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April 2009 Issue

CHARACTER_EDUCATION_NETWORK Online e-Newsletter April 2009

Welcome to the **CHARACTER_EDUCATION_NETWORK** online e-newsletter. The purpose of **The Network** is to encourage the adoption of social, emotional and character education programs and strategies by providing a forum for sharing information, research and promising practices. **The Network** will offer educators access to national and state character education and social and emotional learning 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; 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 useful websites.

Three Rutgers University projects operating in a partnership with the New Jersey Department of Education provide the content for **The Network**. The Center for Social and Character Development (www.rucharakter.org) edits and publishes **The Network** in collaboration with the Safe and Drug-Free Schools and Communities Project (<http://sdfsc.rutgers.edu>) and the Developing Safe and Civil Schools Project (<http://www.teachsecd.com>). All three projects operate under the Center for Applied Psychology at Rutgers University.

The Center for Social and Character Development at Rutgers University is funded under Title V, Part D, Subpart 3, Sec. 5431 of the No Child Left Behind Act of 2001. Funds for both the Developing Safe and Civil Schools: A Coordinated Approach for Social-Emotional and Character Development project and the Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project were provided in full by a grant to the New Jersey Department of Education from the United States Department of Education, Safe and Drug-Free Schools Program. 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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FROM THE CSCD DIRECTOR

We had the good fortune of being accepted to host a roundtable at the American Education Research Association annual meeting this month, and found a growing group of researchers and practitioners interested in the work to develop the whole child that motivates NETWORK readers. This was the second year of a new Social Emotional Learning special interest group (SEL/SIG) that attracted a number of fine presenters. One of them, Linda Lantieri, also recently provided testimony before the U.S. House Subcommittee on Labor, Health & Human Services, in which she referenced more than 30 studies indicating that social and emotional learning results in improvements in students' academic achievement.

These and other supportive research findings are a part of the website for the Collaborative for Academic, Social and Emotional Learning (www.CASEL.org), which you should check-out if you have not seen it recently. Dr. Maurice Elias, director of the DSACS program and one of our partner organizations, has been an instrumental contributor to CASEL, and the fruits of their organizational development were borne out by the increasing strength of the moral and character educators as well as SEL researchers who are now members of the new SEL/SIG. For more on AERA, the premier international association for education research, see: www.aera.net.

We also invite you to visit the CSCD website (<http://www.rucharacter.org/>) to link to an engaging Edutopia video interview with Linda Darling-Hammond. The Stanford University education professor speaks about the crucial role that social and emotional learning plays in teaching the whole child.

Philip M. Brown, Ph.D.
Director
Center for Social and Character Development

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Partner article from the Rutgers Safe and Drug-Free Schools and Communities Project

Implementing Evidence-Based Alcohol, Tobacco, and Other Drug (ATOD) and Violence Prevention Programs

Bradford C. Lerman, Psy.D.
Director, SDFSC Project (<http://sdfsc.rutgers.edu>)

This month the Rutgers SDFSC Project has been delivering regional workshops focused on effective strategies for planning and implementing ATOD and violence prevention programs. To aid school district staff and collaborators in addressing comprehensive program strategies for the 2009-2010 school year, we have been highlighting a number of key points in these workshops, including:

What is an evidence-based practice?

Evidence-based practices are the programs, strategies, curricula, etc. that have been shown,

through research, to be effective in addressing specific priority problems (e.g., ATOD use, bullying, gang activity). These practices have a greater likelihood of success when replicated in appropriate settings as compared to practices that are not supported by research. The use of evidence-based practices gives us more certainty that our strategies to address ATOD and violence prevention issues will have the desired results, and is central to effective program planning and implementation.

How are evidence-based practices selected?

Planning for program implementation occurs after a needs assessment has been conducted and priority problems and target audiences have been identified. Evidence-based practices are then selected to address the priority problems of these target populations, and detailed steps for implementing the practice are documented in a plan. (A searchable database of programs addressing ATOD and violence prevention can be found at <http://sdfsc.rutgers.edu/page/program/>.) This process involves researching the fit between program, school setting, and priority needs, and helps to ensure that the most appropriate practice is selected for your school.

