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**To:** <CHARACTER\_EDUCATION\_NETWORK@EMAIL.RUTGERS.EDU>  
**Sent:** Thursday, May 03, 2007 11:15 AM  
**Attach:** Rebecca Sapora-Day.vcf  
**Subject:** [Character\_education\_network] CHARACTER\_EDUCATION\_NETWORK Online-2007 Vol. #3

## **CHARACTER\_EDUCATION\_NETWORK Online Mail List April 2007 - Vol. #3**

Welcome to the **CHARACTER\_EDUCATION\_NETWORK** online mail list. Your name has been added to this list as a result of your completing the New Jersey Department of Education Character Education Network Online Listserv Form or because you have indicated an interest in receiving updates on character education efforts in New Jersey.

The purpose of **The Network** is to encourage the adoption of character education programs and strategies by providing a forum for sharing information, research and promising practices. Through the New Jersey Center for Character Education (NJCCE), **The Network** will offer educators access to national and state character education experts and programs through conferences, workshops, and e-mails.

**The Network** will be bringing you **news** from the national, state and local levels; **best practices**, including updates from our New Jersey Local Education Area (LEA) Partner demonstration sites; announcements of **events, conferences, workshops**; and **professional development opportunities** throughout the state and at the national level; grant and **funding opportunities**; **program and assessment resources** and links to other character education **websites**.

A link to the NJ Center for Character Education website ([www.nj-charactered.net](http://www.nj-charactered.net)) will lead you to current **articles** and **research** from the field as well as materials and large documents which you can download for use in your classroom.

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The New Jersey Center for Character Education operates in cooperation with the New Jersey Department of Education under a contract with Rutgers, The State University, Center for Applied Psychology. This project is funded under Title V, Part D, Subpart 3, Sec. 5431 of the *No Child Left Behind Act of 2001*.

The views expressed herein do not necessarily represent the positions or policies of the New Jersey Department of Education. No official endorsement by the New Jersey Department of Education of any product, commodity, service, or enterprise mentioned herein is intended or should be inferred

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### **In this issue of The Network:**

- Facing acts of moral outrage, courage and tragedy
- New partnership to advance 'Smart & Good' research and practice
- Summer opportunities for professional development
- VISTA volunteer positions available at NJCCE
- National Distinguished Principals Program Deadline: May 31, 2007
- Free resources for teaching & learning

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### **FROM THE NJCCE DIRECTOR**

During the last few weeks we have witnessed acts of moral outrage, courage and tragedy. Of course our

students witness these events with us, and ask questions that deserve our best responses, which are usually best when they result in heartfelt, thoughtful dialogue rather than an attempt at simplistic answers.

In March the Rutgers University women's basketball team was verbally assaulted by a radio comedic voice in a career ending misstep. Don Imus managed to discover the moral limits of shock in a society that knows and supports the commercial value of shock based in bigotry and debasement. But it was the leadership and character of the Rutgers coach, C. Vivian Stringer, and the young women she leads who became powerful examples of what is right with this country and reinforces our confidence in the ability of our institutions to nurture fundamental civic virtues of gender equality, sexual dignity and racial harmony.

And then last week we had the terrible tragedy of Cho Seung-Hui and his victims at Virginia Tech and our struggle to make sense of senseless acts that seem to defy our investment in trust and caring. For insight here, I turn to a colleague, Rushworth Kidder, whose weekly Ethics Newslines e-newsletter offers an on-going record and commentary of ethical issues in the news. In the April 23, 2007 issue, Kidder points to the importance of understanding such tragedies in the context of what he calls, "expanding the moral perimeter":

"What we do know are some of the steps we can take to defend against such situations. Of course we can rethink campus security, tighten gun control, and create better early warning systems about mental health. In a larger context, we can ask whether our popular taste for violent films and psycho-shock leaves us simply (in media scholar Neil Postman's famous phrase) "amusing ourselves to death" — and helps tip the unstable mentalities among us over the edge into real brutality.

