



**The Maryland Center for Character Education
at Stevenson University
2009—2010
School of the Year Award Winners**

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<u>County</u>	<u>School</u>	<u>Principal</u>
Allegany	West Side Elementary	John Logsdon
Anne Arundel	Jessup Elementary	Ava Tasker-Mitchell
Anne Arundel	Edgewater Elementary	Rebecca Schou
Baltimore Co.	Kenwood High	Paul Martin
Calvert	St. Leonard Elementary	Toni Chapman
Caroline	Greensboro Elementary	Keri Hutchins
Caroline	Caroline Career & Technology Center	Dr. Theresa Stafford
Caroline	North Caroline High	Brian Spiering
Carroll	Ebb Valley Elementary	Bob Mitchell
Carroll	Winters Mill High	Ruthanne Kenney
Cecil	Elk Neck Elementary	John Turner
Dorchester	South Dorchester K-8	Dwayne Abt
Frederick	Lincoln Elementary	Ann Reever
Frederick	Heather Ridge School	Denise Flora
Frederick	Oakdale Middle	Neal Case
Garrett	Broad Ford Elementary	Suzanne Sincell
Harford	Joppatowne Elementary	Cheryl Steeg
Harford	Fallston High	Joseph Schmitz
Howard	Laurel Woods Elementary	Peggy Dumler
Kent	Worton Elementary	Kenneth Hudock
Queen Anne's	Kennard Elementary	Michele Hampton
St. Mary's	Green Holly Elementary	Wauchilue Adams
St. Mary's	Leonardtown Elementary	Denise Eichel
St. Mary's	Spring Ridge Middle	Maureen Montgomery
Somerset	Carter G. Woodson Elementary	Lilly Welch
Talbot	Easton High	David Stofa
Washington	Pangborn Elementary	Elaine Semler
Wicomico	Westside Primary School	Glendon Jones Jr.
Wicomico	Pittsville Elementary	Michael Cody

Private and Parochial Schools

Anne Arundel	The Children's Guild	Desiree Davis
Prince George's	The Children's Guild—Chillum Campus	Tyrone Frazier

MCCE@SU 2009—2010 School System of the Year Winner
Queen Anne's County Public Schools

Honorable Mention
Somerset County Public Schools





**Again, Congratulations
to the following schools in the state of Maryland!**

**Character Education Partnership – CEP
Announces the 2010
State Schools of Character (SSOC),**

SSOC SCHOOL'S

- Arundel High School – Anne Arundel Co.**
- Carney Elementary – Baltimore Co.**
- Eva Turner Elementary – Charles Co.**
- The Odyssey School – Baltimore Co.**
- Piney Ridge Elementary – Carroll Co.**

PROFILES OF CHARACTER

- The Odyssey School – Baltimore Co.**

HONORABLE MENTION

- Berlin Intermediate – Worcester Co.**
- Centerville Elementary – Queen Anne's Co.**
- The Children's Guild – Private School- Baltimore City**
- Eldersburg Elementary – Carroll Co.**
- Marley Middle – Anne Arundel Co.**
- Valley Elementary – Frederick Co.**

EMERGING SCHOOLS

- John T. Baker Middle – Montgomery Co.**
- North Harford High - Harford Co.**
- Spring Ridge Middle – St. Mary's Co.**
- Thomas Stone High – Charles Co.**
- Winters Mill High – Carroll Co.**

**Honoring our Award Winners from the
2008– 2009 School Year
October’s Best Practices for the Month:
North Bend Elementary
Harford County**

Title of Best Practice:

Creating Character for Life

Best Practices for the Month of October:

North Bend Elementary

1445 North Bend Road

Jarrettsville, Maryland 21084

Principal: Steven Hardy - steve.hardy@hcps.org

Click on the following link to review the selected “Best Practice”

<http://www.mdctrcharacter.org/best%20practices.shtml>

**Best Practice for October
North Bend Elementary**



North Bend Elementary School’s Objective:

To create a safe and positive learning environment for students and staff.

