



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2002-2003

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Character Education and Asset Training
List of group members: Judith Papso, Renee DeSantis, Todd Schaffer

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The initial goal of the study group was to explore all aspects of character education and research a variety of established programs; devise a variety of methods and programs to institute character education in our building; form a leadership team; build an inventory of practices, and create professional development opportunities for our faculty. We feel, though we did study some character education programs and looked at the research, this was a huge task and we 'barely scratched the surface'. With much support from our building principal, Mr. Chilson, we did form a 'leadership team' for character education in our building and develop a program to begin in September '03. We are working to build an inventory of practices and will make a 'formal' presentation at the May faculty meeting.

Describe the ACTION PLAN that the group followed.

We planned to research different programs and approaches to asset training and character education; develop and institute a program in our school; and build positive community connections to Roosevelt, all tailored to the specific needs of our student population. We found, in our meetings, that we tended to focus less on the research and much more heavily on how we felt we could apply the research to our building. We also discovered that there is so much information that could be studied in this field, we could only concentrate on a very few programs. We looked at a specific topic, for example the "Asset Building Process" and quickly narrowed it into a few areas we felt had potential for implementation at Roosevelt. The Character Education Conference on April 8th was of great help to us as we utilized a presentation of a program at Brookside Elementary School to begin the basis for our implementation plan.

Describe how the action plan was implemented.

The action plan was implemented through the series of meetings with the leadership team and also through meetings with Mr. Chilson, the building principal. The meetings, especially the later ones, focus on the pragmatics – developing a series of programs that would be appropriate for Roosevelt School students, faculty, staff, and administration.

In meetings with Mr. Chilson as well as the study group we developed a plan to begin in September '03. The program will be presented at lunch times and will include one asset per month for 9 months:

Sept **R** respect

Oct **O** optimism

Nov **O** observant

Dec **S** sharing

Jan **E** enthusiasm

Feb **V** volunteer

Mar **E** encouraging

April **L** leadership

May **T** thoughtful

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Have any of your teaching practices changed?

This study program has made us more aware of the need to be intentional in developing character in our students. We realize this is not an 'add on' in the classroom, but an awareness of the need for helping our students develop these assets. In that sense, the study group has changed our practices.

- What evidence is there that student achievement is improving as a result of your participating in this study group? What kind of difference are you observing in your students?

The implementation of the plan will begin in September '03. At this point we were not expecting to observe difference in our students.

- What evidence is there that the goals of the study group has/has not been met?

The development of a definitive plan to begin an intentional effort to develop specific assets in our students is evidence that our major goal was met.

The formation of a team to continue to work on character education is another outcome of the study group.

Our study group did not complete the development an inventory of practices, nor visit other successful programs (visit scheduled for Friday May 2nd).

We also need to develop more professional opportunities for our faculty in character education and asset training.

Comment on the value of the study group process? Did it work for you?

We found the study group process to be extremely valuable to us. We were given the opportunity to research, discuss, and plan a program that will be of value to the students in our building. It was the first study group for all of us and we learned much about the process of study groups, for example, we often got 'off track' and concentrated on smaller amounts of research. We would discuss and plan an activity based on the research tailored to the needs of our students.

How can we make this study group program better?

We would like to see a year-long grant, or perhaps a follow-up grant opportunity with a report due every 3 months, which would reflect adjustments in the goals of the study group. We feel we could continue to study this subject and would also like to train other teachers in this area. If this were a year-long grant, (or had a follow-up component) we would revise our plan to include more teacher training and fewer materials.

However, this study group grant was the impetus to develop the beginnings of formalized character education program at Theodore Roosevelt School. It has been an educational experience and will definitely impact teaching and learning at our school.

Thank you.