How should evidence-based practices be implemented?

Ideally, evidence-based practices are implemented with *fidelity* to the evaluated program. Program fidelity refers to a science-based practice being delivered in accordance with its tested design. Practically, this strict adherence to design is sometimes not possible, due to a variety of factors, including time, resources, scheduling, and funding, and for more programmatic reasons, such as unique population needs, language differences, and community factors.

It is also important to understand that a program researched and found to be evidence-based in a suburban setting, with a homogenous population, and a predominantly traditional family structure, may not, even if implemented with 100% fidelity, yield the same results as if it were implemented in an urban setting, with a diverse population, and multiple family structures. During planning, it is critical that these program fidelity and congruence factors be taken into consideration when matching your school's specific needs with an evidence-based practice.

How should an evidence-based practice be implemented in my school?

Implementing a practice that is tailored to your specific school can help ensure its effectiveness, but knowing which components can be tailored and which should not, can be a challenge. This is often seen as the *fidelity vs. adaptation* debate in relation to implementing evidence-based practices. A good way to resolve this debate is to work with a program developer on the identification of a program's *core components*. These core components are the elements of the program design that are critical for increasing the chances that a program will be successful. For example, a particular scenario-based decision-making lesson might address a core component of an evidence-based program, but changing the scenario to a more locally appropriate issue or infusing the lesson into a different subject matter can both be appropriate adaptations. Identifying a program's core components requires in-depth communication and planning with the developer of the evidence-based practice, and will help to ensure that you are using a practice with a proven record, and one

that is specifically tailored to your own school setting. Remember, the idea is to maximize our efforts in positively affecting student behavior.

How do I know if the evidence-based practice is working?

There are two distinct and important kinds of data that should be collected when implementing evidence-based practices: *process* and *outcome* data. Process data are the measures related to the degree of implementation of the evidence-based practice and help us answer the questions, “Did implementation occur as planned, and to what extent?” Outcome data are the measures related to the effectiveness of the implemented practice, and help us answer the question, “As a result of implementing this plan, are we seeing the desired change in the target population(s) that this plan addresses?” Both types of measures are critical since the degree of implementation measured using process data can determine whether outcome measures are related to implementation factors or due to program effectiveness. Process data can help us determine whether changes are needed in the program plan. Outcome data aid us in determining whether or not the evidence-based practice is “working” and is a good fit for your school setting.

Is there a good model to use when designing and implementing a prevention strategy?

The Rutgers SDFSC Project recommends the use of a logic model to map a comprehensive plan when addressing ATOD and violence prevention activities. The *W.K. Kellogg Foundation* defines a logic model as, “a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” The Foundation has published a comprehensive Logic Model Development Guide, which can be found online at: <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>. Using a logic model helps to ensure that priority needs are addressed using the available resources, that evidence-based practices (potentially with adaptations) are planned and implemented according to that plan, and that process and outcome measures are collected and utilized to assess program implementation and outcomes of your strategies.

If you have any questions regarding comprehensive ATOD and violence prevention programming, please contact the Rutgers Safe and Drug-Free Schools and Communities Project at 732-445-6173 for assistance.

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NEWS FROM THE FIELD

- *Federal Partnerships in Character Education Program Funding Cut*

The federal government has cut Partnerships in Character Education Program (PCEP) funding by 50% for fiscal year 2009 and is working on the 2010 budget. Many states and districts depend on this grant program for the resources they need to implement high-quality character education programs. The Character Education Partnership’s website offers detailed information on this action as well as suggestions for effective action to restore the funding before the 2010 budget is finalized at: <http://www.character.org/helprestorefederalfundingforcharactereducation>.