But the real contribution we can make is to recognize that physical mayhem is enabled in proportion as our moral perimeters are diminished. We can take deliberate steps to expand those circles, moving toward an ideal that brings everyone within the radius of our deep moral concern. Here are some ways forward:

- **Values:** Engage purposefully in conversation about moral values and in the behaviors that reflect them —in schools, workplaces, homes, and places of worship —in an effort to move ourselves and others from narrow self-absorption to a greater sense of the community around us.
- **Ethics:** Persistently shift the sense of ethics away from a simplistic "I'm-right-you're-wrong" notion — which, taken to its extreme, can justify any amount of deadly violence — to a right-versus-right conception that addresses life's ambiguities head on.
- **Moral courage:** Elevate our understanding from physical to moral courage, giving us the confidence to reach out to loners and create inclusive structures — and the guts to take swift action when we see others in extreme need.
- **Cultures of integrity:** Commit to creating entire cultures of integrity, building organizational climates where ethical habits, traditions, and values define "the way we do things around here" and produce communities of significant caring.

The history of moral progress among nations, institutions, and individuals is a history of steady expansion of the moral perimeter — from racism, gender bias, and economic oppression to equality, parity, and a welcoming of the formerly excluded. Building a culture of integrity in this way won't screen out every pathology, but neither will we make progress

through fatalism, asserting that Cho was a madman and leaving it at that. We owe it to ourselves to ask, if something could have expanded his moral sensibility and brought even a few individuals inside his moral perimeter, would so many now lie dead.” ©2007 *Institute for Global Ethics*

You can subscribe to the Ethics Newslines and learn more about the Institute for Global Ethics at: (<http://www.globalethics.org/newsline/>).

Philip M. Brown, PhD  
Director

## CHARACTER EDUCATION NEWS

- ***Ignite Partners with Institute for Excellence & Ethics (IEE) to Implement Smart and Good High Schools***

Ignite, a unit of The Southwestern Company, and a leading provider to schools (creating and implementing customized student-driven programs) has partnered with the Institute for Excellence & Ethics (IEE) (Fayetteville, NY) and the Center for the 4th and 5th Rs (Respect and Responsibility) at the State University of New York at Cortland to begin integrating research and practices from the Smart & Good Schools report [www.cortland.edu/character](http://www.cortland.edu/character).

Ignite will begin utilizing the Smart & Good theory, research, and practices in its work with schools. I-SG will develop and provide implementation services for K-12 schools through the ***Transition*** Programs. These transition programs involve student mentors helping the incoming class transition from one building to the next in the spring- (***Spring Transitions***), the ***Orientation by Student Design***, a program where the student mentors play a part in designing and executing a high energy orientation program to complete the initial stage of the transition process. Finally, the student mentors will act as peer mentors, all year long and connect and build positive relationships with the incoming class to help create a safe and positive climate where teaching and learning can take place (***Year long Transitions-through student to student mentoring***). I-SG will employ promising practices as identified by the S&G research as well as key strategies for maximum impact.

Dr. Matthew Davidson, President and Director of IEE says, "This partnership with Ignite allows us to work with a proven provider of high quality youth-to-youth programming, giving us a vehicle for bringing the Smart & Good vision directly to schools across the country. We're looking forward to co-developing cutting-edge programming with the Ignite team."

For more information, visit the Ignite website at: <http://www.igniteforschools.com/>.

## PROFESSIONAL DEVELOPMENT

- ***Parental Breakthrough Conference***  
***June 27 – 29, 2007***

*Caesars Atlantic City Hotel*

*Atlantic City, NJ*

“I Care”, a research-based curriculum approach to character education and parental involvement provides educators with tools that eliminate barriers to parental involvement, and measure and assess parental involvement by class, school, and district. Visit [www.icarenow.com](http://www.icarenow.com) for more information on the conference, or contact Annette Bettis at (800)797-5818.

- *Responsive Classroom Summer Institute in New Jersey*  
*July 9 – 13, 2007*

*Ewing, NJ*

Registration is now open for the week-long Responsive Classroom summer institute to be held in Ewing, NJ. Developed for K-6 educators, the trainings will be offered on three different levels. This helps educators find the right level for their professional development – RCI is for those new to Responsive Classroom, RCII for those who’ve already attended RCI, and RCIII for in depth exploration of Responsive Classroom practices (RCI and RCII are pre-requisites for RCIII).

