

Character Education

COMPONENT #: 2-016-370

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to gain an understanding of the research, trends and best practices in Florida and the global community, and implement current strategies and teaching techniques to infuse Character Education within existing curriculum.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction, the objectives and learning outcomes presented in this workshop with an emphasis on the Miami-Dade County Public School District adopted nine core values that frame Character Education.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Develop an understanding of the rationale, trends, goals, current research, and objectives of character education.
2. Develop an understanding of how to integrate character education as part of existing curriculum by choosing and connecting one or more of the nine core values to classroom lessons.
3. Develop an understanding of the impact significant people, ideas, and events have had on the development of a just and fair society through demonstrated character traits, in Florida and the global community.
4. Demonstrate an understanding of the contributions made by women and diverse racial, ethnic, and cultural groups during various periods of history through acts of heroic and notable character.
5. Identify and analyze examples of racism, oppression, and discrimination during various periods of history, and understand the importance of respect for the rights of all persons regardless of their race, religion, gender, age, physical condition, or mental state.
6. Develop an understanding of the rights of individuals, social groups and nations to hold and express differing views combined with the capacity to make discriminating judgments among competing opinions.
7. Identify and interpret bias, prejudice, stereotyping, and points of view as reflected in primary source readings, literature, art, and music during various periods of history.
8. Identify teaching and learning strategies that focus on experiencing and expressing character traits, including community-based and real-world experiences, with allotted time for reflection, e.g., service learning, cooperative learning, peer mentoring, mediation.
9. Identify effective pedagogical strategies that encourage respect for diversity, fairness, equity, and tolerance of differences in all classrooms.
10. Identify and demonstrate an understanding of research-based instructional strategies and critical-thinking skills to promote social responsibility and recognition of one's potential rooted in self-esteem, discipline and pride in one's work and respect for the achievement of others.
11. Develop the skills to implement a conceptual framework to facilitate dialogue and debate in the classroom about issues of human rights, environmental preservation, animal protection and consumerism from both a local and global perspective.
12. Develop the skills to conduct a school site needs assessment in relation to character education.
13. Develop ways to facilitate the resources and tools to involve parents as partners and discussants of issues related to the family in an analysis of the significance of character values to the family unit, e.g., identification of family mission statements, traditions, values, meaningful artifacts.

PART II – LEARNING

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LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in discussions on the major terms, concepts, processes, and content for use in the character education classroom (SLO 1-9).
2. Participate actively in group discussions, small group work, seminars, and simulations assigned by the instructor (SLO 1-9).
3. Participate in seminars facilitated by university professors and local and national historians, authors and psychologists whose work has focused on character, service learning and family issues to enhance overall knowledge and skills in character education (SLO 1-9).
4. Attend presentations and engage in dialogue with a variety of university professors, community activist/leaders, city officials, and state and local government representatives such as elected officials, school board members etc. (SLO 1-9).
5. Observe character education lesson demonstrations and instructional strategies by the instructor or guest lecturer that can be used in interdisciplinary and character education classrooms (SLO 1-9).
6. Review, examine, and critique various instructional materials (e.g. films, websites, literature, texts) for use in interdisciplinary and character education classrooms (SLO 1-9).
7. Participate in academic travel to selected local, state and national sites. Examine primary and secondary documents that address key principles and concepts in past and current character issues (SLO 1-9).
8. Create an instructional materials resource bank for use in the character education classrooms, such as a compilation of service learning projects and lesson plans focusing on the use of specific literature (SLO 1-9).
9. Create an implementation plan for infusing character education lessons and activities into the classroom (SLO 1-9).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should

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reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence will include the development of Character Education implementation plan, reflection, journal entries, logs, surveys, lesson plans, verifying that the professional development impacted their professional behavior.
2. Student learning: Evidence will include student work, pre and post assessments, and surveys) verifying that the content impacted student achievement.
3. Educator: Evidence will include monitoring and adjusting programs, as needed, as a result of feedback attained from implementing content knowledge and pedagogical strategies during the professional development workshop.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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