COURSE SYLLABUS

Course: Character Education, Part II: Positive Role Models and Proactive Educators

Presenters: Clifton Taulbert

Credits: 3 Graduate Credits

Course Overview

In this 10 unit course, Mr. Taulbert discusses the urgent need for character education in our schools. He is joined by various guest speakers. Teachers, coaches, and corporate leaders discuss techniques to engage parents and community members in promoting ethical behavior by their children and in creating "community" to support moral and character development in schools.

Taulbert uses case studies that demonstrate successful character education programs as well as testimonials from guests of their successes in implementing strategies in their own teaching practices. Participants learn to identify character issues in their classrooms and mobilize resources from parents and community members to implement a plan that integrates character education into their core curriculum.

Taulbert identifies strategies to develop character through conflict resolution and problem solving. Furthermore, educators will understand how to create a positive moral culture in their schools; how to promote moral conversations among parents and children, and how to implement the foundational elements necessary for a classroom environment where students and teachers can thrive and succeed.

In this course, Mr. Taulbert gives participants a variety of the tools they'll need to envision, develop and implement a successful school-wide character education program.

Presenters' Bios

Clifton Taulbert, a Pulitzer nominated author for *Once Upon a Time When We Were Colored* (1989) and the president and founder of the Building Community Institute, speaks worldwide on the critical issue of building community. His books *Eight Habits of the Heart* and *Eight Habits of the Heart for Educators* advance the theory that "unselfish leadership...ensures student success." Before he became an author (including of the *Little Cliff* children's series) and professional speaker, Taulbert worked in the banking industry. After a stint as a sergeant in the US Air Force, Taulbert earned his B.A. at Oral Roberts University, and earned continuing professional education credits (toward an MBA) from Southwest Graduate School of Banking at Southern Methodist University. Recipient of the 17th annual National Association for the Advancement of Colored People (NAACP) Image Award for literature, Taulbert was one of the first African American writers to win the Mississippi Institute of Arts and Letters Award for nonfiction, and was named by *Time* magazine one of America's outstanding black entrepreneurs.

Objectives

After completing this course, educators will know:

- How the changes due to cultural shifts in the US have impacted behavior in the classroom
- The shifting role of educators in an environment where the role of parents and families are changing
- The ideas and works of contemporary thinkers in the field of character education
- The strategies that have been used successfully in character education programs nationwide
- The value of incorporating character education programs in our schools

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Implement strategies recommended by contemporary experts in the field of character education
- Manage their own affect and behavior in the classroom in order to model positive relationships and problem-solving techniques
- Reach out to students in order to help them to academic and personal success

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Unit 1: Character at Work - 21st Century Case Histories 1

This unit introduces a number of case histories supporting the theory that character education is currently working in a variety of school settings.These case histories suggest certain coherent, systematic strategies that have led to impressive results, both in enhancing the teaching experience for students and teachers and building character in order to improve the future of society.

Participants are given information about successful character-building programs and suggestions for creating long-term plans for success.

Unit Objectives

After completing this unit, educators will know how to:

- Explore ways to create long-term plans to support character education programs in schools
- Motivate community involvement in character-building programs

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Implement plans to create character education by enlisting the entire school staff
- Communicate both successes and failures with your entire team as a way to help support character building programs

Unit 2: Character at Work - 21st Century Case Histories 2

This unit presents several case histories that demonstrate successful implementation of community and character programs in schools.

The unit demonstrates specific components of these programs such as involvement with the business community and the creative utilization of time and resources-- and how they worked in the school environment.

Mr. Taulbert discusses the impact of Hurricane Katrina on the students in New Orleans and how demoralization and restricted "vision" have affected that population's school success.

