

Professional Development

The FFCD has invested time researching and identifying the best professional development opportunities available to support: school climate assessment, classroom management strategies, lesson plan examples, on-going coaching, principal's leadership training, effective service learning facilitation, and bullying prevention. We have researched the track record of, and developed partnerships with, several of the organizations listed below. The FFCD staff is prepared to consult with you to find the right fit for your school in matching proven strategies and practices that will be valued by staff and successfully integrated into your school.

CHARACTER^{plus}®, St. Louis, MO <http://characterplus.org/>

A project of Cooperating School Districts, St. Louis, Missouri, works to advance the cause of character education and sustain its impact on the lives of educators and students by:

- designing, promoting and facilitating processes and best practices;
- serving educators and enhancing their commitment to character education;
- actively recruiting and developing community support; and
- continually evaluating the impact of programs and services.

Started in 1988 by a concerned group of educators, parents and business leaders who decided that something had to be done about the deterioration of basic values, CHARACTER^{plus} now reaches more than 600 schools in over 100 districts, 25,000 teachers and more than 300,000 students throughout Missouri and Illinois.

CHARACTER^{plus} also has the support of over 30 businesses, countless individuals, as well as foundations, federal and state grants. It is the nation's largest community-wide initiative in character education.

CHARACTER^{plus} helps schools build consensus about what values or character traits to teach and which programs to use. Using the [CHARACTER^{plus} Process](#), each school develops a character education curriculum and program that meets its community's unique needs.

Institute for Excellence & Ethics (IEE), Lafayette, NY <http://excellenceandethics.com/>

In the school, home, workplace, and other environments, IEE conducts research to identify and benchmark the moral and performance character strengths—such as relationship skills, ethics, work ethic, goal-setting, perseverance and others—needed to "be our best" and "do our best." Through trainings, coaching, and an online community, they deliver programs that build the culture and competencies of excellence and ethics required for success in any endeavor. Ongoing assessment contributes to high fidelity of implementation and data-driven continuous improvement.

The mission of IEE is to translate the foundational theory and research of the [Smart & Good High Schools report](#) into replicable and user-friendly context-specific programming. We are creating programming that positively impacts the culture and competencies of excellence and ethics in different environments—school, home, work, and others. Current and forthcoming programs include **Power2Learn™**, **Power2Teach™**, **Power2Lead™**, **Power2Coach™**, **Power2Parent™** and **Power2Work™**. The first two **Power2™** programs are currently being implemented in 25 sites around the country:

Power2Learn™ builds the culture of excellence and ethics and individual character competencies foundational to youth success in school, work, and beyond—regardless of their specific career pathway. **Power2Learn™** helps to increase retention, boost academic achievement, improve workforce preparation, and prepare youth to become productive citizens and lead fulfilling lives. **Power2Learn™** is a high school program that targets essential competencies identified by state and federal standards and the leading school improvement frameworks and initiatives, including 21st Century Workforce Skills, RTI, Social & Emotional Learning Standards, PBIS/PBS. The program can also be adapted for implementation in 8th grade. The program includes professional development for faculty, student curriculum (seven units, four 50-minute lessons in each unit), and pretest/posttest survey assessment of students, faculty, and parents (optional).

Power2Teach™ develops collegiality and trust within the teaching environment, and provides the tools to assist teachers in assessing and improving the student competencies and shaping culture needed for learning. **Power2Teach™** is engaging and authentic professional development, focused on measurably improving instruction. Version 2.0 of **Power2Teach™** is comprised of a series of programming modules, called *Toolkits*.

Center for Social and Emotional Education (CSEE) New York, NY <http://www.schoolclimate.org/index.html>

CSEE goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills.

CSEE is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, **we enhance student performance, prevent drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults.**

For more than a decade CSEE has worked together with the entire academic community—teacher, staff, school-based mental health professionals, students and parents—to improve a climate for learning.

CSEE helps translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate.

