

Constituencies and Expectations

Administrators:

Personal:

Internalize and act on the values of the Six Pillars in their daily lives (personal and professional); develop greater self-efficacy in accordance with change theory and falling forward; be intentional in their behaviors and actions; make changes in their lives based on the values of CC!

Professional:

Implement TEAM in their organization; facilitate the creation and employment of Professional Learning Communities for their staff, including setting aside time for them to be effective and facilitate regular meetings; coordinate effective implementation of classroom management in accordance with the CC! program; identify data that can be used to measure program efficacy school wide in accordance with materials presented in the CDS; initiate discipline systems that are aligned with the values of the CC! program; ensure regular training opportunities for all school/organization staff, including internal presentations and contracted trainings for specific areas (bullying, curriculum integration, and co-curricular activities); employ the TEAM strategy throughout the school/organization; ensure school-wide adherence to the program, including involving and educating parents so they might employ strategies under the CC! program with their children at home; set up regular parent involvement meetings and education opportunities; institute a school-wide vision that clearly communicates expectations and roles for all stakeholders; employ CC! strategies in their discourse with all staff and students; monitor and celebrate effective classroom management strategies, school-wide integration of CC!, and PLC efficacy from their faculty and other staff; monitor and celebrate improvements in student behavior and attitudes according to the values of the Six Pillars in and out of the classroom; initiate physical plant improvement projects to ensure a safe and positive learning environment, and enhance student connectedness. Contact the National Office and visit the CC! website; encourage stakeholders to sign up for newsletters and lesson ideas; plan events for CHARACTER COUNTS! Week.

Spheres of Influence:

Identify where they have influence beyond their role and employ the measures listed above; advocate for wider implementation through meetings and other forms of dissemination of the concepts of CDS 4.0; lobby for widespread training using data to support the proposal; work with other administrators to encourage broad implementation in the community; advocate for funding to allow resource and professional development purchases); advocate for funding within the community and from grant awards; contact local businesses, colleges, and other community centers to speak to stakeholders on topics related to the Six Pillars. Encourage them to visit the Josephson Institute website to learn about the value of good character.

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Teachers:

Personal:

Internalize and act on the values of the Six Pillars in their daily lives (personal and professional); develop greater self-efficacy in accordance with change theory and falling forward; be intentional in their behaviors and actions; make changes in their lives based on the values of CC!

Professional:

Implement TEAM in their classroom practice; create or participate in a PLC and employ reflective practice; apply classroom management strategies demonstrated and learned in the CDS; collect data that will help with reflective practice and measurement of the success of teaching CC! content (homework assignments, attendance, cleaner classrooms, more respectful discourse, fewer infractions, etc); integrate CC! into their lesson content and reflect on the efficacy of their efforts (by planning and journaling); teach their students the importance of perception; teach their students self-efficacy; teach their students to behave according to the values of the Six Pillars in and out of the classroom. Contact the National Office and visit the CC! website; sign up for newsletters and lesson ideas; participate in CHARACTER COUNTS! Week.

Spheres of Influence:

Identify where they have influence beyond the classroom and employ the measures listed above; advocate for wider implementation through staff meetings and other forms of dissemination of the concepts of CDS 4.0; lobby for widespread data collection; work with other teachers to form PLCs in their school; advocate for parent education on the values of the Six Pillars (either directly to administration or in parent meetings); demonstrate the efficacy of the program to the rest of the school and encourage wider participation; advocate for funding within the community and from grant awards; contact local businesses, colleges, and other community centers to speak to your students on topics related to the Six Pillars. Encourage them to visit the Josephson Institute website to learn about the value of good character.

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Youth-Serving Organizations:

Personal:

Internalize and act on the values of the Six Pillars in their daily lives (personal and professional); develop greater self-efficacy in accordance with change theory and falling forward; be intentional in their behaviors and actions; make changes in their lives based on the values of CC!

Professional:

Implement TEAM in their organization; train staff in the values of the CC! program; design a mission statement that clearly communicates the values of the organization based on those of CC!; create meaningful learning opportunities for staff and encourage reflective practice to strengthen implementation; introduce the CC! program to all stakeholders (youth, their parents, and others involved in the programming); identify data that can be used to measure program efficacy in accordance with materials presented in the CDS; initiate discipline systems that are aligned with the values of the CC! program; create meaningful opportunities for youth to put the values of the program into practice; ensure regular training opportunities for all staff, including internal presentations and contracted trainings for specific areas (bullying and co-curricular activities); set up regular parent involvement meetings and education opportunities; employ CC! strategies in their discourse with all stakeholders; monitor and celebrate effective strategies, integration and efficacy of CC!; monitor and celebrate improvements in youth and staff behavior and attitudes according to the values of the Six Pillars; initiate physical plant improvement projects to ensure a safe and positive environment, and enhance connectedness. Contact the National Office and visit the CC! website; encourage stakeholders to sign up for newsletters and lesson ideas; plan events for CHARACTER COUNTS! Week.

Spheres of Influence:

Identify where they have influence beyond their role and employ the measures listed above; advocate for wider implementation through meetings and other forms of dissemination of the concepts of CDS 4.0; lobby for widespread training using data to support the proposal; work with other organizations to encourage broad implementation in the community; advocate for funding to allow resource and professional development purchases; advocate for funding within the community and from grant awards; contact local businesses, colleges, and other community centers to speak to stakeholders on topics related to the Six Pillars. Encourage them to visit the Josephson Institute website to learn about the value of good character.