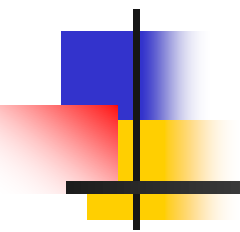




Making Connections: Character Education and Service-Learning



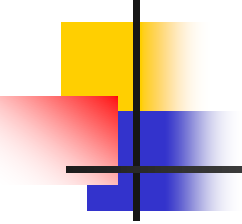


Jacqueline R. Jones
Character Education Specialist
Maryland State Department of Education
Youth Development Branch
Division of Student and School Services



The History of Character Education in Maryland

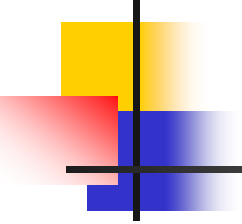
- 1978 Legislation, co-sponsored by Delegate Eugene J. Zander and Senator Lawrence Levitan was introduced to the Maryland General Assembly.
- April 10, 1978, Joint Resolution 64 establishing the first values Education commission in America was passed.
- May 16, 1978, Acting Governor Blair Lee III signed the measure noting that the Commission was charged with assessing the status of values education in Maryland.

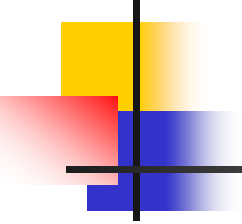
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- January 1979, the Acting Governor appointed 24 members to the Commission.
 - July 19, 1979, Maryland State Attorney General Stephen Sachs issued an opinion stating that it was permissible to teach values without violating the U.S. Constitution or the laws of Maryland.
 - Provisions



Maryland Character Objectives

- Personal integrity and honesty rooted in respect for the truth, intellectual curiosity, and love of learning.
- A sense of duty to self, family, school, and community.
- Self-esteem rooted in the recognition of one's potential.
- Respect for the rights of all persons regardless of their race, religion, sex, age, physical condition, or mental state.

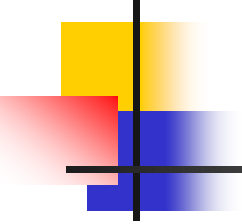
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- A recognition of the right of others to hold and express differing views, combined with the capacity to make discriminating judgments among competing opinions.
 - A sense of justice, rectitude, fair play and a commitment to them.
 - A disposition of understanding, sympathy, concern and compassion for others.
 - A sense of discipline and pride in one's work: respect for the achievements of others.

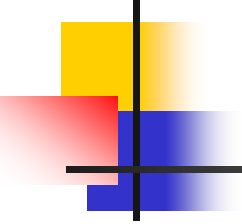
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- Respect for one's property and property of others, including public property.
 - Courage to express one's convictions.

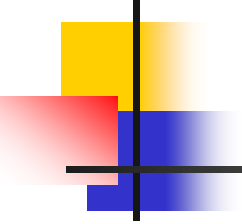


Maryland Citizenship Objectives

- Patriotism: love, respect, and loyalty to the United States of America, the willingness to correct its imperfections by legal means.
- An understanding of the rights and obligations of citizens in a democratic society.
- An understanding of other societies in the world, which do not enjoy the rights and privileges of a democratic government.

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- Respect for the U.S. Constitution, the rule of law, and the right of every citizen to enjoy equality under the law. An understanding of the Bill of Rights and a recognition that all rights are limited by other rights and by obligations.
 - Respect for legitimate authority at the local, state and federal level.

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- Allegiance to the concept of democratic government as opposed to totalitarian rule. A recognition that such government is limited by the separation of powers and by the countervailing role of other institutions in a pluralistic society – principally the family, religion, the school, and the private sector of the economy.
 - Recognition of the need for an independent court system to protect the rights of all citizens.

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- An acceptance of all citizenship responsibilities at the local, state, and national levels and a commitment to preserve and defend the United States and its democratic institutions.



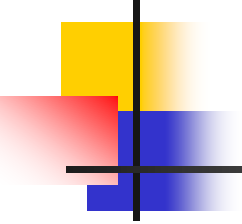
Commission Recommendations

- 51 Recommendations
- Two Key Recommendations
 1. Local school boards adopt the character and citizenship objectives as their own
 2. Local school systems should begin action immediately with the existing resources.



