

**Course Title:** Character Development, Part II: Positive Role Models and Proactive Educators

**Instructor:** Clifton Taulbert

**Length:** 15 hours

**Course Description:** Students are impressionable. They emulate both positive and negative behaviors that they see; therefore, observing positive role models in action at school, at home, or in the community can impact students' behavior, learning, and academic success. This course encourages participants to create an environment conducive to learning by helping students take personal responsibility for their actions and by creating a positive moral climate for solving conflicts. Participants study not only how to become role models themselves, but how to invite the participation of family and community into the modeling of good character and the creation of a school-wide character education program that leverages involvement from businesses, faith communities, parents, and coaches. Participants explore both their own and their students' roles as leaders as they pursue the "eight habits of the heart": a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope.

**Course Objective/Goals:**

1. Knowledge –at the end of this course, participants will understand
  - How to assess the character traits that are demonstrated by students, staff, and school organizations,
  - How to identify the impacts of an unstable home and learning environment and be able to identify the warning signs of at risk students,
  - How to begin the process for building a school-wide education program, and
  - The importance of building friendships and having a sense of belonging.
2. Skills –after this course, participants will apply
  - Strategies to develop and implement classroom activities that promote character development,
  - Strategies for soliciting business, members of faith community, and social organizations for turning negative behavior into positive behavior,
  - Strategies for engaging parents in promoting the character education of their children, and
  - Strategies for developing character through conflict and problem solving.
3. Dispositions – participants will appreciate
  - The importance of community and parent role models for building character
  - The relationship between coaches and their players and its impact on developing character traits
  - Community involvement and its impact on moral development in schools
  - The role of leadership in creating the desired community to impact student behavior and learning

**Session Topics (5):**

1. Building Partnerships – Beyond the School
2. The Athletic Coach – A Character Development Asset
3. Adult Behaviors Matter – Your People Will Do What They See You Do
4. Empowering Your Intent – Personal Leadership
5. Empowering Your Intent – Timeless Habits 1
6. Empowering Your Intent – Timeless Habits 2

7. Empowering Your Intent – Timeless Habits 3
8. The Proactive Educator – Knowledgeable and Committed

**Presenter Overview:**

Clifton Taulbert, a Pulitzer nominated author and the President and Founder of the Building Community Institute, speaks throughout the world on the critical issue of building community and developing a set of emotionally satisfying relationships within all the places of our living and creating an environment branded by Respect, Affirmation, and Inclusion. He is also the author of the internationally acclaimed book, *Eight Habits of the Heart*, a book that provides the framework on which to build, maintain, and sustain a powerful, effective, and caring Community.

**Methods of Instruction:**

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

**All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.**

**Percentage of Course Credit**

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

**KDS Rubric for GA courses (passing requirements: 60 points):**

- A: 90 - 100 points
- B: 80
- C: 70 points
- D: 60 points
- F: Fewer than 60 points

<b>Component</b>	<b>Unsatisfactory (10 points)</b>	<b>Basic (20 points)</b>	<b>Proficient (30 points)</b>	<b>Distinguished (40 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<u>Short answer quiz:</u>  -Participant included no content from the course in his or her	<u>Short answer quiz:</u>  -Participant included some content from the course, usually	<u>Short answer quiz:</u>  -Participant included appropriate content from the	<u>Short answer quiz:</u>  -Participant provided rich detail from the content of the

	<p>responses</p> <p>-Participant did not address the questions posed</p>	<p>appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
<b>Final</b>	<p><b>Unsatisfactory (30 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives,</p>	<p><b>Basic (40 points)</b></p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan</p>	<p><b>Proficient (50 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or</p>	<p><b>Distinguished (60 points)</b></p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of</p>

	activities, or assessments—that the learner comprehends the course content	does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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