

Successful Teaching for Acceptance of Responsibility® Online

Course Description

Successful Teaching for Acceptance of Responsibility is a Performance Learning Systems® online course that helps experienced and beginning educators create a classroom environment in which responsible behavior is modeled, taught, and supported. Participants will explore the underlying causes of irresponsible behavior and learn specific strategies associated with four instructional approaches that empower students to be self-directed, responsible learners: helping students develop personal power, helping students use effective mental models, teaching students appropriate behaviors, and developing skills for positive student confrontation. As participants learn to mentor, model, coach, and facilitate responsible actions in their students, they likewise develop increasing responsibility and personal power in their own professional practice.

Course Outcomes

Upon completion of this class, the learner is expected to be able to

1. Discuss how educational research supports the topics of this course.
2. Discuss the concept of personal power and how it relates to a student's ability to be responsible and self-directed.
3. Identify and explain specific Power Strategies—instructional strategies designed to help students grow in personal power—and how they can be used in the classroom.
4. Plan, implement, and evaluate the effectiveness of selected Power Strategies in his or her own classroom, including but not limited to the following: specific communication strategies teachers can use (Teacher Talk strategies), using empathy and ownership statements to help students own their problems (the Problem-Return Technique), strategies for helping students see and feel the role they play in creating their own experiences (Attribute Awareness), problem solving (Solution-Seeking Process), and 11 mental skills to help students take control of their lives (Mind Skills).
5. Discuss the concept of mental models and how they relate to a student's ability to be responsible and self-directed.
6. Identify and explain the 18 Mental Models and the specific instructional strategies associated with each.
7. Plan, implement, and evaluate the effectiveness of Mental-Models strategies in his/her own classroom.
8. Identify and explain the 4-E model (Educate, Experience, Examine/Evaluate, Enforce) for teaching students self-responsibility skills, as well as instructional strategies associated with each step of the model.
9. Plan, implement, and evaluate the effectiveness of five specific strategies associated with the Educate step of the 4-E model: Direct Teaching, Build a T-Chart, Red Light/Green Light, Curriculum/Stories, Modeling) in his/her own classroom.

10. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.
11. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.
12. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Required Text

Moorman, C., & Weber, N. (1989). *Teacher talk: What it really means*. Bay City, MI: Institute for Personal Power.

Instructors and learners will use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning, in addition to selected research articles, research summaries, and topical articles drawn from current educational literature.

Topical Outline List of Concepts

Course Overview

The balance between teacher and student responsibility for learning success; division of teacher-student responsibilities in the learning process; behaviors that demonstrate self-responsibility; classroom-management attitudes that support self-responsibility (mistakes permitted, behavior equals choice, speaking up, problems as opportunities, choosing level of risk, focus on solutions); connections between self-responsibility and feelings of personal power; definition of personal power; 19 behaviors that indicate problems with personal power; mental models and self-responsibility; behaviors that indicate a problem with mental models

Personal Power

Strategies for helping students who are low in personal power; research about these Power Strategies; steps involved in and activities and lessons demonstrating the use of the first 11 of the 19 Power Strategies; (1) Provide Choices, (2) Personalize Choices, (3) Choose, Pick, Decide, (4) Freedom Phrases, (5) Stretch/Risk/Challenge, (6) STAR (Stop/Think/Action/Review), (7) Problem-Return Technique (eight steps involving empathy and ownership statements), (8) Attribute Awareness, (9) Solution-Seeking Process, (10) I Can't Antidotes, and (11) Mind Skills (metacognition, purposeful focusing/unfocusing, putting things in perspective, letting go, moving on, shaking it off, positive self-talk, reframing negative into positive statements, choosing a response, owning responsibility)

Mental-Model Strategies	Definition of mental models; strategies for helping students who need help building mental models; the supporting research; the 18 mental models: (1) clarify how to do things in class, (2) make expectations clear and simple, (3) share a compelling why for each lesson, (4) give constructive examples of how to improve, (5) help students understand how to change their behavior, (6) use the See One/Do One/Teach One strategy to model skills, let students practice them, and then teach it to another student, (7) divide and limit information, (8) hold students accountable, (9) be consistent, (10) help students get organized, (11) check on students soon and often, (12) help students set goals, (13) provide multiple paths to learning, (14) create structure, (15) demonstrate patterns, (16) be a role model, (17) develop internal standards, and (18) develop self-referred comments; sample lessons using mental-model strategies
Teaching Appropriate Behaviors	Research about teaching appropriate behaviors; self-responsible behaviors list; the 4-E model for teaching behaviors (Educate, Experience, Examine/Evaluate, Enforce); strategies and compelling whys for teaching each element of the 4-E model: Educate (Direct Teaching, T-Charts, Red Light/Green Light, Curriculum/Stories, Modeling), Experience, Examine/Evaluate (debriefing), Enforce (Punishment vs. Consequences)
Positive Student Confrontation	Positive Student Confrontation (Three-Part Confrontation Message, Handling Defensiveness and Confirmatory Paraphrase)

Course Assignments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assignments. Learning activities include large- and small- group discussions and assignments, for a total of 970 points.

