

# Your Core Values

*Character Education Webinar Series*

*February 2022*



BUILDING CHARACTER

STARTS  
HERE!

<https://tinyurl.com/characternc>



CHARACTER  
MATTERS

WE'RE EXCITED TO  
HAVE YOU WITH US

# NCDPI Character Ed Team



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# Union Academy

*North Carolina School of Character*  
*National School of Character*



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**01**

**Principles of  
Character Education**

**02**

**Principles 1-3  
Core Values**

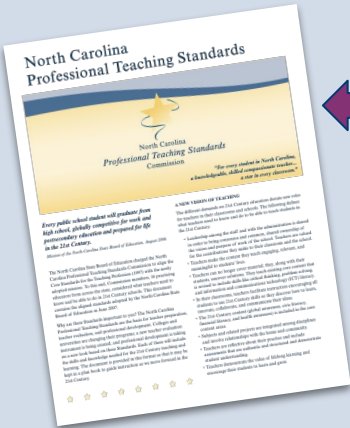
**03**

**Union Academy**

**04**

**Closing  
More Information**

# NC Teaching Standards



## Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

## Standard V: Teachers Reflect on Their Practice

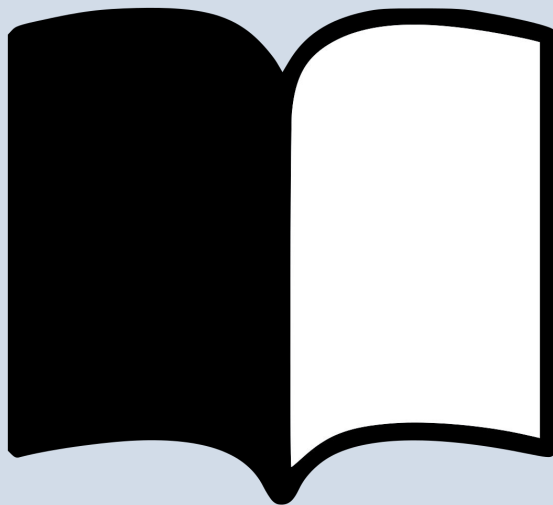
- Teachers analyze student learning.
  - Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
  - Collect and analyze student performance data to improve effectiveness
- Teachers link professional growth to their professional goals.
  - Participate in continued, high quality professional development
- Teachers function effectively in a complex, dynamic environment.
  - Actively investigate and consider new ideas that improve teaching and learning
  - Adapt practice based on data

# Objectives

## Understand:

- ❑ How core values are defined, implemented, and embedded into school culture
- ❑ How to develop a comprehensive, intentional, proactive approach for character education at your school

# Reflection Journal



**Click on the image, make a copy of the Reflection Journal to answer questions throughout the session, and submit at the end with your survey.**