Unit Objectives

After completing this unit, educators will know how to:

- Analyze and critique classroom curriculum to incorporate character development
- Use their knowledge of character education to improve the school community

Student Learning Outcomes

After completing this unit educators will apply the following skills:

- Develop and implement classroom activities that promote character development
- Design effective components of a character education program that suit their school and community

Unit 3: Building Partnerships - Beyond the School

With John Blackman as his guest, Taulbert focuses in this session on the need to create inside and outside partnerships—primarily with parents—in order to have a successful experience building character education into the classroom. Also in this unit, educators explore specific targets within the school and community, such as non-instructional staff and business leaders, as well as techniques to accomplish character education goals.

Unit Objectives

After completing this unit, educators will know:

- The specific groups that they should target outside the school to bring in support for character education programs
- How better to engage parents—the most important partners of the school—to support successful character development for students

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Enlist parents as assets in the character-building program
- Target and utilize other community organizations and citizens to support their efforts in character building

Unit 4: The Athletic Coach - A Character Development Asset

In this unit Taulbert looks at the athletic coach's influence on players from a historical and present-day perspective.

The athletic coach is frequently a character role model; he or she gets close to the players and makes expectations clear. Taulbert explores the relationship between coaches and their players and its impact on developing character traits.

Participants learn some coaching principles and listen to suggestions that can be incorporated into the classroom.

Unit Objectives

After completing this unit, educators will know how to:

- Explore involvement of the athletic department in supporting moral development in schools particularly in the areas of conflict and problem solving
- Explore the process of building a school-wide character education program

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Develop character through use of coaching techniques
- Design ways of engaging parents in promoting the character of their children
- Enlist the participation of the Athletic Department in developing character building programs

Unit 5: Adult Behaviors Matter - Your People Will Do What They See You Do

In this session, participants explore their motivations for wanting to build "character" as a classroom initiative. More importantly, they begin to understand the idea that unlike teaching math and other subjects, their personal behavior matters.

Participants see evidence of adult behavior gone wrong, and they begin to understand the impact that

they have upon the youth who cross their paths.

In this unit the presenter also discusses how modeling of respect, affirmation, and inclusion of others are essential to improving students' behavior. Teachers are always being observed and evaluated by the students they teach.

Unit Objectives

After completing this unit, educators will understand ways to:

- Model key components of character education
- Use personal behavior to impact students' character development

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Create a plan of action to increase their own modeling of concepts of character; respect, conflict resolution, and student affirmation
- Identify strategies to involve staff and community in their efforts to teach and model positive character

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Unit 6: Empowering Your Intent - Personal Leadership

In this unit, participants explore the role of leadership in creating the desired "community" to impact student behavior and learning.

Participants look at the concept of "igniting" leadership at all levels to positively affect an environment where positive relationships are treasured. Taulbert addresses the value of face-to-face communication and interpersonal skills.

The unit presents the work of a leading voice in the field of character education, Dr. Thomas Lickona, and his "Ten good reasons" why schools should be involved in teaching character.

This unit also discusses the "porch" people of the Mississippi Delta and their extraordinary leadership in the life of Clifton Taulbert, the professor for this course.

Unit Objectives

After completing this unit, educators will know:

- The importance of incorporating character lessons in their core programs
- Reasons why ethical behaviors are important in our schools
- Why a democratic society has a vital need for good citizenship and leadership
- The support that is offered by the state and federal governments for educating leadership

- The impact of student success on their future citizenry

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Strong leadership modeling in your school and classroom
- Leadership as a tool to help student success
- Compassionate and empathetic leadership as a model for peers and community

Unit 7: Empowering Your Intent - Timeless Habits 1

This unit presents the idea of building community first, and is designed to encourage educators to utilize all the resources at their disposal—other teachers, administrators, school staff, parents—to do so.

It also examines who educators can become to their students, and how they can support them both in and out of the classroom.

Participants learn Taulbert's "Eight Habits of the Heart" and how they refer to people and their actions.