Federal Grants

- 1996 the Maryland State Department of Education received a federal grant to establish a partnership in Character Education.
- Coordinator and Specialist
- Five School Systems

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- September 2001, character education became part of the Division of Student and School Services.
 - October 2002, the Maryland State Department of Education was awarded a new federal grant under the No Child Left Behind Act



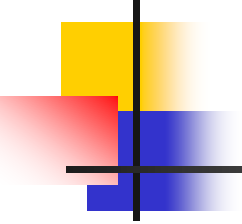
The New Federal Grant

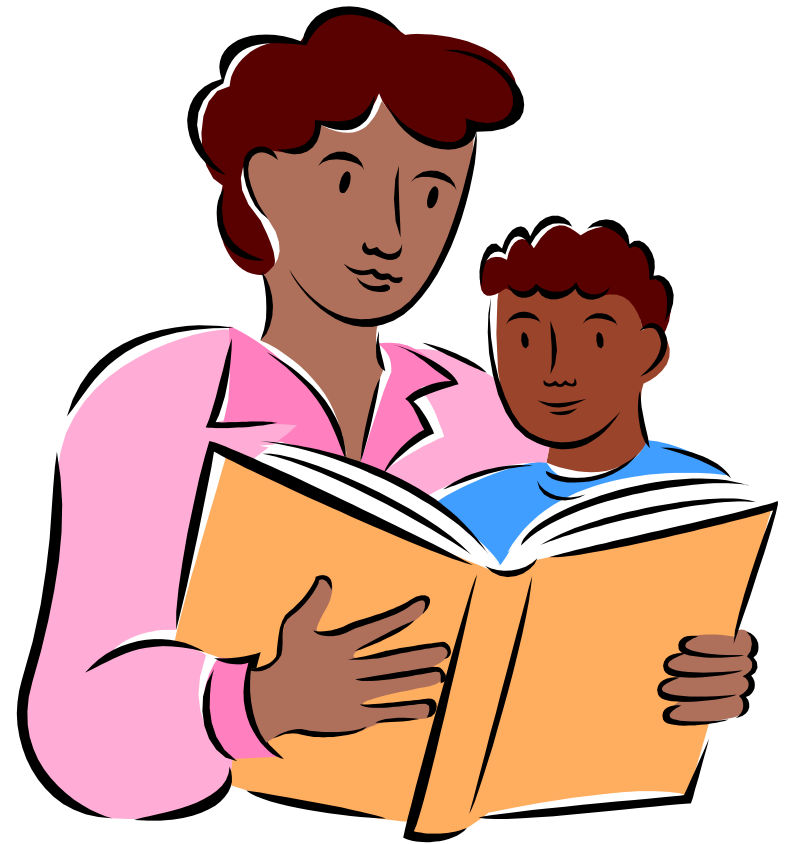
- Title: Building Character in Maryland's Schools: A Collaborative Effort
- Purpose: To evaluate the effectiveness of three distinct methods of delivering character education programs
- Participants:
 1. Anne Arundel County – Second Step
 2. Carroll County – Lickona Model
 3. Eastern Mid-Shore – Character Counts!