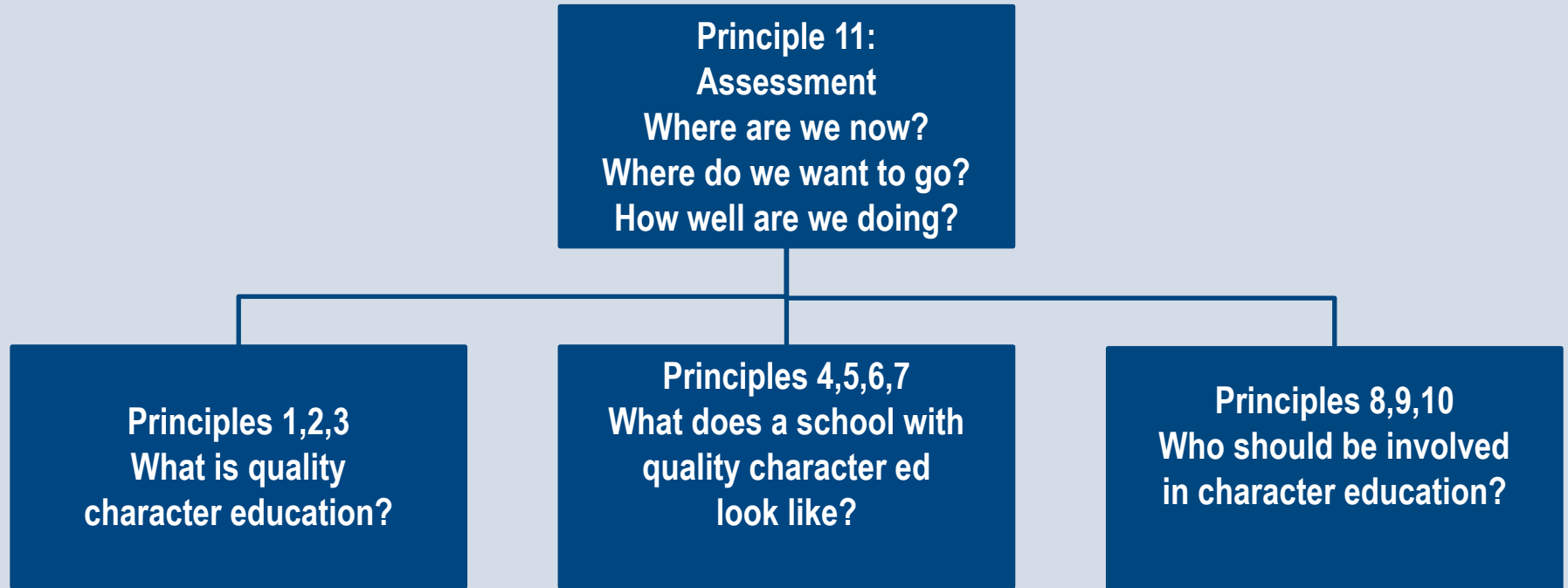


# WELCOME!



**What are 3 Core Values that drive  
your personal life?**

# 11 Principles Of Character Education



# Principle 1

**Core values are defined, implemented, and embedded into school culture**

- ❑ Stakeholders in the school community select or agree to core values
- ❑ Core values guide every aspect of school life: (hiring, training, staff modeling)
- ❑ Reminders and statements of core values are visible throughout the school community



***Core Values Shape  
EVERYTHING***

# Do You Know Your School Vision and Mission?



# Core Values

## If You Need Core Values:

- Gather stakeholders
- Decide which values are important
- Devise a plan for teaching them
- Publicize them

## If You Have Core Values:

- Gather stakeholders.
- Examine values and data
- Decide on a plan for addressing current needs
- Publicize them



# Sumner Elementary

- ❑ Theme = Soaring to Greater Heights
- ❑ Students voted to adopt the Seahawk as our mascot
- ❑ Motto = #allaboutthechildren
- ❑ School Song
- ❑ Daily pledges
- ❑ Shout-outs
- ❑ Staff and family newsletters
- ❑ Interview Questions
  - ❑ *Tell me about Character Education in your classroom/school/district?*
  - ❑ *When do you have discussions about values in your classroom?*
  - ❑ *What values do you teach?*
  - ❑ *Have you noticed a change in student behavior when Character Education is integrated?*
  - ❑ *How do you celebrate good character?*

## SUMNER SONG

2x Sumner Seahawks it's time to fly and succeed  
Always do my best its not a problem for me  
Be respectful, take responsibility  
Every day every opportunity

Sumner,  
Seahawks,

2x We don't bully or be mean (aye nope)  
We are on the Seahawks team (yup close)

We work hard and then we play  
School of character all day  
We work hard and then we play

And still, there's a lot of good things here we fly and we  
fly and we fly and we fly and we fly and we fly and we succeed!

# Morning Meeting

Monday,  
October 4, 2021

## MORNING GREETING



## WORD OF THE DAY

### Feelings

Feelings are emotions. You can feel happy, sad, mad, or ecstatic. Feelings do not last forever. They can change quickly.

## Skills for Learning

This week we will spend a lot of time learning and talking about feelings. We can feel a lot of different ways, depending on the person, event, or situation. Understanding and identifying feelings will help you get along better with your friends.

## POLL OF THE DAY

Would you rather go waterskiing or snow skiing?



## Story & Discussion

...gs. Show me what happy looks like. Turn and look at your neighbor. Even if half of your face is covered, we can see your raised eyebrows and how your cheeks are plump and raised.

Show me your angry face. Now, look at your neighbor. What does an angry face look like?