Unit Objectives

After completing this unit, educators will know:

- How to define community within their classroom, school, or district as the actions of the people who participate
- The need to step in and support individual students, when they need it, in an appropriate manner
- The importance of building a school-wide community of educators and staff to support character education

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Identify and implement strategies for "unselfish actions" in the classroom on the part of students and educators
- Communicate with colleagues, administrators, and staff to define the specific role each will play in creating a school community

Unit 8: Empowering Your Intent - Timeless Habits 2

In this unit our presenter continues to explore the role of good behavior habits in creating the desired "community" to impact student behavior and learning.

Participants will learn about the concept of "igniting" leadership at all levels to positively affect an environment where good relationships are treasured. They explore the value of face-to-face communication and interpersonal skills.

Mr. Taulbert discusses and explains his "Eight Habits of the Heart for Educators."

This unit also presents the "porch" people of the Mississippi Delta and their extraordinary leadership in the life of Clifton Taulbert, our course leader.

Unit Objectives

After completing this unit, educators will know:

- The impact of modeling positive behaviors in forming "community"
- The behaviors and habits which are vital to creating of a positive environment for learning
- The value of having personal contact with students and community members in order to create connections

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Create an atmosphere of civility in the classroom so that students feel safe
- Utilize a multi-faceted approach to reach out to students in their classrooms, homes, and communities
- Commit to making relationships with students and peers a priority in their teaching practice

Unit 9: Empowering Your Intent - Timeless Habits - 3

This unit continues to explore the role of the "Eight Habits of the Heart" in creating the desired "community" to impact student behavior and learning.

The presenter will stress the importance of dependability, courage, and high expectations when building character.

Participants will learn how important it is to build friendships and have a sense of connectedness with family and school.

Unit Objectives

After completing this unit, educators will know:

- The importance of their demonstrating nurturing and care in relationships with students and peers
- The power of resilience in overcoming obstacles to learning
- The value of instilling positive behaviors for students in the learning environment and for their futures

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Identify strategies for creating "connectedness" for students in the classroom
- Create opportunities for reaching out to students outside of the classroom

Unit 10: The Proactive Educator - Knowledgeable and Committed

In this last unit, participants will conclude with the last four habits of the heart: Brotherhood/Sisterhood, High Expectations, Courage, and Hope.

Participants review the role of the educator in giving students hope for a successful future.

After an in-depth discussion with teacher/guests, in the second half of the presentation, Mr. Taulbert reviews and summarizes the main concepts presented in the course.

Unit Objectives

After completing this unit, educators will know:

- The role that a teacher's vision for his/her students plays in their success
- The impact of modeling the Eight Habits of the Heart in the classroom and community
- The importance of embedding character education into the school curriculum

Students Learning Outcomes

After completing this unit, educators will apply the following skills:

- Using personal stories and memories to inspire students
- Developing positive relationships in the classroom
- Form "partnerships" with colleagues, administrators, school staff, parents, and community members in efforts to demonstrate and build character in our schools

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions   25%
- Quizzes   15%
- Midterm   25%
- Final   35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the specific questions posed. Participant has not responded to all reflection questions. Participant has copied from the course transcript without synthesis or analysis.

Midterm

Character isn't what we think or believe; it's what we do.

Using the strategies suggested in the presentation thus far, develop an in-class activity for your students that will encourage them to demonstrate good character traits. Describe the activity, the expected student interactions, and the character traits that you want students to demonstrate.

