

## COURSE SYLLABUS

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

**Presenters:** Clifton Taulbert

**Hours:** 30

### 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

### **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

## **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 with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)

### 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.

### Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

### KDS Self-Assessment Rubric:

|                | Distinguished | Proficient  | Basic       | Unsatisfactory |
|----------------|---------------|-------------|-------------|----------------|
| <b>Quizzes</b> | 100% Correct  | 80% Correct | 60% Correct | 0-40% Correct  |

|                             | Distinguished  | Proficient  | Basic   | Unsatisfactory  |
|-----------------------------|--|---|---|---|
| <b>Reflection Questions</b> | Participant provides rich detail from the content of the course in his or her responses<br>Participant makes his or her responses to the questions personally meaningful | Participant includes appropriate content from the course in his or her responses<br>Participant makes thoughtful comments in direct response to the questions | Participant includes some content from the course, usually appropriate, in his or her responses<br>Participant answers the questions directly, not always fully | Participant includes no content from the course in his or her responses<br>Participant does not address the questions posed |