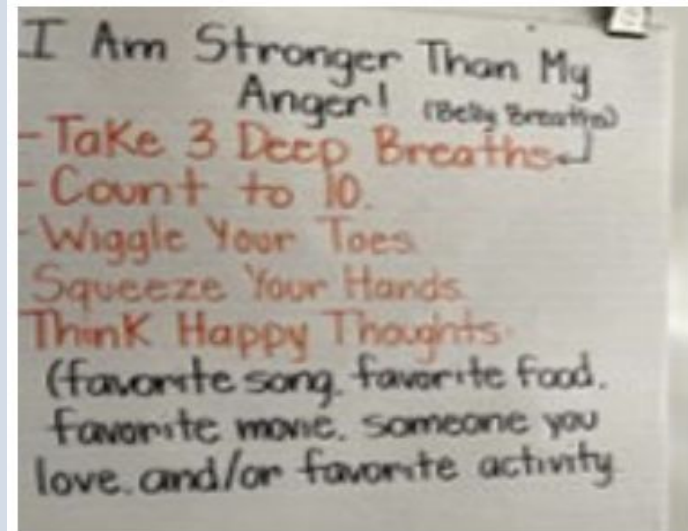
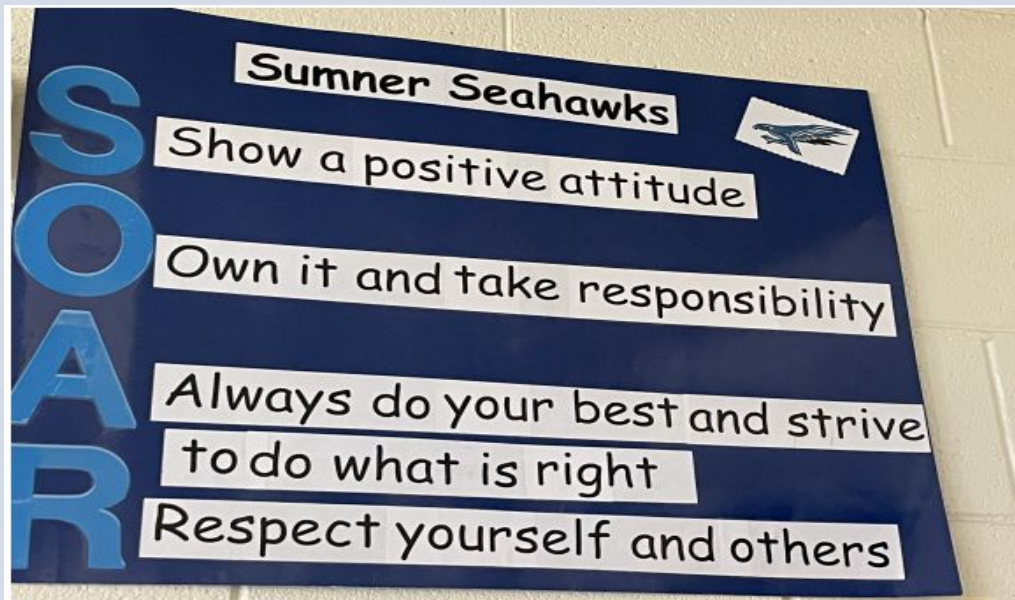
Show what a sad face looks like.

How is your facial expression different from happy and mad?

Why do you think it's important to be able to interpret someone's feelings based on their facial expression?

We will spend the week discussing this.

# Sumner Elementary



96% of students reported that they do not experience bullying & that they treat others with respect



# Reflection: Principle 1

## What Core Values Guide Your School?

- ❑ Do teachers know them?
- ❑ Do students know them?
- ❑ Do parents know them?



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# Principle 2

## School defines character comprehensively to include thinking, feeling, doing

- ❑ Staff teach and provide opportunities for students to understand core values, ethical decision-making, and applications to life situations.
- ❑ The school provides experiences and time for students to reflect on and internalize the core values.
- ❑ The school provides opportunities for students to practice the core values, so they become habitual patterns of behavior.