- *Collaboration project focuses on academic integrity*

The Academic Integrity Network, a collaborative project of [The School for Ethical Education's](#) (SEE) in Milford, CT, and the Character Education Partnership (CEP) in Washington, DC has been established to encourage communication between schools to advance policies and activities promoting academic integrity as a character education strategy in public, private or parochial secondary schools. The Network information may also be used by SEE/CEP to organize local or regional forums on academic integrity.

Representatives of schools that seek to advance the topic of academic integrity are encouraged to join the network and dialogue with colleagues through electronic communication and conference events. To join this free network, an authorized representative of the school may complete the [Network Registration form](#), which will be validated by SEE and then added to the Network's Membership list. Contact information and the school's activities in support of academic integrity will be published on SEE's website.

Click on the Academic Integrity Network links here:

[Academic Integrity Network Registration Form](#)
[Academic Integrity Network Directory](#)
[Network News](#)

Based on its [Integrity Works!](#) Program, the SEE website provides additional information and resources such as:

- a conceptual model to support the implementation of an academic-integrity program,
- suggested project activities, and
- a sampling of academic integrity policies from selected schools.

Visit SEE's website at: <http://www.ethicsed.org/>.

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PROFESSIONAL DEVELOPMENT

- *Responsive Classroom Week-long Institute for Elementary Educators*

July 20 – 24, 2009

Lore Elementary School

13 Westwood Dr.

Ewing, NJ 08628

(Levels offered at this location: RCI, RCII)

Week-long institutes focus on helping elementary educators learn how to use the [classroom practices](#) at the heart of the Responsive Classroom approach. The courses build on each other, so K-6 educators who are new to the Responsive Classroom approach, or who are using some of the practices but have not taken RCI yet, should begin with

Responsive Classroom I.

Responsive Classroom I (RCI)

Participants learn about five of the fundamental practices of the Responsive Classroom approach: Morning Meeting, rule creation, interactive modeling, positive teacher language, and logical consequences. This institute is a prerequisite for RCII and RCIII.

Responsive Classroom II (RCII)

Participants learn about Guided Discovery, Academic Choice, classroom organization, and collaborative problem-solving and deepen your understanding of logical consequences.

Prerequisite: RCI

For more information and registration details, visit the Responsive Classroom website at:

<http://www.responsiveclassroom.org/>

- *Origins, the Midwest center for the Responsive Classroom approach offers Training for middle school teachers*

Developmental Designs for Middle School 1

Developmental Designs for Middle School 2

July 27 – 31, 2009

Woodbury Junior High School

Woodbury NJ

Developmental Designs 1 and 2 weeklong workshops are for grades 5-8 educators who work in a middle school setting. Both workshops present an approach to building community, classroom management, and instruction designed to strengthen teaching practice with a sound, integrated social and academic curriculum.

To meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, the *Developmental Designs for Middle School* (DDMS) approach (formerly known as Responsive Designs, or RD) offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. The DDMS approach is based on a research-grounded belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied. For registration details, visit: www.originsonline.org.

For more information on the Developmental Designs for Middle School approach, guiding principles and classroom practices, [click here](#), or sign up to receive *Origins: A Newsletter for Elementary Educators* (K-6) or *Developmental Designs: A Middle School Newsletter* (5-9). The newsletters contain useful articles on topics relevant to everyday classroom practice and information on workshops and teacher resources. The newsletters are published three times a year, spring, fall, and winter.

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- *Sustainable, Schoolwide Social and Emotional Learning Implementation Workshop*
Two-Day Intensive Workshop

June 15-16, 2009

Chicago, IL

CASEL has announced its two-day workshop 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.

Through their participation in this workshop, school teams will:

- Understand the theory and rationale of SEL as a framework for school improvement, 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.

To learn more, visit www.casel.org and download the registration form at <http://www.casel.org/pub/training.php>, or contact Cynthia Coleman at ccoleman@casel.org today.