Six Important Questions

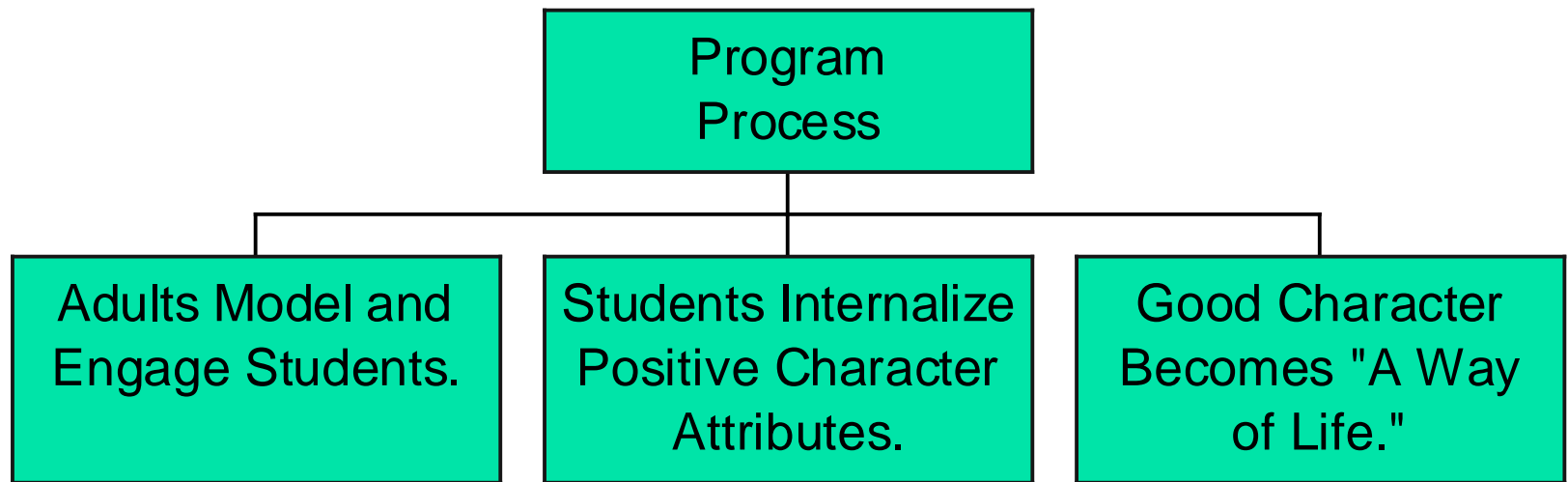
- What is Character Education?
- What are the benefits of Character Education?
- Who decides what virtues will be taught?
- How will children learn about character in school?
- Are all school systems participating?
- Is character education effective?

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-
- What is Character Education?



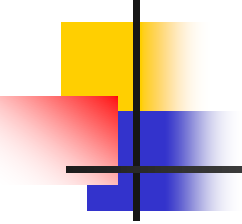


Jackie's Spin on Character Education





- What are the benefits of Character Education?

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- Who decides what virtues will be taught?



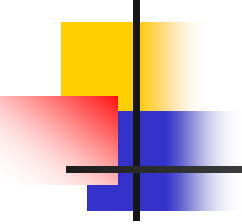


- How will children learn about character in school?



The Many Faces of Character Education

- Character Counts!
- Lickona Model
- Second Step
- Community of Caring
- FISH! For Schools
- PBIS (Positive Behavioral Interventions and Supports)
- System/School Designed Programs

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-
- Are all school systems participating?





- Is character education effective?



Key Characteristics of Successful Character Education Programs

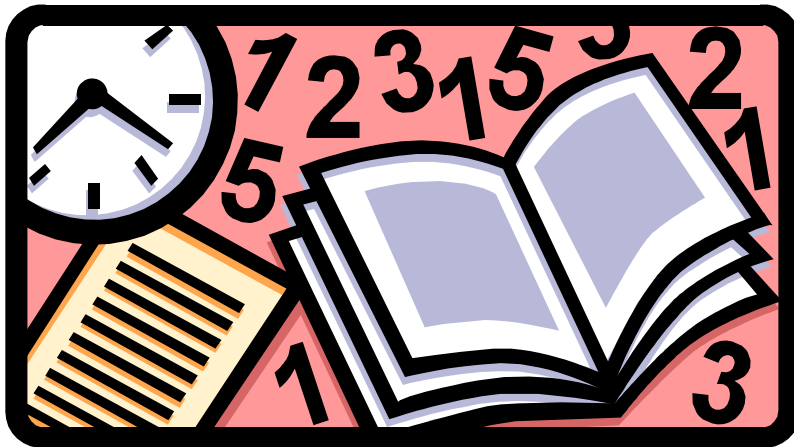
- Well-implemented
- Comprehensive, multi-faceted
- Promote student bonding to school
- Administrative leadership
- Integrated character and academic education
- Staff development and training
- Direct teaching of relevant personal and social skills
- Parent involvement
- Student reflection on social and moral issues
- Adults modeling good character

- 
-
- What's keeping us busy?





Federal Grant: Building Character in Maryland Schools and Communities: A Collaborative Effort



- Evaluation
- Regional Academies
- Parent Forums
- Character Education Showcase
- Newsletters
- Steering Committee
- Site Visits

Support for All 24 School Systems

- Coordinators' Meetings
- Training
- Workshops
- Technical Assistance
- Site Visits





Do You Really Need A Character Curriculum?

- What? Briefly summarize the article.
- So What? Why is the information important?
- Now What? What are the implications for implementing Character Education?