CSEE offers a variety of professional development programs and services to support K-12 schools, after school settings, educators, parent advocate groups and states to support sustained school climate improvement efforts.

Integral to all of these programs and services are the following key guiding principles:

- Promoting children's social, emotional and civic as well as intellectual abilities and dispositions, is a critical dimension in the overall educational framework for student success
- Fostering collaboration and communication between and among teachers, administrators, school-based mental health professionals, parents and students to create a climate for learning

Workshops can be held on or off-site. CSEE also have education experts available to present keynote addresses, panel discussions, or long-term consultations with school leaders and other clients.

Character Education Partnership (CEP), Washington D.C. <http://www.character.org/>

The Eleven Principles of Effective Character Education are the cornerstone of the CEP's philosophy on effective character education. Each principle outlines vital aspects of character education initiatives that should not be overlooked in program implementation. From curriculum integration to extra-curricular activities, from parent and community partnerships to staff development - the Eleven Principles of Effective Character Education offer fundamental guidance for educators and community leaders to maximize their character education outcomes. This four-page document serves as an excellent outline for program planning and can easily be integrated into staff development and self-evaluation.

Eleven Principles training is available to help you and your staff develop a deeper understanding of these principles and learn how to implement them in your school or district. This can be done for a school, a district, or in partnership with other districts. One-day or two-day seminars are offered. In addition, staff development can be customized for your needs.

Skill-based workshops complement Eleven Principles foundational trainings and offer a highly-interactive experience in which participants develop a more concrete understanding of how character development and social and emotional development inform one another. Whether you are beginning a character education initiative or are looking for ways to maintain or accelerate its impact in your school, a customized, skill-based workshop will give you the tools you need. These workshops may focus on:

- Class Meetings
- Bringing Core Ethical Values to Life through Social and Emotional Skill Learning
- Examining Hidden Curriculum: Aligning School's Actions with Words

- Discipline for Character Development
- Conflict Resolution
- Evaluating Your Character Education Initiative

Developmental Studies Center (DSC), Oakland, CA <http://www.devstu.org/page/welcome-to-dsc-public-web-site>

DSC is a nonprofit organization dedicated to children's intellectual, ethical, and social development. Since 1980, DSC has conducted research and developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and deepen their commitment to the values of kindness, helpfulness, personal responsibility, and respect for others.

Rachel's Challenge (RC), Littleton, CO <http://www.rachelschallenge.org/>

Rachel Joy Scott was the first person killed in the Columbine High School tragedy on April 20, 1999. Immediately after the tragedy, her father Darrell began to speak around the nation and used writings and drawings from Rachel's many diaries to illustrate the need for a kinder, more compassionate nation. Today, Darrell and thirty other speakers honor Rachel's life by reaching the nation with Rachel's simple but profound message.

Mission

RC mission is to inspire, equip and empower every person to create a permanent positive culture change in their school, business and community by starting a chain reaction of kindness and compassion.

Rachel's Challenge Objectives for Schools:

- Create a safe learning environment for all students by re-establishing civility and delivering proactive anecdotes to school violence and bullying.
- Improve academic achievement by engaging students' hearts, heads and hands in the learning process.
- Provide students with social/emotional education that is both colorblind and culturally relevant.
- Train adults to inspire, equip and empower students to affect permanent positive change.

Rachel's Challenge Objectives for Businesses:

- Create an environment of kindness and compassion within the business setting.
- Empower and equip individuals through training with the ability to make a difference in their place of work.
- Inspire and motivate individuals to start a chain reaction of kindness and compassion.
- Impact the corporation's bottom-line results. (people, profits and revenue)

Rachel's Challenge Elementary Program is tested and *proven* to impact students and change both the CLIMATE and CULTURE of a school.

At the elementary level, the students are encouraged to make a positive difference in someone's life. When a student does an act of kindness the teacher writes that act on a small paper link and adds it to the chain of kindness at their school.

