

Athlos Performance Character Trait School Cycle

Step by Step Guide to Implementation

This guide will help you understand and implement the Athlos Performance Character Trait Curriculum. This step by step guide is provided as a refresher to the information provided in the annual training. Please reference this guide as needed. For detailed information or questions please contact Kelly Shaw at Athlos Academies.

Staff Support:

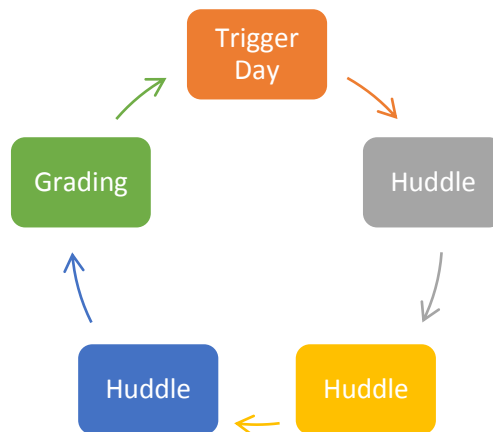
Administration: Administrators provide needed support, training and motivation to insure that the Athlos Performance Character Trait Curriculum is implemented properly.

Character Coach: Character coaches determine the schedule for rotation of each performance character trait. They insure that Trigger days happen in home-room (grading) teacher classrooms. They monitor Huddles on the turf and help with the quality of Huddles. They coordinate the on-line grading of all character traits for each student. They make sure that Athlos Performance Character Traits are a focal point of education. They coordinate the printing and distribution of Athlos Report Cards at semester end. They are the source for questions and answers for all things related to Athlos Performance Character Traits.

Homeroom (Grading) Teacher: They conduct a Trigger day each time a Performance Character Traits is completed and a new one is started. They grade students and collect student worksheets and enter student's grades for Character Traits.

Turf Coaches: They conduct a once a week a full-class period Huddle for students that focuses on Athlos Performance Character Traits. They grade students on Character Traits.

School Performance Character Trait Cycle



Step One: Trigger Day---Home Room (Grading) Teacher

On this day the homeroom (grading) teacher will complete the following steps.

1. Collect the completed student worksheets from the prior Performance Character Trait focus. (See attached example)
2. Insure that all students have completed the worksheet and given themselves a grade at the bottom of the worksheet.
3. Log on to Athlos Tools and print out the student worksheet for the new character trait focus.
4. Provide enough copies of the worksheet for each of the students.
5. Introduce the new character trait focus, talk about the definition, discuss why it should be important in their life, and involve the students in a 15 minute discussion on the value of the performance character trait.

Step Two: Huddle---Turf Coach

For approximately three weeks following the Trigger Day, the Turf Coaches will hold a weekly Huddle that focuses on the specific Performance Character Trait, engage students in conversation about the Performance Character Trait, and work with students to complete the Student Worksheet. Performance Character Trait Curriculum is found on-line at Athlos Tools and under the Character Curriculum tab.

Step Three: Grading---Student, Grading Teacher, Turf Coach

Home Room (Grading)Teachers and Turf Coaches will log on to Athlos Tools and enter the Performance Character Trait Grade for the student. Turf Coaches will enter a grade for each student. Home Room Teachers will enter the grade the student gave themselves and also the grade the teacher assigns to the student. A tutorial video is provided on the Athlos Tools website with instruction on how to grade.

Student Worksheet Sample

Attachment #1

Student Worksheet



Grit

Student sees projects and assignments through to the end, is internally motivated to set and achieve long-term goals. Works passionately towards meeting long-term goals; continues on even when experiencing failure, shows determination, is self motivated.

Student Goal For Developing Grit

Write a specific goal for developing more Grit in your life during this module of study:

Evaluate Your Goal

Evaluate how you did in accomplishing your Grit goal for this module. Be specific about your effort.

Character Huddle on Grit

Explain what was most impactful for you during the Character Huddles on Grit and why?

Student Worksheet



Grit

Student sees projects and assignments through to the end, is internally motivated to set and achieve long-term goals. Works passionately towards meeting long-term goals; continues on even when experiencing failure, shows determination, is self motivated.

Personal Example of Grit

Give a specific example of when you were personally required to have Grit during this module of study and how or what you did to develop Grit because of the experience.

Family Example of Grit

Give a specific example of when someone in your family was required to have Grit and how they showed the character trait.

Grade Yourself on Grit

Student Name: _____ Student Homeroom Teacher _____

Grit Grade

Please circle the score that best describes your effort to develop more Grit during this module

1
Very
Seldom

2
Occasionally

3
Frequently

4
Consistently

5
Very
Consistently

Sample Athlos Performance Character Trait Report Card

Attachment #2

The report card is generated once a semester and sent home with the student. The character coach can help the grading teacher generate the report cards for their students.

Athlos Report Card



Athlos Cumulative Grade

Combined average of all performance character trait grades

3.33

Student Name: Sample Student

Grade Level: 5

Homeroom Teacher: Sanchez

Grit	Focus / Self Control	Optimism	Curiosity
3	0	0	0
Leadership	Energy / Zest	Courage	Initiative
0	0	2	0
Social Intelligence	Humility	Integrity	Creativity
0	5	0	0

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parents: The Athlos Score is provided to encourage conversation between you and your student. Performance Character Trait scoring is subjective and is intended to give you an opportunity to see your student focus on improving and to encourage conversation between you and your student on what traits they excel at and what traits may need improvement. The Athlos Score is not provided for comparative value against other students. Continued improvement is the goal of Athlos Performance Character Traits.

Numeric Grade Value Definitions:

1. Very seldomly exhibits character trait.
2. Occasionally but not consistently exhibits character trait.
3. Frequently exhibits and average for age in exhibiting character trait.
4. Consistently exhibits and above average for age in exhibiting character trait.
5. Very consistently exhibits and outstanding character performance.



<https://tools.athlosacademies.org>

Comments:

- - An additional comment has been made regarding your student, please see your home room teacher for more information.

"This sample boy is quite alright!" - Home Room Teacher

"Give him a hand, he is awesome!" - Home Room Teacher