**Key Topics:** Morning Meeting; Rules and Logical Consequences; First Six Weeks of School; Guided Discovery; Academic Choice; and Teacher Language. For more information and to register, visit [www.responsiveclassroom.org](http://www.responsiveclassroom.org), or call 800.360.6332 ext. 130, or e-mail: [registration@responsiveclassroom.org](mailto:registration@responsiveclassroom.org).

- *Center for Social and Emotional Education (CSEE)*  
*Tenth Annual Summer Institute*  
*“Educating Hearts and Minds: Creating the Foundation for Learning and Positive Youth Development:*  
*July 10-12, 2007*  
*New York Society for Ethical Culture*  
*New York, NY*

Presented in partnership with the City University of New York, the Institute will focus on providing support for individuals and school teams developing instructional and systemic plans that will promote K-12 student social, emotional, ethical and academic learning. The primary purpose of the Institute is to practically support schools’ evidence-based school climate improvement efforts.

Visit CSEE’s website at [www.csee.net/sc/si](http://www.csee.net/sc/si) for detailed Summer Institute 2007 information, including a downloadable brochure (PDF file) and registration materials.

- *New Jersey State Bar Foundation Offers Free Summer Training Sessions*  
*Summer 2007 Trainings in Conflict Resolution, Peer Mediation and Character Education*  
*8:30 a.m. to 2:30 p.m.*  
*New Jersey Law Center*  
*New Brunswick, NJ*

Registration is now being accepted for the Foundation's one-day conflict resolution and peer mediation training sessions for the summer.

At the Elementary level:

Tuesday, July 10 and Tuesday, July 17: *One-Day Conflict Resolution*

Wednesday, July 18: *Elementary peer mediation training*

Thursday, July 12: *Character Education trainings*

At the Middle/High School level:

Wednesday, July 11 and Thursday, July 26: *Middle/high school peer mediation trainings*

Tuesday, July 24: *Character Education trainings*

*Conflict resolution and peer mediation programs* in New Jersey schools attract increased attention everyday, as concerns about violence escalate. Committed to the promotion of violence prevention, the New Jersey State Bar Foundation offers FREE one-day training sessions for teachers, administrators and para-professionals on the topics of conflict resolution and peer mediation.

Both trainings are focused at the elementary and middle/high school levels. The intense one-day conflict resolution training sessions focus exclusively on conflict resolution techniques and how to utilize the curriculum guides provided by the Bar Foundation. The peer mediation trainings discuss, among other things, how to implement and sustain a program in your school and how mediation has been proven to reduce incidents of school violence. Teachers that attend the entire training will receive professional development hours (Provider Number 1418).

### *Character Education Training*

The Bar Foundation's Character Education Training (formerly called advanced training in conflict resolution), debuted in 2004 and is also being offered in the summer on both the elementary and middle/high school levels. The character education training sessions will build on the principles learned in the NJSBF's original conflict resolution training sessions and will allow participants to become familiar with the advanced, Volume II edition of the Bar Foundation's conflict resolution guides, which focus on character education. These guides feature lessons on, among other things, self-esteem, stereotypes, gender equality and honoring each other. Attendees of these training sessions should have a basic understanding of conflict resolution. Trainings will be held on the elementary level on Thursday, July 12 and on the middle/high school level on Tuesday, July 24.

All training sessions are held from 8:30 a.m. to 2:30 p.m. at the New Jersey Law Center in New Brunswick. Space is limited. To register for any of the training sessions, call 1-800 FREE LAW to request a registration form.

- *Summer Education Law & Policy Institute*

*July 15<sup>th</sup> – 17<sup>th</sup>, 2007*

*Sunday: 11:00AM to 4:30PM*

*Monday & Tuesday: 8:30AM to 1:00PM*

*Wildwood Convention Center*

*Wildwood, NJ*

The Foundation for Educational Administration (FEA) and the Institute on Education Law & Policy at Rutgers School of Law-Newark are offering a comprehensive program that addresses one of the most difficult concerns facing all school leaders – how to correctly apply complex legal principles to the myriad of decisions school leaders must make each and every day. The Summer Law and Policy Summer Institute sessions are interactive and embrace various aspects of education law and policy. Participants apply education law in “real life” school situations and

engage in in-depth analysis of underlying policy choices. Upon completion, participants have an increased knowledge of education law, a solid framework for decision-making and the ability to engage in informed analysis of policy choices.