Students connect with the program because:

Proactive - By focusing on creating a culture of kindness and compassion on campus, our program doesn't just treat the symptoms; it directly addresses the root problems of isolation, prejudice and bullying.

Positive - Rachel's Challenge focuses on the impact that Rachel Scott made during her life. Rachel's story is powerful; students connect with her life, accept her challenges and model her behavior. The Program is age appropriate for elementary students.

Sustainable - This program creates real, sustainable momentum through the Kindness and Compassion Clubs (K. C.) Throughout the year, students have the opportunity to see the ever-increasing impact that their acts of kindness are making on their community.

What the Program Looks Like:

Kick off Assembly – The kick-off assembly is geared to inspire students and motivate them to start a chain reaction in their school. The program provides all of the instructions as well as a DVD that will help to make this assembly a great motivational tool for your student body.

Curriculum – There is a professionally developed curriculum that teachers use in class to augment what they are currently teaching. The curriculum covers five central themes in RC: Influence, Goal Setting, Journaling, Acceptance and Kindness. Each of the sections provides practical ways to practice these ideas and activities.

K.C. Clubs – K.C. Clubs drive and sustain the momentum of the chain reaction on the school campus. These clubs are an excellent way for the student body to create a lasting impact in their school and community. RC provides creative, practical ideas for service projects and other ways students can help make their school a place where everyone feels accepted.

End of Year Celebration – At the end of each year each school or district holds a celebration that honors students for their hard work in creating a climate of kindness and compassion on their campus. This celebration serves as a way to involve the community and helps to encourage the students through the summer.

Rachel's Challenge Professional Development provides on-going social, emotional, and academic courses and seminars throughout North America.

They have what are called "state of the heart" seminars specifically designed to provide teachers, administrators, and support personnel with innovative solutions and strategies that are both portable and practical.

Rachel's Challenge Professional Development Courses and seminars are available for:

1. District wide staff development days
2. On-site school professional development days
3. Regional and national seminars, conferences and summits

They can tailor courses to meet your specific needs. email gene@rachelschallenge.org with your request. You can view the current approved courses on their web-site. These courses have been designed as a follow-up to Rachel's Challenge student programs in your school.

Instructors

Rachel's Challenge Professional Development instructors have been chosen for their inspirational, dynamic and practical seminars. Each has earned national and international acclaim for their pioneering work.

PassageWorks Institute (PWI), Boulder, CO <http://passageworks.org/>

PWI assists educators to cultivate a sense of meaning and renewal in supporting students to develop an increased capacity for listening, focus, motivation and connection to themselves, peers, teachers, and school.

For the last two decades, the PWI model has been a pioneer in recognizing and responding to a need now demonstrated in a growing body of research: supporting students during critical transition years is an essential component of their resilience and future success. PWI school-based rites of passage curricula help students acknowledge their transition, identify authentic goals and values, and stretch themselves into new interpersonal and intrapersonal capacities that will serve them in this new phase of schooling and life.

In addition, PWI professional development helps teachers address rigor, relevance, and relationship in school—offering specific tools to personalize the classroom. Embraced by many of today’s high school leaders, the new three R’s are inspired by the high school reform strategies of the Bill and Melinda Gate’s Foundation. As PWI work with schools already committed to the new three R’s, PWI finds alignment with the addition of a fourth R also integral to student success and safety-resilience.

Creating Safe and Supportive Relationships

Recent cutting edge research has affirmed the critical importance of creating safe and supportive relationships across the entire culture of schools as a critical component in the prevention of student alienation, failure, high dropout rates and other youth risk behaviors. The PWI Model creates an environment in which young people are nurtured in their search for meaning, connection and integrity, and teachers feel a greater sense of connection to students and colleagues, experiencing a deeper level of self-awareness and professional renewal and growth. The non-profit PWI and their model for educational transformation grew out of an innovative approach to Social and Emotional Learning (SEL) developed over the past 20 years by the Institute’s founder, Rachael Kessler. Defined in *The Soul of Education*, this inclusive, and systematic educational model has been endorsed by educators and community leaders across the spectrum of political, religious and social belief.

