

Successful Teaching for Acceptance of Responsibility[®]

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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

Successful Teaching for Acceptance of Responsibility® Online 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 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).

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.

Course Outcomes

Upon completion of this class, the learner will 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.

Course Topical Outline

	List of Concepts
Fundamentals of Responsible Behavior	Course goals; self-responsibility; definition of and research on personal power; definition of mental models
Personal Power: Choices and Teacher Talk	Strategies for helping students who have low personal power; Power Strategies research; steps, activities, and lessons demonstrating use of Power Strategies: Provide Choices, Personalize Choices, Choose, Pick, Decide, Freedom Phrases, Stretch/Risk/Challenge, STAR (Stop/Think/Action/Review).
Personal Power: Attributes and Self-Responsible Language	Attribute Awareness Activities (recognize cause and effect); I Can't Antidotes

<p>Personal power: Mind Skills</p>	<p>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)</p>
<p>Personal Power: problem Return and Solution Seeking</p>	<p>Problem-Return Technique (eight steps involving empathy and ownership statements); Solution-Seeking Process</p>
<p>Mental Models</p>	<p>Definition of mental models; strategies for helping students who need help building mental models; 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</p>
<p>Teaching Appropriate Behaviors- The 4-E Model</p>	<p>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)</p>

Positive Student Confrontation	Positive Student Confrontation (Three-Part Confrontation Message, Handling Defensiveness, and Confirmatory Paraphrase).
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 1015 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Fundamentals of Responsible Behavior	112	1, 2, 5, 10, 11, 12
Module 2: Personal Power: Choices and Teacher Talk	92	2, 3, 4, 10, 11, 12
Module 3: Personal Power: Attributes and Self-Responsible Language	74	2, 3, 4, 10, 11, 12
Module 4: Personal Power- Mind Skills	147	2, 3, 4, 10, 11, 12
Module 5: Personal Power- Problem Return and Solution Seeking	119	2, 3, 4, 5, 6, 7
Module 6: Mental Modes	125	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	60	2, 9, 10, 11, 12
Course Project	145	1, 10, 11, 12

Course Total	1015	
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Additional Information

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