

# Successful Teaching for Acceptance of Responsibility® Online

**S**uccessful Teaching for Acceptance of Responsibility Online enables participants to acquire new techniques to model, teach, and support responsible student behavior. In addition, they will learn how to empower students to achieve personal power and responsibility in a classroom that models self-responsible behaviors. Educators will become empowered in their personal lives with strategies that increase their own sense of power.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Create an environment that supports self-responsible behaviors.
- ▶ Identify students low in Personal Power and develop strategies to assist them.
- ▶ Recognize students low in Mental Models and develop strategies to assist them.
- ▶ Apply the 4E model to teach self-responsible behaviors.
- ▶ Conduct a Positive Student Confrontation.
- ▶ Use Attribute Awareness, Mind Skills, Teacher Talk, and self-responsible language.

# 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' behalf, 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 or 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 or her own classroom.
10. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met through 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.

Khalsa, S. S. (2007). *Teaching discipline and self-respect*. Thousand Oaks, CA: Corwin Press.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

**Topical Outline**

**List of Concepts**

**Personal Power**

Strategies for helping students who are low in personal power; research on 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, and let students practice, then teach them 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

<b>Teaching Appropriate Behaviors</b>	Research on 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)
<b>Positive Student Confrontation</b>	Positive Student Confrontation (Three-Part Confrontation Message, Handling Defensiveness, and Confirmatory Paraphrase)

### Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 1016 points.

Modules	Topics of Modules	Points	Correlation With Course Outcomes
Module 1:	Fundamentals of Responsible Behavior	160	1, 2, 5, 10, 11, 12
Module 2:	Personal Power—Choices and Teacher Talk	97	2, 3, 4, 10, 11, 12
Module 3:	Personal Power—Attributes and Self Responsible Language	89	2, 3, 4, 10, 11, 12
Module 4:	Personal Power—Mind Skills	117	2, 3, 4, 10, 11, 12
Module 5:	Personal Power—Problem Return and Solution Seeking	154	2, 3, 4, 5, 6, 7
Module 6:	Mental Models	154	1, 5, 6, 7, 10, 11, 12
Module 7:	Teaching Appropriate Behaviors – The 4-E Model	141	8, 9, 10, 11, 12
Module 8:	Positive Student Confrontation	104	2, 9, 10, 11, 12
<b>Total</b>		<b>1016</b>	

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 participant's 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 the family, the timing of makeup 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 module 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 (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 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.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in

the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with 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 class 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
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3, 4, 5, 6, 10
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	10
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	7, 9, 10
<b>Standard 5: Learning Environment</b> 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, 10
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	2, 3, 4
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	4, 7, 9
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	1, 4, 7, 9
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	3, 6, 8, 10, 11
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	12

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

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

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	<b>10</b>
NBCTs understand how students develop and learn.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>
They respect the cultural and family differences students bring to their classroom.	<b>10</b>
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	<b>1, 2, 3, 4, 5</b>
NBCTs are also concerned with the development of character and civic responsibility.	<b>1,2,3</b>
 <b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	<b>1, 2, 3</b>
They are able to use diverse instructional strategies to teach for understanding.	
 <b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	<b>4, 5, 6, 7, 8, 9</b>
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>
NBCTs know how to assess the progress of individual students as well as the class as a whole.	<b>6, 8, 10</b>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	
 <b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	<b>11, 12</b>
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<b>1, 11, 12</b>
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	<b>11</b>

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	12
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	12
They work with other professionals on instructional policy, curriculum development and staff development.	12
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	12
They know how to work collaboratively with parents to engage them productively in the work of the school.	12

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