



Elements of Character Education in North Carolina's Public Schools

NORTH CAROLINA INITIATIVE/CORRELATE

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

TENETS* OF CHARACTER EDUCATION

high expectations
perseverance
self-discipline
vision
curriculum

climate and community
respect
caring
responsibility
kindness
good judgment

high expectations
integrity
leadership
vision

community
respect
responsibility
good judgment
high expectations
integrity
leadership

high expectations
community
responsibility
leadership
vision
climate

"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.

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

high expectations	kindness
leadership	courage
responsibility	good judgment
respect	integrity
community	perseverance
vision	climate
caring	curriculum

“Have a VISION. Be DEMANDING.”

—Colin Powell

STANDARD COURSE OF STUDY K-12

Curriculum Connections

- | | |
|--------------------------------|--------------------------------------|
| • Social Studies | • Math |
| • English/Language Arts | • Science and Technology |
| • Healthful Living | • Vocational and Technical Education |
| • Athletics/Physical Education | |

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

respect	perseverance
responsibility	vision
good judgment	high expectations
integrity	caring
honor	courage
self-discipline	community
sportsmanship	curriculum

“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 | • Responsible Citizenship |
| • Beliefs and Mission | • Learning Media Services |
| • Facilitation of Learning | • Student Services and Activities |
| • Program of Learning | • School Plant and Facilities |

trust	community
honesty	leadership
integrity	caring
trustworthiness	perseverance
responsibility	respect
citizenship	high expectations
self-discipline	curriculum
climate	

“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

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.