- *2009 Smart & Good Schools Summer Institute*

June 29, 30, and July 1, 2009

Sponsored by the Center for 4th and 5th Rs - Respect and Responsibility

For more information, contact Marthe Seales, the conference coordinator at the Center for the 4th and 5th Rs, SUNY Cortland, Tel: 607-753-2455; Fax: 607-753-5780; e-mail:

character@cortland.edu

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- *Center for Social and Emotional Education (CSEE) 12th Annual Summer Institute*

July 7-9, 2009

Fordham University

155 West 60th Street

New York City, NJ

The institute will have a dual focus: promoting effective school climate reform efforts in general and effective bully prevention/pro-upstander behavior in particular.

School teams and individuals will:

- Learn how to support a continuous process of measuring and improving school climate in ways that promote academic achievement, student and parent engagement and effective risk prevention/health promotion efforts.
- Learn about specific efforts that reduce bullying and promote upstander behavior.
- Learn about strategies and activities that develop students' core social, emotional, ethical and intellectual competencies.
- Connect with local and national leaders on the latest research, policy and practices.
- Begin developing action plans that build on your school's strengths, needs and goals.

For more information and online registration, visit CSEE's website at:
<http://www.schoolclimate.org/index.php/programs/si/>.

- ***2009 Community of Caring National Conference***
Leadership and Service: Empowering Our Schools through Character Education
 July 8-10, 2009
 Hyatt Regency Sarasota
 1000 Boulevard of the Arts
 Sarasota, Florida

Featured Speaker July 9, 2009 - Cathryn Berger Kaye, M.A.
 "Making the Service-Learning Connection"

Featured Speaker July 10, 2009 - Dr. Kris Bosworth
 "Culture, Climate, Connectedness, and Resiliency"

Key Topics:

- Community of Caring 101
- Inclusion of All Students
- Student Leadership
- Using Technology to Foster Character Education
- Parent and Community Involvement
- Service Learning, and more...

Sponsored by the Eunice Kennedy Shriver National Center for Community of Caring, College of Education, The University of Utah; the Center for Social and Character Development at Rutgers University; Gulf Coast Community Foundation of Venice.

Register online at www.communityofcaring.org, or call 1-801-587-3432, or e-mail contact@communityofcaring.org.

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- ***Responsive Classroom Schools Conference***
 July 21-22, 2009
 George Washington University
 Washington, DC
 During this interactive, two-day national conference, administrators and teacher leaders will gather to share ideas and questions, successes and challenges on the road to schoolwide implementation of the Responsive Classroom approach. Breakout sessions will focus on:
 - Instituting practices that enable schoolwide implementation. How must schools change culturally if they are to take the Responsive Classroom approach beyond individual classrooms to the hallways, lunchroom, playground, auditorium, and buses? What are the day-by-day nuts and bolts of making schoolwide implementation happen and keeping it strong and fresh?
 - Building the adult community essential to schoolwide implementation. How do school leaders inspire staff to share a common vision of teaching and learning? What

practices and perspectives can help adults work together in respectful collaboration—modeling for the children how a Responsive Classroom learning community looks, sounds, and feels?

For more details and registration information, visit the Responsive Classroom website at: <http://responsiveclassroom.org/>. Other questions? Email registration@responsiveclassroom.org or call 800-360-6332 x 130.

- ***School-Connect Summer Institutes***

August 6-7 in Chicago, IL

August 13-14, 2009 in Los Angeles, CA

School-Connect: Optimizing the High School Experience is a 40-lesson curriculum designed to boost social, emotional, and academic skills in students (grades 9-12). It is especially designed to help incoming freshmen develop supportive relationships and prepare for the academic rigor of high school. School-Connect will be hosting regional trainings for character educators interested in implementing School-Connect and in-servicing school staff in social-emotional learning strategies. Please see www.school-connect.net for more information.

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- ***2009 Character Education Partnership Forum***

"Citizens of Character - the Foundation of Democracy"

October 29-31, 2009

Hilton Alexandria Mark Center

Alexandria, Virginia

Register by May 31 and attend a Pre-Forum Morning Workshop at HALF PRICE!