# Ridgewood Elementary

- ❑ Daily Routines That Reinforce Core Values
  - ❑ Daily announcements
  - ❑ Morning Meeting
  - ❑ Calming Kits
  - ❑ Quick Connections Cards
  - ❑ Integration with PBIS & core curriculum
- ❑ Intentional planning & integration in all areas
- ❑ Classroom guidance lessons address character and social/emotional needs
- ❑ Communication with families & public
  - ❑ Social media
  - ❑ Emails
  - ❑ Phone calls
  - ❑ Newsletters



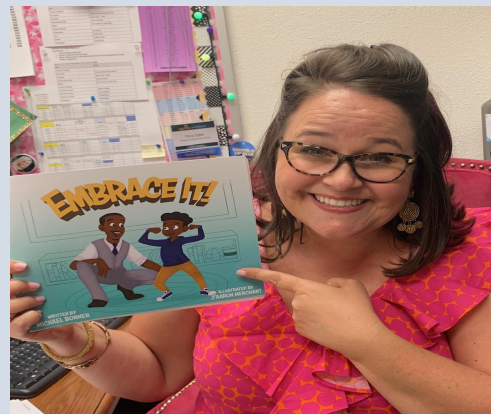
## Bedtime Tuesdays at Ridgewood Elementary

### EMBRACE IT!



### Class Discussion:

- How did Isaiah handle his feelings?
- What character traits did Isaiah discover were important?
- Can you think of a time in your life when you needed to persevere?



# Reflection: Principle 2

How can you integrate **core values** in your lesson plans and everyday activities with students?

What is a lesson plan that you have already, and how would you integrate core values into that plan?

First Grade reading: Making Connections with Characters and Story Elements in Journeys Houghton Mifflin Harcourt Language Arts Book in the story titled: The Big Race written by Pam Munoz Ryan Illustrated by Viviana Garofolo FOCUS: Identifying Story Elements and Making Connections.

CCSS or NC Standard category and description	How were standards practiced and assessed?	What areas were particularly challenging for students?	Which standards or concepts, if any, were mastered or showed strength?
RL.1.2 Retell stories including key details and demonstrate understanding of their central message or lesson.	Class discussions/whole group and small group discussions  think, pair, share  centers: writing, reading, listening	deciding what the key details are in the story.  Picking out the central message in the story.	students grasped the character trait in the story: compassion  they were able to show understanding by explaining what they would do if they were the character in the story.
RL.1.3 Describe characters, setting, and major events in a story, using key details.	writing responses in their journals  graphic organizers	using key details to support major events in the story.	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	exit slip	making predictions and conclusions through the illustrations and the words in the story.	

Character Message(s) Imbedded in the Lesson: Everyone is different and everyone has different ways of doing something. Once the main character trait has been revealed, we will review how the character showed compassion and make connections in their writing journals. We will also discuss what greedy means and discuss how the character was not greedy and showed compassion to his friends by sharing.

# Principle 3

The school uses a comprehensive, intentional, proactive approach to develop character.

- ❑ The school is intentional and proactive in addressing social, emotional, and character development.
- ❑ Character is integrated into all aspects of teaching and learning.
- ❑ Character education is infused in all aspects of the school day



*Character is embedded  
in EVERYTHING*

## Example of Staff Expectations From Sumner Elementary

<b>Hallway/Walkway</b>	<b>Cafeteria</b>	<b>Arrival and/or Dismissal</b>	<b>Bathrooms</b>	<b>Playground</b>	<b>Assemblies</b>	<b>Buses</b>
<p>Will interact positively with everyone in the hallways.</p> <p>Staff will monitor and correct misbehavior in the hallways immediately.</p> <p>Staff will acknowledge any and all students / classes following the hallway policy.</p>	<p>The staff will leave tables and dining area clean for the next class.</p> <p>The staff will bring and pick up the class at the assigned times for lunch.</p>	<p>Faculty and staff will use a firm and respectful voice when giving students verbal reminders of the appropriate behavioral expectations.</p> <p>Teachers will dismiss car riders upon dismissal bell. Teachers will not dismiss students prior to the dismissal bell.</p>	<p>Staff will check bathrooms after use to ensure that the bathroom procedures are being followed.</p> <p>Staff will actively supervise their students at all times when going to the bathroom as a class.</p>	<p>Staff will provide options for structured activities and actively engage with students.</p> <p>Staff will bring and pick up the class at the assigned time.</p>	<p>Staff will follow student expectations for appropriate behavior.</p> <p>Staff will monitor and correct all student behavior during assemblies.</p>	<p>Teachers will take students to the buses in the afternoon.</p> <p>Assigned teachers will board their assigned bus to ensure departure readiness.</p> <p>All staff will monitor and correct student misbehavior while coming to and from buses.</p>