MARYLAND Schools of Character Awards Program

Beginning in 2011, the goal of the National Schools of Character (NSOC) awards program is to recognize ALL schools and districts that demonstrate an exemplary level of implementation of Character Education Partnership's

[Eleven Principles of Effective Character Education](http://www.character.org/elevenprinciples).

<http://www.character.org/elevenprinciples>

2011 Maryland State Schools of Character Awards Application Due December 1, 2010

Just a reminder!

Applications must be postmarked by Wednesday, December 1, 2010

2011 State Schools of Character Awards "SSOC Awards"

**Sponsored by Character Education Partnership (CEP),
Maryland Center for Character Education at Stevenson University
(MCCE@SU) and the
Maryland State Department of Education (MSDE)**

**Learn more about the 2011 Maryland SSOC competition.
Download the Maryland State Schools of Character Application.**

Click link below to find application and download:

http://www.character.org/uploads/PDFs/NSOC/2011_NSOC/ApplicationGuidelines2011.pdf

**Coordinated by the Maryland Center for Character Education at
Stevenson University**

For more information contact Tim Hayden at thayden@bcps.org



PBIS and Character Education: An Evolution towards Best Practice

From Merle Schwartz, CEP director of education and research

I got this off the CEP website blog. Its old, but its so relevant for MD schools.

Before I came to CEP in August of 2002, I was a school psychologist in Maine, a learning & behavior specialist, and wrote the first graduate course at that time on PBIS for the University of Southern Maine. Before that, I was a special education teacher for many years. I mention this because, at that time, I had the connection on how PBIS could be done well—and how character education was a foundational missing piece in most schools. Understanding character education allowed me to evolve beyond PBIS.

Although the intent of PBIS (remember it is part of IDEA), was to be proactive and prosocial, it seems to have morphed back into standard behavior modification techniques. When I work with educators on this topic, and the need for the school to move beyond common “rule” to basic core ethical values, they quickly realize that PBIS does not help develop integrity. In many cases, when the reinforcers stop, the prosocial behavior stops as well.

For schools and states struggling for best practice implementation of PBIS, I try to help educators see PBIS and character education not as an “either-or,” but rather, view character education and core values as setting the foundation that then shapes PBIS so that students “do the right thing for the right reason.”

What follows is the original piece I wrote about PBIS that may be found in CEP’s wonderful Eleven Principles Sourcebook, guidebook 7 on intrinsic motivation:

In 1997, the Individuals with Disabilities Education Act (IDEA) was amended to include positive behavioral interventions and supports (PBIS) as the recommended method for dealing with challenging behavior in children with disabilities. PBIS is an approach that assists students in learning prosocial behavior through, modeling, shaping, cueing, and dialoguing in an environment that is respectful of individual student needs. The PBIS process provides a better understanding of why challenging behavior occurs, i.e., what function the behavior serves, when it happens, what influences it, and what maintains it. In contrast, behavior management systems seek to control student behavior through external inducements that do not teach deficit skills nor develop greater self-awareness in students.

PBIS and character education are natural partners for improving the educational experience of children with significant behavioral and learning challenges. Both honor the students’ learning needs by developing student autonomy, a sense of belonging, and competence. Throughout the PBIS process, teachers utilize the strategies of reflection, problem solving, restitution, and social skill training, as appropriate and based on the cognitive ability of the student.

PBIS and Character Education: An Evolution towards Best Practice

From Merle Schwartz, CEP director of education and research

Continued:

In PBIS, extrinsic rewards and consequences are at times necessary to reduce the problem behavior while the student is learning the replacement social skills. For example, a teacher might help a student track their success in keeping their relationships with others nonaggressive by having the student record a tally for each designated period of time they are prosocial in meeting their needs. A certain number of tallies may be traded for special time playing a game with a classmate. While the child is “earning” special time, they are also learning prosocial behavior. From a character education perspective, individual plans should be monitored closely so that as students begin to gain control of their emotions and find more appropriate means for communication, reinforcement moves away from extrinsic rewards and towards social rewards, ultimately emphasizing students’ intrinsic satisfaction in being a good citizen of the school and classroom. This is a much easier process in schools that fosters character development within a caring atmosphere.