The Summer Institute is designed for school administrators, NJ EXCEL participants and graduates, NJ Principals and Supervisors Association aspiring school leaders and school counselors. Visit [www.njpsa.org](http://www.njpsa.org) and click on Education Law Institute for more information and registration details.

- *School-Connect: Optimizing the High School Experience*

- *Summer Training Institutes*

- *Los Angeles, CA – June 27 & 28, 2007*

- *Bethesda, MD – July 16 & 17, 2007*

- *Chicago, IL – August 8 & 9, 2007*

School-Connect® is a 40-lesson curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and teachers. It is designed to foster academic engagement, enhance social and emotional competencies, reduce risk behaviors, and facilitate supportive relationships within high school communities.

This summer, School-Connect® is offering three training institutes across the U.S. These Summer Institutes include a **Staff Training** (1.5 days) and a **Trainer Training** (2 days). The Staff Training prepares participants to present School-Connect lessons and strategies. The training provides an overview of curriculum concepts, practice in facilitating student-driven discussions and activities, and links to academic integration. The Trainer Training provides instruction in how to provide a Staff Training in your school or district and includes a CD-R of handouts and two Power Point presentations. For more information about School-Connect® or to obtain registration forms, visit the School-Connect® website at: [www.school-connect.net/](http://www.school-connect.net/).

Previously listed professional development opportunities

- *7th Annual “From My Classroom to Yours” Conference*

- *Wednesday, May 9, 2007*

- *Richard Stockton College of New Jersey*

- *Sponsored by The Southern Regional Institutes (SRI) and ETTC*

This year's conference will celebrate the 10th Anniversary of the New Jersey Network of ETTCs and will honor the program's designer – Julia Stapleton, former Director of the NJDOE's Office of Educational Technology.

“From My Classroom to Yours” features a collegial environment where teachers, technology coordinators and curriculum supervisors can share ideas on technology integration and best practices for the classroom. This year's tracks are **character education**, distance learning, language arts and literacy, math and science education, and technology integration. Several computer labs will be available for hands-on sessions in addition to traditional "show-and-tell" demonstrations. Visit the SRI/ETTC website <http://www.etc.net/conference/index.htm> for registration information and conference details.

Educators who are interested in presenting classroom strategies, projects, and innovative uses of educational technology to teach core subjects at this year's conference should also visit the website and “Register to Present”. Presentations will last 60 minutes and presenters can indicate if they prefer using a computer lab for a hands-on session or would prefer an electronic

classroom to provide a more traditional "show-and-tell" demonstration.

- *Sustainable, Schoolwide Social and Emotional Learning Implementation Workshops Featuring CASEL's Implementation Guide & Tool Kit*  
*August 6-7, 2007: Two-Day Intensive Workshop*  
*February 18, 2008: One-Day Advanced Follow-Up Workshop*  
*Chicago, Illinois*

CASEL is pleased to announce these workshops designed to equip school administrators and their teams with the tools and skills needed to implement high quality, sustainable, evidence-based social and emotional learning programming that is integrated into all aspects of schooling. The Guide consists of 158 pages of SEL research and practice information and case studies, and the Toolkit has 272 pages of tools you can use and adapt to help your school create a planning team, develop a shared vision, conduct needs and resources assessments, assess impacts, communicate with families, develop funding, and much more.

CASEL strongly recommends also attending an optional follow-up one-day workshop on February 18, 2008. This workshop will be open solely to participants who have previously attended CASEL's two-day workshop and will provide advanced "booster" instruction and tailored consultation to schools on such topics as evaluation, program selection, and leading for change.

Through their participation in these workshops, school teams will:

- Understand the theory and rationale of SEL as a framework for school change, positive student development, and student academic success.
- Learn about the important role the school leader must play in high quality and sustainable SEL implementation and strategies that help leaders fulfill this role.
- Explore the key steps of SEL implementation and strategies for sustaining programming.
- Create a plan of action to advance SEL programming at your school.