Welcoming the Inner Life to School

By “inner life” PWI refers to that essential aspect of human nature that yearns for deep connection, grapples with difficult questions about meaning, and seeks a sense of purpose and genuine self-expression. The PWI model supports the development of compassion and character, humility and excellence, and essential skills for collaboration and dialogue across differences. The principles, practices and experiences that are the heart of the PWI model have been shown to improve relationships at every level of the school. The model is based on development of both the teacher and student and provides professional development and teaching experiences that sustain teachers by reconnecting them to their original sense of mission and their ability to manage stress. Through careful, methodical cultivation of deep connection to self and others, teachers and students experience a shift of consciousness that opens the mind and heart to a new appreciation for self and others within their community. The PWI model provides educators with practical tools and understanding for building caring classroom and school communities, strengthening learning readiness and supporting the development of authentic identity in students.

FrontRange Earth Force (FREF), Denver, CO <http://www.earthforce.org/>

FREF engages young people as **active citizens** who improve the *environment* and their *communities* now and in the future.

FREF fosters a scientifically capable and civically engaged populace. Young people get hands-on, real-world opportunities to practice civic skills, acquire and understand environmental knowledge, and develop the skills and motivation to become life-long leaders in addressing environmental issues.

FREF achieves these results by training and supporting educators as they implement their unique six-step model for engaging young people. Thanks to 10 years of rigorous evaluation, we know that our model positions young people to use their creativity and passion to play a meaningful role in environmental decision-making.

To meet their goals, FREF partners with businesses, schools, community-based organizations and civic leaders nationwide.

Programs

All of the following FREF programs offer educators innovative materials, training and support that help youth connect to their communities and address environmental issues:

CAPS

Local Earth Force offices and affiliates offer Community Action and Problem Solving (CAPS), a program that trains and supports educators in the core Earth Force process. Local support helps educators connect to the community, creating hands-on learning experiences for youth.

GREEN

The Global Rivers Environmental Education Network (GREEN) brings science to life. GREEN has the tools teachers everywhere use to build exciting, hands-on science programs around watershed assessment and improvement projects. Resources include the innovative Protecting Our Watersheds curriculum, testing kits and links and lessons for community action projects.

Earth Force After School

This program tailors the Earth Force process for out-of-school settings and gives facilitators a fun way to connect youth to their communities while reinforcing academic lessons learned during the school day. Training and support are offered nationwide.

PeaceJam Foundation (PJF), Denver, CO <http://peacejam.org/about.aspx#top>

The mission of the PJF is to create young leaders committed to positive change in themselves, their communities, and the world, through the inspiration of Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody.

PJF program is built on a pyramid of three simple ideas: **Education, Inspiration, and Action.**

Education

The process starts with education, as the students participate in PJF Programs focusing on the lives of the Nobel Peace Laureates. Programs are available for youth ages 5-29 and each program includes components which stimulate critical thinking skills, strengthen research skills, build skills in leadership and nonviolence, and promote personal reflection and growth. Each program teaches specific content around the lives and work of the participating Nobel Peace Laureates including an exploration of the issues that affect communities – both locally and globally.

Inspiration

Education is followed up by Inspiration, which comes from meeting the Nobel Laureates at conferences, and connecting with other people working on projects for their communities. Through the first-hand stories provided by the Nobel Laureates, youth will get to know each Nobel Peace Laureate on a very personal level - each story emphasizing the Laureates choice to stand up for social justice, human rights, nonviolence, and peace.

Action

After being properly inspired, Jammers get out of their seats and into the streets! They get to work by taking on [PeaceJam's Global Call to Action](#) - an ambitious campaign to create and track ONE BILLION projects addressing ten of the most pressing [issues](#) facing our world. This section will also give you specific ways to create and implement a [Global Call to Action Project](#), and will be where you can [register](#) your project so that it can be counted toward the one billion project goal.