This entry was posted on Thursday, September 17th, 2009 at 10:05 am.

Read the 3 Responses to *PBIS and Character Education: An Evolution towards Best Practice*

<http://forumoncharacter.wordpress.com/2009/09/17/pbis-and-character-education-an-evolution-towards-best-practice/>



MCCE@SU
2010 Awards Ceremony
Keynote Speaker
Phil Catania

Phil was our Keynote Speaker this year at our Awards Ceremony

PHIL CATANIA

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In 32 years as a Prince George's County Public Schools educator, Phil was a classroom teacher, Area Teacher Specialist, and Principal. During his 17 year tenure as principal of Mount Rainier Elementary, the school was recognized as a *National School of Character* as well as a *Model Peace School*. He retired from Prince George's County Schools in 2007 after serving 18 months as the Coordinating Supervisor of Leadership Development for the school system.

Phil is an Educational Consultant with a strong commitment to helping schools of all levels maximize the power of their character culture through building relationships and establishing connections. He is a sought-after motivational speaker who has inspired schools and audiences in over 35 states and Canada since 2000. Phil also serves in the role as a National Trainer for the **Power2Achieve™** Character Education Initiative developed by the *Institute of Excellence & Ethics*, a non-profit organization committed to maximizing the "Power of Character" through the integration of performance and moral character in middle and high schools.

Phil has a Bachelor's Degree in Elementary Education from the University of Maryland and a Master's Degree in Administration & Supervision from George Mason University. He lives in Arlington, Virginia with his wife, Irene. They have two adult children and a wonderful companion, a Beagle named Rusty.

Please contact Phil if you would like him to be a speaker at one of your school functions.

Bully Assembly at Jessup Elementary Submitted by Carole Peacock, Med, NCC

Relational Aggression among girls is increasing. To meet this need, I ran a group for girls, Salvaging Sisterhood. Each week we met and discussed aspects of bullying and its effects. In addition, we used a video by American Girl. At the conclusion of the group, the girls did not want to have it end, but to take what they learned to reach all students. They went back to their homerooms and spoke to all of the fifth grade students asking the question, "Have you been bullied?" A lot of students raised their hands and that began the "Bully Club."

Boys and girls met together with the counselor and learning lab assistant once a week during their lunch and recess with the purpose of informing all students at Jessup about bullying, how a victim feels, and what to do when bullied. They wanted to do an assembly. The students brainstormed how they wanted the bully assembly to look and to leave a product behind as a reminder. A Bully Wall was created. Each person chooses a word of significances to them for example courage, and wrote what that meant to them. An example, "Have the courage to stand up for someone who is being bullied or it takes courage to tell someone to stop." One boy in the group who had bullied others wrote "I want others to feel my pain" as a reason why he had picked on others. This same student wrote a role play for boys. The girls drafted their role play. In addition, they used a county poster to inform about cyber bullying, emotional bullying and physical bullying. Many of the students were members of the chorus, so they asked the music teacher, Mr. Hoffman, to teach the chorus the song "Don't Laugh at Me" by Peter Yarrow. Mr. Hoffman taught the chorus, but also taught all students at Jessup the song so they could learn the meaning and sing. The program was open with this song. The students took ownership of the entire program. Their spirit led the impact of the message and the living wall they left behind.

In the past, the month of April always showed a rise in the discipline referrals. The assembly was done at the first of the month and that year the referrals decreased for this month. All students used the gym where the bully wall was displayed. The group had chosen this spot for that purpose. Gym was an area where students most often engaged in negative behaviors. Mr. Shebel, PE teacher, noticed a change of negative interactions towards one another in PE classes. The teachers were so moved by the assembly, they wanted this to become an annual event. I hope it can, but what drove the success of this assembly was the passion and spirit these 5th graders had that drove the assembly. Their ownership to the purpose made it a success. Ms. Valentine, Learning Lab assistant, and Mrs. Peacock, guidance counselor, only provided the place and support to their ideas.



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The Maryland Center for
Character Education at
Stevenson University



“Character Education is not a program — it’s a way of life.”

'We should turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.' John Holt