

# Successful Teaching for Acceptance of Responsibility<sup>®</sup>

## Table of Contents

<b>Overview .....</b>	<b>2</b>
<b>Course Description.....</b>	<b>2</b>
<b>Course Materials.....</b>	<b>2</b>
<b>Required Text .....</b>	<b>2</b>
<b>Course Outcomes.....</b>	<b>3</b>
<b>Course Topical Outline .....</b>	<b>4</b>
<b>Course Portfolio Assessments .....</b>	<b>8</b>
<b>Bibliography .....</b>	<b>9</b>
<b>Additional Information.....</b>	<b>10</b>

## 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](https://PLSClasses.com/our-courses/syllabi).

## Course Description

*Successful Teaching for Acceptance of Responsibility* is a 3-credit hour course designed to create a classroom environment in which responsible behavior is modeled, taught, and supported. Participants 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: developing personal power, utilizing 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 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

Prior to the first day of class, purchase the following book and bring it with you to each class session:

## 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 student responsibility.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Implement strategies to enhance the self-responsibility and personal power of students.
5. Engage in positive confrontation and solution-seeking conversations with students to foster appropriate behaviors.
6. Implement strategies to enhance the self-responsibility and mental models of students.
7. Design classroom experiences that teach appropriate behaviors and foster self-responsibility and accountability.
8. Develop a plan to promote self-responsible behavior for personal power and mental models students in need of intervention.

## Course Topical Outline

	List of Concepts
<b>Section 1:</b>  <b>Course Overview</b>	<p>Welcome and introduction to the course; community of learners and introductions: STAR activity; defining terms; the 100% factor; division of responsibility; the “be” choice; compelling whys for self-responsibility; characteristics of responsibility; inferences and behaviors; responsible action statements and quotes; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; <i>Teacher Talk</i> jigsaw groups and reading; complete an assessment that requires reflective practice; mental models definition; characteristics of mental models; behaviors that indicate a problem with mental models; mental models activity.</p>
<b>Section 2.1:</b>  <b>Personal Power Strategies</b>	<p>Section overview, objectives, and research excerpts; personal power definition; personal power characteristics; behaviors that indicate a problem with personal power; number, frequency, and intensity of behaviors; personal power activity; Personal Power Strategies: #1: providing choices; #2: personalization of choice; <i>Teacher Talk</i> jigsaw and discussion; 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 resources; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that requires reflective practice.</p>

<p><b>Section 2.2:</b></p> <p><b>Personal Power Strategies</b></p>	<p>Personal Power Strategies: #3: perception of choice—choose, pick, decide; #4: freedom phrases; #5: stretch, risk, challenge; <i>Teacher Talk</i> success stories discussion; complete an assessment that requires the planning of strategies that provide freedom, options, and choices; #6: responsibility—stop, think, act, review; <i>Teacher Talk</i> jigsaw read and discussion; #7: you have a problem to solve; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; <i>Teacher Talk</i> reading.</p>
<p><b>Section 2.3:</b></p> <p><b>Personal Power Strategies</b></p>	<p><i>Teacher Talk</i> jigsaw discussion; Personal Power Strategies: #8: problem-return technique; the 8-Step process; crafting a power/victim lecture burst; complete an assessment that requires the planning of strategies that require problem-solving; #9: attribute awareness: a) attribute list, b) control factors, c) journaling, d) cause and effect, e) project map, f) attribute awareness, g) situation grid; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p><b>Section 2.4:</b></p> <p><b>Personal Power Strategies</b></p>	<p>Personal Power Strategies: #9: attribute awareness peer teaching for: a) attribute list, b) control factors, c) journaling, d) cause and effect, e) project map, f) attribute awareness, g) situation grid; complete an assessment that requires the planning of attribute awareness strategies; #10: 8-step solution-seeking process and goal setting; teacher as facilitator of the 8-step solution-seeking process; complete an assessment that requires implementing solution-seeking techniques; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; <i>Teacher Talk</i> reading.</p>

<p><b>Section 2.5:</b></p> <p><b>Personal Power Strategies</b></p>	<p><i>Teacher Talk</i> jigsaw discussion; Personal Power Strategies: #11: Mind Skills: Perceive—MS1: look for the positive, MS3: focus/unfocus, MS3: cosmic time; Pare—MS4: turn down the volume, MS5: flush it, MS6: turn the page, MS7: shake it off; Pivot—MS8: positive self-talk, MS9: turnaround statements, Personalize— MS10: “be” choice; MS11: own it; mind skills superhero; #12: I can’t antidote; just and try; #13: self-responsible language; complete an assessment that requires the planning of mind skills or self-responsible language; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; <i>Teacher Talk</i> reading.</p>
<p><b>Section 3:</b></p> <p><b>Mental Models Strategies</b></p>	<p>Section overview, objectives, and research excerpts; <i>Teacher Talk</i> discussion; Mental Models Strategies: #1: how to do things in class; #2: expectations; #3: compelling whys; #4: constructive feedback; #5: next time; #6: see one, do one, teach one; #7: divide and limit information; #8: hold students accountable; #9: be consistent; #10: get organized; #11: check on students often; #12: set goals; #13: be redundant; #14: create structure; #15: demonstrate patterns; #16: provide role models; #17: develop internal standards; <i>Teacher Talk</i> jigsaw read and discussion; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the planning of mental models strategies.</p>

