

Building Communication and Teamwork in the Classroom™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Building Communication and Teamwork in the Classroom is a 3-credit hour course that equips educators with the essential knowledge and skills necessary to foster a socially and emotionally engaging classroom. Research clearly and consistently indicates that students' learning and achievement is enhanced in a positive and inviting learning environment that emphasizes mutual respect and caring. Participants learn and practice specific strategies designed to improve teacher practice and expertise in the areas of leadership, communication and listening, positive thinking, student support, and team building. Collectively, these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to communication in the classroom.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Develop strategies for the classroom that foster a connection between the teacher and each student.
5. Utilize appropriate verbal strategies to express facts, feelings, and opinions; demonstrate empathy; and communicate support and approval.
6. Design connecting strategies and team building activities that develop a community of learners.
7. Utilize solution-seeking and problem-solving verbal strategies to guide choices, facilitate decisions, and communicate expectations.
8. Skillfully demonstrate verbal communication skills for specific interactions and situations.

Course Topical Outline

	List of Concepts
Section 1.1: Role of the Teacher/Leader	Welcome and course overview; instructor and participant introductions; video: the impact of connecting with students; section overview, objectives, and research excerpts; connecting strategy; participant share and name game; activities to build communication; differences in students then and now; three-step interview; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.

<p>Section 1.2:</p> <p>Role of the Teacher/Leader</p>	<p>Emotional needs of students; emotions and leadership in the classroom; opinions regarding emotions and leadership in the classroom; connecting story: <i>Who You Are Makes a Difference</i>; what students find important and essential; emotional requirements of students; the impact and influence of teachers on students; effect of teachers graffiti activity; the life toucher continuum; connecting story: <i>Remember Who You Are</i>; the role of effective classroom leaders graffiti; name pattern energizer; connecting and self-disclosure; self-disclosure ideas; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that requires reflective practice; complete an assessment that requires the development of strategies that foster a connection between the teacher and each student.</p>
<p>Section 2.1:</p> <p>Communication Skills</p>	<p>Community building activity: handshakes; section overview, objectives, and research excerpts; roadblocks to communication; qualities and characteristics of a good listener; compelling why of listening; listening quotes and motto; rank effective listening skills; listening story: <i>Sea Captain</i>; listening skills criteria (SOFTEN); minimal encouragers; listening skit; uncovering student agendas: open-ended questions, closed-ended questions; open- and close-ended question practice; tone of voice and body language; communication skill actor's theatre; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>

<p>Section 2.2: Verbal Skills I</p>	<p>Community building activity: stand if you are like me; confirmatory paraphrases of fact, feeling, and opinion; writing confirmatory paraphrases; delivering confirmatory paraphrases actor’s theatre; confirmatory paraphrase verbal practice; cup stacking energizer; leading paraphrases; leading paraphrases continuum; writing leading paraphrases and confirmatory paraphrases; creating visuals; delivering leading paraphrases actor’s theatre; complete an assessment that constructs confirmatory paraphrases and leading paraphrases for classroom scenarios; developing understanding using comfort phrases; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 2.3: Verbal Skills II</p>	<p>Community building activity: common and unique; empathy: empathy is and is not, empathy statements, practice delivering empathy statements; addressing conflicts between teacher and students; walk a mile in my shoes; synthesis of verbal skills practice; complete an assessment that requires the role-play of delivering verbal skills I and II; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>

<p>Section 3.1: Positive Environment</p>	<p>Overview, objectives, and research excerpts; community building: desert island simulation; the connecting challenge card sort; classroom applications of connecting; revisiting roadblocks to communication; teaching communication skills to students; elements of a positive environment; positive thinking; finding positive attributes in negative situations; reframing thinking through positive qualities; positive phrasing; practice delivering positive phrasing; positive phrasing and empathy statement summary and visuals; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that constructs positive phrasing and empathy statements for classroom scenarios; complete an assessment the requires developing a positive environment and team building in the classroom.</p>
<p>Section 3.2: Verbal Skills III</p>	<p>Number match-up; supporting statements; handling viewpoints and dealing with resistances; practice supporting statements; practice delivering supporting statements in actor’s theatre and round table simulation; supporting statement summary and visual; approval statements; practice approval statements; guidelines for approval statements; offering approval statements; send a problem for positive phrasing, supporting statements, and approval statements; supporting statements and approval statements summary and visuals; complete an assessment that constructs supporting statements and approval statements.</p>

<p>Section 4: Team Building</p>	<p>Section overview, objectives, and research excerpts; community building: truth or fib; reviewing verbal skills actor’s theatre; complete an assessment that requires the role-play of delivering verbal skills III; teaching students course skills; teacher as leader and resistance melter; team building problem-solving scenario; natural and artificial leaders; key influential and sociogram; team building and class community relationships; forms and benefits of team building; team building activity: paper tower; leadership skills that build team connectedness: provide emotional support, enhance communication skills, use conventions, develop group goals, tap into satisfactions, and validate group members’ contributions; fan of appreciation; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of connecting and team building strategies that foster a community of learners.</p>
<p>Section 5: Managing Emotions</p>	<p>Expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; section overview, objectives, and research; managing emotions; non-confrontation strategies: detachment; “I” messages: write and practice “I” messages, tips for using “I” messages, and teaching students “I” messages; and humor: dealing with tense situations, the four Hs of humor, benefits of humor, handling volatile situations with humor, humiliation free humor, using humor in the classroom; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the use of non-confrontational strategies.</p>

<p>Section 6:</p> <p>Problem-Solving Verbal Skills</p>	<p>Section overview, objectives, and research excerpts; community building activity: draw a dog; problem-solving inquiries; problem-solving inquiry practice; contingent action proposal statements; practice contingent action proposal statements; disapproval statements: “you” messages, and slob words; practice disapproval statements; authority statements and summary statements; practice authority statements and summary statements; complete an assessment that requires the use of problem-solving verbal skills; synthesis of verbal skills activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires problem-solving strategies to facilitate decisions and communicate expectations; complete an assessment that requires the role-play of delivering problem-solving verbal skills; course conclusion: <i>Who You Are Makes a Difference</i>.</p>
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1

Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Reflection Connection	20	Outcome 3
Assessment 4: Connecting With Students	10	Outcome 4
Assessment 5: Communication Skills	30	Outcome 5
Assessment 6: A Community of Learners	10	Outcome 6
Assessment 7: Solution-Seeking and Problem-Solving Skills	30	Outcome 7
Assessment 8: Utilizing Verbal Skills	35	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Teacher Nonverbal-SOFTEN	[20]	Outcome 5
Supplemental Assessment 2: Key Influentials	[20]	Outcome 6
Final Course Portfolio Total		

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Additional Information

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