## Example of Student Expectations From Sumner Elementary (STARS)

School-wide	Hallway/Walkway	Cafeteria	Arrival/Dismissal	Bathrooms	Playground	Assemblies	Buses
Show a positive attitude	Follow directions from staff	Follow directions from staff	Follow directions from staff	Follow directions from staff	Follow directions from staff	Follow directions from staff	Follow the directions of the bus driver or safety assistant.
Take responsibility	Use appropriate voice level  Sign out when leaving classroom for other tasks	Use appropriate voice level in cafeteria line	Use appropriate voice level	Use appropriate voice level in the bathroom (level 0)	Use all equipment appropriately, share equipment	Students will maintain an appropriate noise level: clap after a speech or performance, refrain from negative sounds	Remain seated at all times except to get on the bus or off the bus.
Always do your best	Walk in a TEAM line	Use appropriate noise level in dining area (first 10 min, level 0, remainder level 2)	Students will wait for teachers directions before dismissal	Leave the bathroom clean	Use positive respectful words and include others	Students will remain seated until signaled by teacher	Talk quietly and only with those in nearby seats.
Respect yourself and others	Keep hands and feet to self	Keep lunch area clean at all times	Students will respond respectfully to redirection from staff	Students will respect others' privacy- keep hands, feet and eyes to self.	Keep hands and feet to yourself	Students will give the speaker their full attention	Keep hands, feet, and objects to yourself.
Strive to do what's right	Walk on the right hand side of the hallway, walking in a timely manner	Show courtesy at all times	Go straight to class upon arrival	Flush toilets and wash hands after using the bathroom	Be aware of your surroundings, know when it's time for your class to leave	Students will enter and exit the auditorium in an orderly fashion, maintaining a noise level of 0	



# Reflection: Principle 3

- ❑ In what ways is Character Education integrated into ALL aspects of my school?
- ❑ How can my school get all teachers and staff to integrate Character Education?

# Principle 1 - Union Academy

**"At Union Academy,  
we do the right  
thing even when  
no one is looking."**



**C**ompassion

*Help others and be kind.*

**A**daptability

*Be accepting of change.*

**R**espect

*Be nice; think about others.*

**R**esponsibility

*Do what is right.  
Take care of things.*

**O**ptimism

*Believe that something  
good can happen.*

**T**rustworthiness

*Keep your promises.*

**P**erseverance

*Keep trying. Don't give up.*

**I**nitiative

*Do something without being told.*

# Principle 1 - Union Academy



**UA UNION ACADEMY**  
Challenge. Character. Community.

**Mission Statement**  
Union Academy is a K-12 preparatory school dedicated to educating the whole child, providing **challenging**, high quality instruction, strong **character** development in all of its students, and collaborative family and **community** involvement.

**Vision**  
Union Academy is a pathway by which children mature into confident young adults who are highly prepared and motivated to make positive contributions to their local and global communities.

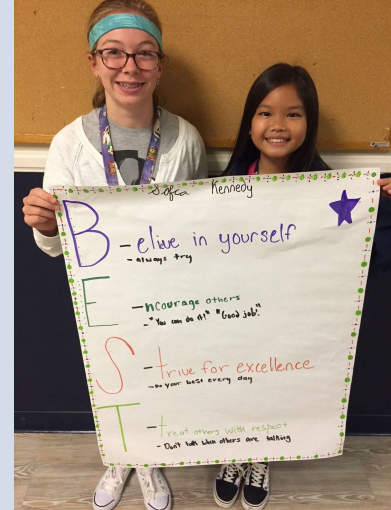
**Values**  
As a school of **Challenge, Character, and Community**, Union Academy places great value on:

- high standards and expectations for academic achievement and continuing education;
- high standards and expectations for character and personal integrity;
- school as a community of students, teachers, families, and friends;
- commitment of service to others.

**Character Traits**  
Compassion, Adaptability,  
Respect, Responsibility,  
Optimism, Trustworthiness,  
Perseverance, Initiative

**Pledge**  
"At Union Academy, we do the right thing even when no one is looking."  
**We Are UA!**

# Principle 2 - Union Academy



## 3 TYPES OF CHARACTER

### Performance Character

The capacity to do one's best at whatever one is doing.  
(Work/Think Hard)



### Moral Character

The capacity to do what is ethically right.  
(Right/Wrong Compass)

### Civic Character

The capacity to effectively contribute to one's community.  
(Collaborate with others to make a difference.)