Modules	Topic of Modules	Points	Correlations With Course Outcomes
Module 1:	Orientation	58	10, 11, 12
Module 2:	Fundamentals of Responsible Behavior	93	1, 2, 5, 10, 11, 12
Module 3:	Personal Power—Choices and Alternatives	111	2, 3, 4, 10, 11, 12
Module 4:	Personal Power—Attributes and Solutions	121	2, 3, 4, 10, 11, 12
Module 5:	Personal Power—Self-Responsible Language	114	2, 3, 4, 10, 11, 12
Module 6:	Personal Power—Mind Skills	125	2, 3, 4, 5, 6, 7
Module 7:	Mental Models	110	1, 5, 6, 7, 10, 11, 12
Module 8:	Teaching Appropriate Behaviors	122	8, 9, 10, 11, 12
Module 9:	Positive Student Confrontation	116	2, 9, 10, 11, 12
Total		970	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem-solving, collaborative group work, personal reflection, structured small group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participants' individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the grading scale.

Performance Learning Systems' Late Policy

The grade for late work drops 10 percent each day the work is late. The following exceptions apply

- If a participant is sick/hospitalized or has a death in family, the timing of make-up work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed workshop before leaving; replies may be completed according to agreed-upon timing when the participant returns.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week and not at the last minute.

Performance Learning Systems' Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1: Orientation if they want to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive
- Collusion: improper collaboration with another in preparing assignments or projects
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered

- Academic misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for the learner assessments will be outlined for students prior to the instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to online discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
Standard 1: Content Pedagogy The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	
Standard 2: Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	8, 9, 10
Standard 4: Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.	3, 4, 6, 7, 9, 10, 11, 12
Standard 5: Motivation and Management The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Standard 6: Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4, 8, 9
Standard 7: Planning The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	4, 6, 7, 8, 9
Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	5, 6, 7, 8, 9
Standard 9: Reflective Practice; Professional Development The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	4, 6, 7, 9, 11, 12
Standard 10: School and Community Involvement The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	12

Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards

Proposition 1: <i>Educators Are Committed to Students and Their Learning.</i>		Course Outcomes
1.1	Educators extend their mission beyond the development of the cognitive capacity of students.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1.2	Educators recognize individual differences in their students and adjust their practice accordingly.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
1.3	Educators have an understanding of how students develop and learn.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1.4	Educators treat students equitably.	4, 6, 7, 8, 9, 10
Proposition 2: <i>Educators Know the Subjects They Teach and How to Teach Those Subjects to Students.</i>		
2.1	Educators appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.	12
2.2	Educators command specialized knowledge of how to convey a subject to students.	12
2.3	Educators generate multiple paths to knowledge that engage students in learning.	2, 3, 4, 5, 6, 7, 8, 9, 10
Proposition 3: <i>Educators Are Responsible for Managing and Monitoring Student Learning.</i>		
3.1	Educators focus on principle objectives.	
3.2	Educators orchestrate learning in group settings.	4, 6, 7, 8, 9
3.3	Educators regularly assess student engagement.	5, 6, 7, 8, 9
3.4	Educators call on multiple methods to meet goals.	3, 4, 5, 6, 7, 8, 9, 10
3.5	Educators place a premium on student engagement.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Proposition 4: <i>Educators Think Systematically About Their Practice and Learn from Experience.</i>		
4.1	Educators seek advice of others and draw on education research and scholarship to improve educational practice.	1, 12
4.2	Educators continually make difficult choices that test educational judgment.	4, 7, 9
Proposition 5: <i>Educators Are Members of Learning Communities.</i>		
5.1	Educators collaborate with the school community and other professionals.	12
5.2	Educators use community resources effectively.	
5.3	Educators work collaboratively with parents.	
Proposition 6: <i>Educators Use Technology to Facilitate Learning and Communication.</i>		
6.1	Educators plan use of technology to promote student understanding, inquiry and problem solving.	
6.2	Educators use technology to improve communication with students and parents.	
6.3	Educators incorporate technology in the management of student learning.	

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