Throughout the two days, participants will use Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit to learn about the CASEL framework for implementing and sustaining SEL. Participants will also receive CASEL's Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs. In addition, school teams will learn about the newest research on SEL and the role of leadership, receive individual consultation from CASEL staff, interact with other schools that are implementing SEL programming, and leave the training with a comprehensive plan of action.

If you are interested in attending these workshops, please visit CASEL's newly-redesigned website at [www.casel.org](http://www.casel.org) to download the registration form, or contact Cynthia Coleman ([colemanc@uic.edu](mailto:colemanc@uic.edu)) today.

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## NATIONAL CHARACTER EDUCATION OPPORTUNITIES

- *Investing in America's Future*  
 Character Education Partnership's 14th National Forum on Character Education

November 1-3, 2007  
 Hyatt Regency Hotel  
 Arlington, Virginia

CEP's 2007 National Forum theme, "Investing in America's Future," looks toward the positive effects of quality character education. In an ever-changing world, democracy demands citizens who are prepared academically, ethically, socially and civically. Education that shortchanges any of these elements is incomplete and will leave our children ill-prepared for the world. For this reason CEP has decided to focus on how effective character education fosters the development of responsible and caring citizens. Implicit in this theme will be the study of how character links to achievement, to problem-solving skills and social skills, and to a skilled and ethical work force.

The lessons of this theme obviously extend to the world beyond the classroom. Character education initiatives are most successful when integrated into and supported by the community. How can research and real world experience enhance our understanding of ways to develop young people of good character who become engaged citizens of the world? CEP invites educators to join in this national discussion and share insights, research and best practices. As in previous years, CEP will celebrate the award-winning National Schools of Character and winners of the Promising Practices awards. For more information, visit the CEP website at: [www.character.org](http://www.character.org).

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## CHARACTER IN ACTION

- *NJCCE Seeks VISTA Volunteers*

Two positions are available immediately with the office of the New Jersey Center for Character Education (NJCCE) at Rutgers University that may be of particular interest to people committed to children, education and service. Retired teachers, newly graduated education majors, or 'empty-nesters' may be the perfect candidates for this rewarding opportunity.

The VISTA volunteers will work with the staff of NJCCE to develop and implement the PACES project. PACES (A Partnership for Advancing Character Education through Service-Learning) was formed to significantly expand and strengthen the infrastructure of service-learning in New Jersey. The VISTA volunteers will play an exciting role in this mission. The position involves hands-on fieldwork in the schools, as well as research and evaluation work in the office. The VISTA volunteers will have the unique opportunity to learn how a community project like PACES is developed, and how its efficacy is measured and discussed within an academic environment. The VISTAs will spend the fall and spring of their 13-month term of service working directly with teachers, administrators, community members and students, traveling to a subset of our 18 participating middle and high schools. (This will involve considerable travel among schools throughout NJ.) The VISTAs will help teachers and students coordinate the planning and execution of service-learning projects at the schools, will facilitate communications among aspiring and mentor schools, and will help the schools to document their progress. During the summer, the VISTAs will work in the NJCCE office at Rutgers to assist in the research and evaluation of the PACES project, prepare for PACES 2007-08, as well as other character education projects. The Vistas will be highly involved in program improvement and revision to the PACES program and preparation for the following school

year.

Program benefits include health coverage, stipend, training, childcare assistance if eligible, choice of education award or end of service stipend.

If interested, contact NJCCE at 732.445.7504, or visit the *AmeriCorps* website at: <http://www.americorps.gov/about/programs/vista.asp> and click on Find Out How to Get Involved. **Keywords** - *Service Learning, Education, Children, Program Development, Youth.*

## GRANTS AND FUNDING OPPORTUNITIES

- *National Distinguished Principals Program (NDP)*  
AIG VALIC/ U.S Department of Education/National Association of Elementary School Principals

**Deadline:** May 31, 2007

The National Distinguished Principals Program is based on three premises:

- It is important that the dedication and enthusiasm of principals who guide children's earliest educational experiences be acknowledged. Recognition is a powerful instrument for building pride in accomplishment and continued determination to pursue excellence.
- The scope and quality of children's educational experiences are determined primarily by the principal, who establishes, through the important work of teachers and the support of caring parents, the character of a particular school's program.
- Children's attitudes toward learning and their perceptions of themselves as lifelong learners are established in the beginning school years. By high school or college, patterns are formed and interventions may be too late.

