

APPLICATION FORM
BOYER BEST PRACTICES AWARD 2006
NURTURING A CARING COMMUNITY:
A COMMITMENT TO CHARACTER

THE BOYER CENTER

The Center is a national education institute that facilitates ongoing renewal in schools and communities. It is named for Ernest L. Boyer, Sr. (1928-1995), distinguished American educator, scholar, and citizen, and is the site of the Boyer Archives. It is located on the campus of Messiah College in Grantham, Pennsylvania.

THE GOAL OF THE PROGRAM

- to recognize elementary schools for their exemplary character education programs as they connect curriculum and community
- to invite the development and evaluation of such programs
- to promote excellent practices in elementary education.

SPONSORSHIP

The Boyer Center is pleased to sponsor this awards program in collaboration with the Association for Supervision and Curriculum Development (ASCD), the Basic School Network, the National Association of Elementary School Principals (NAESP), and *Teaching K-8*. The awards are made possible through a grant by Maynard and Carolyn Sauder.

AWARDS

Three monetary awards of **\$10,000** each will be made to **elementary schools (preK-5/6)**. Awards will be announced in April, 2006.

CRITERIA

This awards program is inspired and informed by the work of Ernest L. Boyer, Sr. in *The Basic School: A Community for Learning* (Jossey-Bass, 1995). Adherence to the agenda of this book is not required for participation in this awards program. However, the book is recommended as a resource for applicants.

We will look for:

- evidence that character education is informed by relevant research
- evidence of the integration of character education into and across the curriculum
- evidence that character education is proactive and student centered
- evidence that character education reaches outside the walls of your school into the community
- evidence that character education informs your leadership, your educational resources, and your patterns of school organization.

APPLICATION PROCEDURES AND GUIDELINES

- A. Materials must be postmarked no later than **January 2, 2006**. Please send two **(2) copies** to the Boyer Center.
- B. The application materials may not exceed **10 pages of double-spaced text** (not including the entry form cover page). **Please use type size no smaller than 12-point**. Please do not submit audio, video, photos, art, press clippings, scrapbooks, or other supplementary materials.
- C. Schools selected for the second phase of the award process should be prepared to entertain a site visit (March 2006) by one or two evaluators and be willing to provide additional materials to corroborate the application.
- D. Award decisions will be made by the National Advisory Committee and will be final. Awards will be announced in April, 2006. Those schools meriting financial awards will receive them by June 1, 2006, and are expected to use those funds during the 2006-2007 school year. The Boyer Center is not liable for any costs (tangible or intangible, such as application processing, advertising, travel, etc.) incurred by the applicant(s) or the successful award recipient(s) prior or subsequent to the award. Permission for all news releases, publicity statements, etc., pertaining to the awards is granted to The Boyer Center.

Boyer Best Practices National Selection Committee

Dr. Donald A. Murk, Boyer Fellow, Messiah College, Chair
Dr. Cynthia A. Wells, Boyer Fellow, Messiah College
Dr. Joseph Jones, Dean, School of Education and Social Sciences
Dr. Lillian Brinkley, retired Basic School principal
Ms. Patricia Broderick, Teaching K-8 Magazine
Ms. Ann Cunningham-Morris, ASCD
Dr. Gus Jacob, University of Missouri, Kansas City
Ms. Kim Dockery, Principal, Westlawn Elementary School

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Thank you for your interest in this Awards Program. We look forward to receiving your application. Contact the Center for booklets describing schools that won Boyer Best Practices Awards in the past.

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For inquiries and updates, contact Donald Murk at (717) 796-5077
The Boyer Center, Messiah College, One College Avenue, Grantham, PA 17027
E-mail: dmurk@messiah.edu
Website: www.boyercenter.org

2006 BOYER BEST PRACTICES ENTRY FORM

For your application, you will need to complete two sections:

- (1) the entry form contact information below;
- (2) on separate pages, your answers to the essay questions. For confirmation that your application has been received, enclose a stamped, self-addressed postcard.

Postmark deadline: January 2, 2006

Please print or type on the lines below.

School _____

Address _____

Phone _____ Fax _____

E-mail _____

Contact person's name and title _____

Signature of Principal or Head of School _____

Principal/Head of School (please print) _____

Phone _____ Fax _____

Email _____

Check the ways you learned about the 2006 Awards:

- word-of-mouth
- Boyer Center Web Page
- Previous submission
- Internet site (specify) _____
- Other information source _____

ESSAY SECTION:

Directions:

Please retype the number, the requested information for each essay and your answers, double-spaced, in type no smaller than 12-point. Please adhere to page limits.

1. Briefly describe your school, neighborhood and community. (1/2 page maximum)
2. Provide evidence that character education is practiced in your school and is informed by relevant research. (one page maximum)
3. Provide evidence that character education is integrated into and across the curriculum at your school. Include the role(s) students, teachers, staff, families, and volunteers play in your commitment to character education. (two page maximum)
4. Provide evidence that character education is proactive and student centered. (two page maximum)
5. Provide evidence that character education reaches outside the walls of your school into your community. (two page maximum)
6. Provide evidence (give examples) of how leadership, educational resources, and patterns of school organization contribute to character education in your school. (two page maximum)
7. How would you use the award to enhance and support character education in your school and/or community? (1/2 page maximum.)

BOYER BEST PRACTICES 2006

Nurturing a Caring Community: A Commitment to Character

It was the vision of Dr. Ernest Boyer that schools become a place where all of life, not simply academics, becomes part of every child's education. In this age of "NCLB", many schools are struggling to make sense of this reform movement and are working hard to include all of education in the curriculum. The theme this year is designed to allow schools who have been successful in "growing" the whole child to submit an application and provide evidence that your school strives to address not only the academic needs of students and their families but also character building.

Dr. Boyer, in *The Basic School*, said the following:

Teaching virtues cannot be left entirely to the home and religious institutions. Children spend 180 days or more in school. Formal education is one of the most powerful forces in their lives. Schools must also assume responsibility for character building.

High academic standards and high ethical standards are inseparably connected.

A Gallup poll conducted ten years ago found that nearly 90 percent of Americans believe that emphasizing "habits of discipline" in school would make "a great deal of difference" in student achievement. An additional study concluded that while "academics" remained the central mission, these effective schools were equally concerned about "good character."

Boyer continues, "A good school is, in fact always teaching values. A commitment to education rather than ignorance is a value. Working hard, getting to school on time, completing assignments, and respecting teachers are all values that go to the very heart of education."

William Kirkpatrick (1992) makes this point:

If students...don't learn habits of courage and justice, curriculums designed to improve their self-esteem won't stop the epidemic of extortion, bullying, and violence....Even academic reform depends on putting character first. Children need courage to tackle difficult assignments. They need self-discipline if they are going to devote their time to homework rather than television. If they don't acquire intellectual virtues such as commitment to learning, objectivity, respect for the truth, and humility in the face of facts, then critical-thinking strategies will only amount to one more gimmick in the curriculum.

Every school should affirm its own commitment to character, seeking to define, through community-wide consultation, those virtues most appropriate for students as well as others at their school. Boyer suggested the following seven (7) virtues: "Honesty, Respect, Responsibility, Compassion, Self-discipline, Perseverance, and Giving."

At the end, students will have started to think about life's most important questions. They will have discovered that what they learn in school really does make a difference in their lives, that it will touch their deeper selves and help them become more knowledgeable, responsible human beings.

Ernest L. Boyer, *The Basic School: A Community for Learning*, Jossey-Bass, Inc., 1995