Adapted from *Printed for Character Education* by Marvin W. Berkowitz

# Principle 3 - Union Academy



## **UA** SPECTATOR SPORTSMANSHIP

We are happy you are here. As a school of CHARACTER, we expect good CHARACTER of our spectators.

**Believe in Union Academy.**

**Encourage all players.**

**Strive for excellence.**

**Treat coaches and officials with respect.**

**CHALLENGE. CHARACTER. COMMUNITY.**

# Union Academy



# Questions To Consider

- ❑ How will core values be integrated, sustained, and measured?
- ❑ What activities or lessons help students appreciate, commit and reflect on core values?
- ❑ When is there time structured in whole group and small group settings for planning Character Education initiatives.
- ❑ How do lesson plans teach and allow students to practice core values and apply moral reasoning?
- ❑ Do we have consistent expectations throughout ALL areas of school?

# 04 Closing More Information

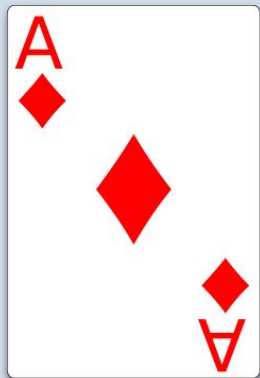


# Optimistic Closure

**What would be your next step if you were to create an action plan for your school?**



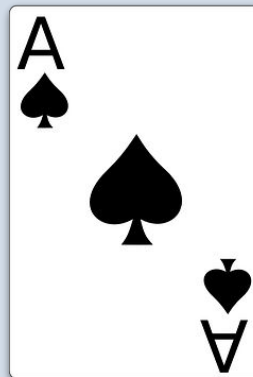
# Optimistic Closure



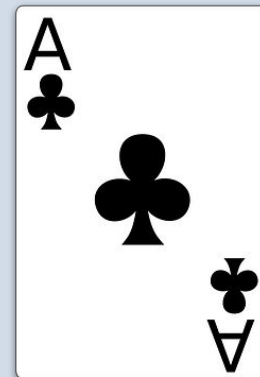
What are some gems of wisdom gathered from people or content?



Something from the heart. How do you feel now?



What new ideas did you dig up?



What ideas, thoughts, or points of view grew for you?

[3 Signature Practices Playbook](#)

# Resources

- ❏ [Character.org: 11 \*Principles\* Framework](#)
- ❏ [Action Plan](#)

# Character Ed Listserv



<https://public.govdelivery.com/accounts/NCSEBE/subscriber/new>

## Next Steps

Fill out this survey to give feedback and to help drive the conversation in the future.

Use the QR code or  
click [HERE](https://ncdpi.azure.qualtrics.com/jfe/form/SV_eXoRZvH6hc7pn5s) for the survey

You can also copy and paste this URL: [https://ncdpi.azure.qualtrics.com/jfe/form/SV\\_eXoRZvH6hc7pn5s](https://ncdpi.azure.qualtrics.com/jfe/form/SV_eXoRZvH6hc7pn5s)



**PUBLIC SCHOOLS OF NORTH CAROLINA** State Board of Education | Department of Public Instruction

**CERTIFICATE OF ATTENDANCE**

Life Hacky for Grounding Yourself co-Presented with the NC 4/6/2021

Renewal Activity	Date
Brandon Reader	
Educator's Name	Social Security Number (Last 4)
NC Department of Public Instruction	1.5 hours (0.15 CEUs)
Name of Agency/Division	Number of Contact Hours
Support Center & Brandon Reader	brandon.reader@dpi.nc.gov
Contact Person	Contact Email Address

*[Signature]* Superintendent, Department of Public Instruction

*[Signature]* Chairman, State Board of Education

\*Please submit certificate of credit to your local staff development coordinator for renewal credit.

# Thank You!

## See You Next Webinar!

Justyn Knox: [Justyn.Knox@dpi.nc.gov](mailto:Justyn.Knox@dpi.nc.gov)

Sayward Grindley: [Sayward.Grindley@dpi.nc.gov](mailto:Sayward.Grindley@dpi.nc.gov)



#CharacterMatters



<https://bit.ly/3hoOL2y>