**Elements of Character Education in North Carolina’s Public Schools**

**NORTH CAROLINA INITIATIVE/CORRELATE TENETS OF CHARACTER EDUCATION**

**ABCs PLUS North Carolina’s Plan for Excellent Schools**

**High Student Performance**
- 1.3 Rigorous and relevant academic standards and assessment systems for every student
- 1.4 Every student graduates from high school
- 1.5 Every student a lifelong learner and ready for work

**Safe, Orderly and Caring Schools**
- 2.1 Learning environments inviting and supportive of high student performance
- 2.2 Schools free of controlled and illegal substances and all harmful behavior
- 2.3 Mutual respect of students, teachers, administrators, and parents

**Quality Teachers, Administrators and Staff**
- 3.5 A system of continuous learning and professional development to support high performance of all employees
- 3.6 High ethical and professional standards for all employees

**Strong Family, Community and Business Support**
- 4.1 State education priorities responsive to the needs of the family, community, and business customers
- 4.2 A comprehensive and aligned system of support for the academic success and general well-being of all children
- 4.3 A system to build the capacity of local districts to create, respond to and sustain meaningful partnerships

**Effective and Efficient Operations**
- 5.1 Components of the education system aligned to achieve high performance
- 5.2 Decision-making authority and control at the most appropriate level closest to the classroom

*Intelligence plus character—that is the goal of true education.*

—*Rev. Martin Luther King Jr.*

*A tenet, as used here, is defined not only as a pertinent character trait or cornerstone, but also something that is essential to a quality school, i.e. climate, community, vision to leadership.*
“Have a VISION. Be DEMANDING.”

—Colin Powell

STANDARD COURSE OF STUDY K-12

Curriculum Connections
• Social Studies
• English/Language Arts
• Healthful Living
• Athletics/Physical Education

Drawn from Building a Foundation for Citizenship
Created by Instructional Services Division • DPI, 1995

“It is not because things are difficult that we do not dare. It is because we do not dare that they are difficult.”

—Seneca

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS)

Performance Standards
Comprehensive School Improvement
• School and Community
• Beliefs and Mission
• Facilitation of Learning
• Program of Learning
• Responsible Citizenship
• Learning Media Services
• Student Services and Activities
• School Plant and Facilities

CLOSING THE ACHIEVEMENT GAP
Based upon effective schools research (School Improvement Division • DPI)
Safe and Orderly Environment
Climate of High Expectations for All Students
Instructional Leadership
Clear and Focused Mission
Opportunity to Learn and Student Time on Task
Home-School Relations

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This matrix is not exhaustive of all that encompasses the lives of our public schools, but it reflects four of our primary driving forces.

All that we do should strive to better our children, their families, and all of our communities. Inner-city, suburban, or rural; wealthy, impoverished, or middle class; regular education or exceptional child; English speaking or a speaker of another language; at-risk or seemingly safe—shaping and developing the total child is a responsibility for us all.

Character development, grounded in HIGH EXPECTATIONS and FOSTERING RELATIONSHIPS, embodies all that we as teachers, leaders, and role models do EVERY DAY.

“I am a teacher. A teacher is a leader. It is not magic. I do not walk on water. I do not part the sea. I just love the children.”

—Marva Collins