



Appendix B-4

Specific Beliefs About Learning and Teaching

Practices That Support Specific Beliefs

A. Beliefs about the purposes of education

Practice related to purpose

B. Beliefs about organizing for learning

Organizational practices

C. Beliefs about learning and the role of the learner

Learning and learner practices

D. Beliefs about teaching and the role of teachers

Teaching practices

E. Beliefs about assessment

Assessment practices

Specific Beliefs About Learning and Teaching	Practices That Support Specific Beliefs
--	---

<p>E. Beliefs about the role of parents</p> <hr/> <hr/> <hr/> <hr/>	<p>Practices related to the role of parents</p> <hr/> <hr/> <hr/> <hr/>
<p>G. Beliefs about the role of community</p> <hr/> <hr/> <hr/> <hr/>	<p>Practices related to the role of community</p> <hr/> <hr/> <hr/> <hr/>

- How are philosophical perspectives and related practices about learning and teaching informed by research?

- How is information (e.g., research, sharing of best practices) gathered? Who selects and manages the flow of information, particularly that which is related to character and citizenship education?

Defining a Character and Citizenship Education Initiative

1. What assumptions underlie the perceived need for this character and citizenship education initiative?
2. What are the goals of the initiative?
3. Which core values will be promoted? Why?
4. What instructional skills and strategies will be used? What research supports this approach to teaching and learning?
5. What obstacles need to be overcome?
6. What is the level of commitment to the goals of this initiative?
7. What strengths and resources can be used to reach these goals?

Assessing Interactions Within the Environment

What **ceremonies**, **traditions** and/or **rituals** in the school support the vision statement related to character and citizenship education? Who carries these out? How is that significance communicated, and how well is that significance understood by administrators, teachers, students, parents and community?

How is **language** used to communicate and support the school's vision statement related to character and citizenship education?

List examples of **stories** that illustrate and uphold the school's vision statement related to character and citizenship education.

Appendix B-4

Assessing the Environment

What **artifacts** in the school promote character and citizenship (e.g., awards, photographs, student work, visible statements of vision and philosophy)?

What **symbols** within the school environment promote character and citizenship (e.g., logos, slogans)?
