nurturing ingredient is the school's moral mission DeRoche and Williams have written a sound and practical book not only for educators but for anyone interested in learning exactly how schools can navigate these often shoal filled waters Kevin Ryan From the Foreword *Educating Hearts and Minds* 2nd Edition This second edition merges new ideas in character education research with best practices in schools and districts The authors provide the most up to date and comprehensive framework for K 12 administrators educators and concerned citizens It offers easy access to practical and proven methods supported by in depth rationale Highlighted are keys for success in building an effective character education program Six sets of standards for character education Six tips for leaders Five tips to ensure reaching consensus Five classroom expectations Strategies for school culture and classroom climate Steps for developing a values curriculum Co curricular activities Teaching principles Staff development and personnel training Assessment The authors propose standards promising practices and assessment instruments that can be personalized to fit the needs and interests of any school student population school district or community A must have resource for the concerned and committed educator and parent

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Language of Learning J. Lynn McBrien, Ronald S. Brandt, 1997 *PSBA Bulletin* ,2005 *The Nature of Two Teachers' Professional Morality* Amy Bernstein Colton, 1998 The Journal of the National Education Association National Education Association of the United States, 1922 **American Educational Digest** ,1927 **The Content of America's Character** Don E. Eberly, 1995 Essays from prominent American thinkers on what individuals can do to re establish their bonds with society **Middle Childhood Development** Mary Jo Zembar, Libby Balter Blume, 2009 Middle Childhood Development A Contextual Approach is a new and integrative resource for practitioners who work with children ages 6 through 12 With a focus on the historical and cultural context of middle childhood and on developmental pathways this text explores the ways in which middle childhood is considered both a stage of development and a transitional period An Emphasis on Application Current research is translated into practical applications for educators parents and other professionals See the feature Guideposts for Working with School age Children for examples see pages 90 173 and 332 In addition Stop and Reflect questions embedded in the text also allow readers to integrate and apply chapter content to their own lives for examples see pages 108 166 and 328 An Integrated Discussion of Research and Theories Based on recent research findings the authors provide suggestions on what to expect and how to interact with children in middle childhood Rather than one abstract introductory chapter psychological theories of development are applied throughout the text to address particular chapter content in integrated sections called Theoretical Viewpoints for examples see pages 78 158 and 304 Each chapter also has a cumulative table of the theories presented in that chapter Each chapter includes key research on the ecologies of family school and community highlighted in separate sections called Development in Context for examples see pages 112 184 and 334 In each chapter pedagogical boxes called Roadmap to Understanding Theory and Research and Roadmap to Successful Practice are included that alert students to key illustrations of chapter content for examples see pages 97 182 and 333
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