For more information, contact:

NDP Program

NAESP

1615 Duke Street

Alexandria, Virginia 22314-3483

Phone: 800-386-2377 (Toll-free) E-mail: [ndp@naesp.org](mailto:ndp@naesp.org)

or visit the NAESP website for the application and detailed guidelines at:

[http://www.naesp.org/client\\_files/NDP07\\_Nominee\\_Application\\_Packet.pdf](http://www.naesp.org/client_files/NDP07_Nominee_Application_Packet.pdf)

## WEBSITE NEWS, RESOURCES AND RESEARCH

- *The Importance of Social and Emotional Learning*  
by Bonnie Bracey Sutton

*Edutopia*, Online Communities: Spiral Notebook

Wednesday, April 25, 2007 edition

Ms. Sutton comments on what educators can do to equip their students to deal with emotions such as anger, sadness, aggression, and loneliness. In view of the recent tragic Virginia Tech

incident, the author suggests that social and emotional learning and intelligence may have an even stronger relevance than ever before. Educators can submit their comments and read those of others at: <http://www.edutopia.org/community/spiralnotebook/?p=263>.

In addition to Ms. Sutton's commentary, The George Lucas Education Foundation (GLEF) has compiled a list of resources on emotional intelligence as well as student-centered activities that can be used to develop and support teachers' classroom efforts in this area.

The George Lucas Education Foundation, founded in 1991 as a nonprofit operating foundation to celebrate and encourage innovation in schools. It is devoted to documenting, disseminating, and advocating for exemplary programs in K-12 public schools to help these practices spread nationwide.

- ***PBS Teachers Newsletter offers Free Resources for Teaching & Learning***

PBS Teachers is PBS' national web destination for high-quality preK-12 educational resources. Educators can find classroom materials suitable for a wide range of subjects and grade levels, including topics such as social skills, conflict resolution, mental/emotional health, safety and substance abuse prevention. Lesson plans, teaching activities, on-demand video assets, and interactive games and simulations are available by grade level and content area. These resources are correlated to state and national educational standards and are tied to PBS' award-winning on-air and online programming like NOVA, Nature, Cyberchase, Between the Lions and more.

PBS Teachers is also the gateway for local resources and services offered by local PBS stations. By localizing the website to a local PBS station, educators can gain access to educational resources, programs, TV schedules and more. Visit: <http://www.pbs.org/teachers/> for details.

- ***New Journal: Information for Action \* A Journal on Service-Learning Research with Children and Youth***

The National Service-Learning Partnership, in collaboration with the University of Minnesota and Learn and Serve America's National Service-Learning Clearinghouse, has announced the production of a new journal on K-12 research: Information for Action-A Journal on Service-Learning Research with Children and Youth. The IFA Journal will be an on-line publication, hosted on the Partnership's website, made available for a small subscription price (approximately \$6/year). The first year's publication will occur in September, with two subsequent publications in 2008. Visit the Partnership's website, [www.service-learningpartnership.org](http://www.service-learningpartnership.org) for more details.

- ***Coming in May! Supreme Court DBQs: Exploring the Cases that Changed History From The Bill of Rights Institute***

Supreme Court DBQs (document-based questions), features in-depth studies of landmark Supreme Court cases and the enduring constitutional issues they raised. This six-unit publication provides primary sources not found in textbooks, and explores nineteen cases over six thematic units. Some of the cases included are:

- Dred Scott v. Sanford (1857)
- Brown v. Topeka Board of Education (1954)
- Miranda v. Arizona (1966)
- Tinker v. Des Moines (1969)

Visit [www.BillofRightsInstitute.org/DBQs](http://www.BillofRightsInstitute.org/DBQs) or call (703) 894-1776, ext. 22 for more information.

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