Then implement the activity in your classroom. Write a one page evaluation describing its impact. Did the activity achieve your stated goals? Include specific anecdotal information that demonstrates the character traits you hoped to observe.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Using the strategies suggested thus far, develop an in-class activity for your students that will encourage them to demonstrate good character traits. **Describe the activity, the expected student interactions, and the character traits that you want students to demonstrate.**	Participant has developed and described in detail an activity using course strategies to encourage students to demonstrate good character traits. Participant has anticipated in detail the nature of student interactions and the traits he or she wants students to demonstrate.	Participant has developed an activity using course strategies to encourage students to demonstrate good character traits. Participant has anticipated the nature of student interactions and listed the traits he or she wants students to demonstrate.	Participant has developed an activity, though without reference to course suggestions, to encourage students to demonstrate good character traits. Participant has listed types of student interactions and the traits he or she wants students to demonstrate.	Participant has not developed an activity to encourage students to demonstrate good character traits. Participant has not identified different types of student interactions or traits he or she wants students to demonstrate.
Write a one page evaluation describing its impact. Did the activity achieve your stated goals? Include specific anecdotal information that demonstrates the character traits you hoped to observe.	Participant has written a thoughtful and descriptive 1-page evaluation describing the impact of the activity on students and the classroom environment. He or she has addressed whether the activity achieved specific learning goals—and why—and used anecdotal information to support his or her evaluation.	Participant has written a 1-page evaluation describing the impact of the activity. He or she has addressed whether the activity achieved his or her goals—and why.	Participant has written an excessively brief description of the impact of the activity, with little or no evaluation. He or she has indicated whether the activity achieved his or her goals, though not why.	Participant has not written a 1-page evaluation of the impact of the activity. Or, what the participant has written does not illuminate the activity's impact.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas.

	main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.	main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has written in a style that does not effectively communicate his or her thoughts.

Final

Using your evaluation of the midterm activity you implemented in your classroom, and what you've learned from the second half of the course, revise the plan taking into account what worked, what didn't, and the successes and/or limitations of the lesson plan. If you need to change the activity do so, explaining your reasons and reframing your goals and expectations.

Write a new revised lesson plan stating your goals and your expectations of student response. Then, write a summary explaining how this course will impact your teaching practice. Use examples of specific changes you can incorporate into your classroom and school, and what partnerships you might form to support your efforts.

Turn in your new lesson plan and your summary as your final for this course.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Using your evaluation of the midterm activity you implemented in your classroom, and what you've learned from the second half of the course, revise the plan taking into account what worked, what didn't, and the successes and/or limitations of the lesson plan. If you need to change the activity do so, explaining your	Participant has presented a fully revised lesson plan, with clear indication of: • What material is new (from the second half of the course)—*and why it has been incorporated* • What material has been removed—*and why* • What material has remained—*and why*	Participant has presented a revised lesson plan with some indication of (though not always explicit): • What material is new (from the second half of the course)—*and why it has been incorporated* • What material has been removed—*and why* • What material has remained—	Participant has presented a revised lesson plan that addresses two of the following, and not always explicitly: • What material is new (from the second half of the course)—*and why it has been incorporated* • What material has been removed—*and why* • What material has remained—	Participant has not revised his or her lesson plan or has done so only cursorily.

reasons and reframing your goals and expectations.		*and why*	*and why*	
State your goals and your expectations of student response.	Participant has revised the learning goals to align precisely with the revised activity. Participant has detailed with examples his or her expectations of student response to the revised activity.	Participant has revised the learning goals. Participant has stated his or her expectations of student response to the revised activity.	Participant has revised the learning goals, though they do not align with the revised activity. Participant has indicated his or her expectations of student response, though the validity of those expectations is in question.	Participant has not revised the learning goals. Participant has not indicated his or her expectations of student response.
Then, write a summary explaining how this course will impact your teaching practice. Use examples of specific changes you can incorporate into your classroom and school, and what partnerships you might form to support your efforts.	Participant has written a thoughtful and well supported explanation of how the course will impact his or her teaching practice. Participant has provided specific examples of changes he or she can make and partnerships to be formed.	Participant has explained how the course will impact his or her teaching practice. Participant has offered an example or two of changes her or she can make and partnerships to be formed, though the potential impact of those changes is not yet clear.	Participant has indicated very briefly how the course will impact his or her teaching practice. Participant has listed changes to be made or partnerships to be formed, though they do not appear likely to be productive.	Participant has not indicated how the course will impact his or her teaching practice. Participant has not indicated changes to be made or partnerships to be formed.
Formal issues	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e.,	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.

	her sentence structure and made careful word choice.	has varied his or her sentence structure though not always found the right word.	her thoughts but with no marked eloquence and insufficient attention to word choice.	