Let's Make Connections



Achievement Matters Most

Goal 1: Achievement will improve for each student. *Eliminate performance gaps that persist based on student's race, ethnicity, gender, socioeconomic circumstances, disability and native language and to promote academic excellence among all students.*

Goal 2: Instruction, curriculum, and assessment will be better aligned and understandable. *Create a statewide, seamless preK-12 system of curriculum, instruction, accountability, and assessment that supports student achievement.*

Goal 3: All educators will have the skills to improve student achievement. *Ensure that Maryland has the highest quality educators, fully prepared to meet the challenges of today's classrooms.*

Goal 4: All schools will be safe, drug free, and conducive to learning. *Establish an environment that is safe, drug free, and conducive to learning so that children are engaged in school and feel safe and welcome.*

Goal 5: Parents will be involved in education. *Ensure clear, consistent, and two-way engagement with parents and educator stakeholders, which facilitates an understanding of key education issues.*

The Five ESEA Goals

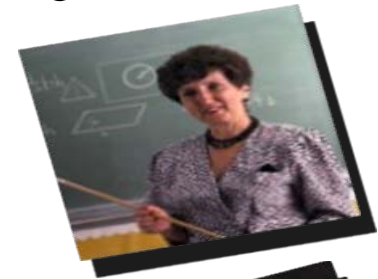
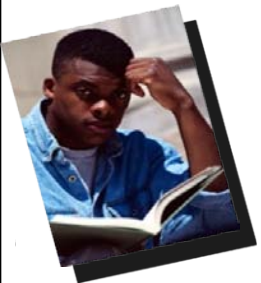
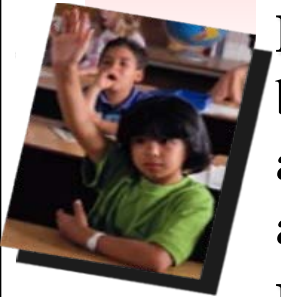
Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.





Character Education and Service Learning

- Good character is not formed automatically; it is developed over time through a sustained process of teaching, modeling, learning, and experience.
- Service-Learning engages young people in responsible and challenging actions for the common good.
- Service-Learning provides structured opportunities to reflect critically on the service experience.

Areas of Overlap



Character Education

Service-Learning

- Centers on the role of the community and the importance of developing effective student-community relationship
- Encourages reflection on actions and personal responsibility
- Cares about students, communities, and society
- Promotes community involvement
- Uses interactive teaching strategies, involving students in exciting classroom activities
- Promotes critical thinking

Areas of Overlap



Character Education

Service-Learning

- Believes the school/community/family must work together
- Integrates understanding, commitment to action, and action
- Believes that values, character development, and citizenship education are outcomes



Project Example

A project should:

1. Meet a Recognized Need in the Community
2. Achieve Curricular Objectives through Service-Learning
3. Reflect throughout Service-Learning Experience
4. Develop Student responsibility
5. Establish Community Partnerships
6. Plan ahead for Service-Learning
7. Equip Students with Knowledge and Skill Needed for Service



Question ?

- How is character development infused throughout the project?



The 4 Cs of Reflection

- Continuous
- Connected
- Challenging
- Contextualized

Wisconsin Toolkit for Service-Learning and Citizenship

Page 45



Reflection

1. Random Reading
2. Directed Reading
3. Journal Writing
4. Directed Writing
5. Oral (Tell what was done and how the participant felt about it)
6. Oral (Student as Expert)
7. Oral (Cognitive learning Session)
8. Object Reflection



Reflection

9. Structured Activity
10. Creative Activity
11. Pre-reflection
12. Chalk Board Reflection



Small Group Activity

- Read your assigned project description.
- Individually brainstorm how you would have the student reflect during the course of the project.
- Share with your group.
- As a group chart five reflection strategies for the project.
- Select a reporter for your group.



RESOURCES



QUESTIONS and INSIGHTS



FISH! Philosophy



- CHOOSE YOUR ATTITUDE
- BE THERE
- MAKE THEIR DAY
- PLAY

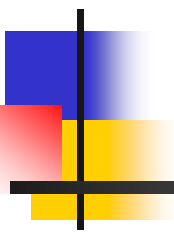




A Little Something to Think About

“To love what you do and feel that it matters – how could anything be more fun?”

Katherine Graham



Jacqueline R. Jones, Character Education Specialist
Maryland State Department of Education
Youth Development Branch
Division of Student and School Services

Office Phone: 410-767-0047

Email: jrjones@msde.state.md.us