A few Pre-Forum Session options include:

- Promoting Academic Integrity to Advance Character Development: A Strategic Planning Session
- The Neurology of Peak Performance: Balancing Intellectual, Emotional, and Social Skills
- Integrating Character into the Curriculum

[Click here](#) to download the complete conference brochure. For more information and registration details, visit the CEP website at <http://www.character.org/ceforum>.

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CHARACTER IN ACTION

- ***The Whole Child Initiative - The Whole Child Petition***

Current educational practice and policy focus overwhelmingly on academic achievement, but the Association for Supervision and Curriculum Development (ASCD) has launched an effort that contends this is only one element of student learning and development.

The *Whole Child Initiative* has posted an online petition asking state boards of education to go on

record to ensure that:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each graduate is challenged by a well-balanced curriculum and is prepared for success in college or further study and for employment in a global environment.

The *Whole Child Petition* offers interested citizens the opportunity to urge their state board of education to do more to educate the whole child, by supporting policies and practices that lead toward these goals.

The website, <http://www.wholechildeducation.org/getinvolved/thewholechild/> will keep a rolling tally of total signatures and will allow users to see signatures by state. When any state reaches the threshold of 1,000 signatures, ASCD/Whole Child will submit the written petition to the state's board of education.

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GRANTS AND FUNDING OPPORTUNITIES

New

- ***McCarthy Dressman Education Foundation Grants***

Deadline: May 01, 2009

Number Of Awards: Multiple

Period: One year.

The McCarthy Dressman Education Foundation considers applications for financial support from educators who:

- are licensed k-12 teachers employed in public or private schools,
- have the background and experience to complete the project successfully,
- are willing to work in collaboration with the Foundation

The Teacher Development Grants provide funding to individuals or small teams of teachers in the formation and implementation of groundbreaking k-12 classroom instruction. The grants provide opportunities for teachers to integrate fresh strategies that encourage critical inquiry and to observe their effects on students. Teachers have the opportunity to reflect and write about their projects, as well as to share their results with other teachers. The Foundation awards grants to individuals in amounts up to \$10,000 per year for a maximum of three years, provided the eligibility requirements continue to be met.

More Information: McCarthy Dressman Education Foundation, 610 East South Temple Street, Suite 110 Salt Lake City, Utah 84102; Phone: 801.328.8899 or 801.578.1260 Fax:

801.578.1261; [Email:mccartheydressman@mk1pr.com](mailto:mccartheydressman@mk1pr.com) or info@mccartheydressman.org

URL: <http://www.mccartheydressman.org/teacher.html>

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Previously listed:

- *Do Something Disaster Grants*

Deadline: December 31, 2009

Maximum Award: \$500

Do Something Disaster Grants fund project ideas and existing projects that assist people in emergency situations – everything from disaster preparedness to first responders to those who are still working hard to rebuild months or years later. Great projects include those that do something about food insecurity, help soldiers returning from active duty, rebuild communities after natural disasters, or provide resources for those afflicted by a crisis.

For more information email: jwells@DoSomething.org or visit:

<http://www.dosomething.org/grants/disaster>

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WEBSITE NEWS, RESOURCES AND RESEARCH

- *Free Resources from Teaching Tolerance*

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for the nation's children.

Web-exclusive offerings include:

- [Classroom activities and materials](#)
- [Lesson Plans: Nature, Race and Justice](#)
- [Kits & Handbooks](#)
- [Web Exclusives](#)
- [Magazine](#)
- [Mix-It Up program](#)
- [Grants](#)
- [Parent](#), [Teen](#) and [Kid](#)-focused information

Their teaching materials have won two Oscars, an Emmy and more than 20 honors from the Association of Educational Publishers, including two Golden Lamp Awards, the industry's highest honor. Scientific surveys demonstrate that their programs help students learn respect for differences and bolster teacher practice.

For more information, click on the links above or visit their website at:

<http://www.tolerance.org/>

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