<p><b>Section 4.1:</b></p> <p><b>Teaching Appropriate Behaviors</b></p>	<p>Section overview, objectives, and research excerpts; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; self-responsible behaviors list; the 4-E Model of teaching appropriate behaviors: Educate 1: direct teaching; Educate 2: build a T-Chart; Educate 3: red light, green light; the power of one; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice. <i>Teacher Talk</i> reading.</p>
<p><b>Section 4.2:</b></p> <p><b>Teaching Appropriate Behaviors</b></p>	<p><i>Teacher Talk</i> discussion; Educate 4: curriculum stories; Educate 5: modeling; Mental Models Strategy #18: self-referred comments; Experience: immediate practice; Examination/Evaluation: compelling whys; various types of examination and evaluation methods; Enforce the Consequences: punishment vs. consequences; providing consequences; enforcing consequences; right/wrong game; complete an assessment that requires the teaching of appropriate behaviors, self-responsibility, and accountability; <i>Teacher Talk</i> reading.</p>
<p><b>Section 5:</b></p> <p><b>Positive Student Confrontation</b></p>	<p>Section overview, objectives, and research excerpts; <i>Teacher Talk</i> discussion; Personal Power Strategy: #14: positive student confrontation process; steps for positive student confrontation; potential difficulties; teacher skills; three-part confrontation message; determining the effect; handling defensiveness; confirmatory paraphrase; transition statements for re-confrontation; bridging transitions; close the session; role-play positive student confrontation; #15: three-part confrontation message for students; complete a synthesis assessment and develop a plan to promote self-responsible behavior for personal power and mental models students in need of intervention; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course conclusion: Sioux story.</p>

## 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: Responsibility Reflection	16	Outcome 3
Assessment 4: Personal Power Strategies	20	Outcome 4
Assessment 5: Personal Power Solution- Seeking	15	Outcome 5
Assessment 6: Mental Model Strategies	18	Outcome 6
Assessment 7: Teaching Appropriate Behaviors	31	Outcome 7
Assessment 8: Designing Responsibility Interventions	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: Personal Power Self-Analysis	[15]	Outcome 4
Supplemental Assessment 2: Mental Models Self-Analysis	[15]	Outcome 6
Final Course Portfolio Total		

## Bibliography

- Barton, E. A. (2006). *Bully prevention: Tips and strategies for school leaders and classroom teachers* (2nd ed.). Thousand Oaks, CA: Corwin.
- Beland, K. (Ed.). (2004). *Eleven principles sourcebook: How to achieve quality character education in K–12 schools*. Washington, DC: Character Education Partnership.
- Berman, S. (2006). *Service learning: A guide to planning, implementing, and assessing student projects* (2nd ed.). Thousand Oaks, CA: Corwin.
- Breakstone, S., Dreiblatt, M., & Dreiblatt, K. (2009). *How to stop bullying and social aggression: Elementary grade lessons and activities that teach empathy, friendship, and respect*. Thousand Oaks, CA: Corwin.
- Chirkov, V. I. (2009). A cross-cultural analysis of autonomy in education: A self-determination theory perspective. *Theory and Research in Education, 7*, 253–262.
- Croddy, M. (2006). The civic mission of schools. *Leadership, 35*(3), 30–32.
- Decety, J., & Ickes, W. (Eds.). (2009). *The social neuroscience of empathy*. Cambridge, MA: MIT Press.
- Gootman, M. E. (2008). *The caring teacher’s guide to discipline: Helping students learn self-control, responsibility, and respect, K–6* (3rd ed.). Thousand Oaks, CA: Corwin.
- Gordon, M. (2009). *Roots of empathy: Changing the world, child by child*. Toronto, Canada: T. Allen.
- Hinduja, S., & Patchin, J. W. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyber bullying*. Thousand Oaks, CA: Corwin.

- Joseph, L. M., & Konrad, M. (2009). Have students self-manage their academic performance. *Intervention in School and Clinic, 44*, 246–249.
- Levingston, J. K. (2009). *Sowing the seeds of character: The moral education of adolescents in public and private schools*. Westport, CT: Praeger.
- Litton, E. F., & Martin, S. P. (Eds.). (2009). *Justice, care & diversity: Addressing the needs of all students in Catholic secondary schools*. Washington, DC: National Catholic Educational Association.
- Macintyre, C. (2009). *Bullying and young children: Understanding the issues and tackling the problem*. New York: Routledge.
- Marshall, C., & Oliva, M. (Eds.). (2010). *Leadership for social justice: Making revolutions in education* (2nd ed.). Boston: Allyn & Bacon.
- McGrath, M. J. (2007). *School bullying: Tools for avoiding harm and liability*. Thousand Oaks, CA: Corwin.
- Moorman, C., & Weber, N. (1989). *Teacher talk: What it really means*. Bay City, MI: Institute for Personal Power.
- Olsson, J. (2009). *Keep it simple, make it real: Character development in grades 6–12*. Thousand Oaks, CA: Corwin.
- Sandel, L. (Ed.). (2006). *Teaching with care: Cultivating personal qualities that make a difference*. Newark, DE: International Reading Association.
- Shapiro, L. E. (2008). *Learning to listen, learning to care: A workbook to help kids learn self-control & empathy*. Oakland, CA: Instant Help Books.
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. New York: Guilford.
- Waal, F. B. M. (2009). *The age of empathy: Nature's lessons for a kinder society*. New York: Harmony Books.

## Additional Information

For additional information on PLS Classes including our academic integrity policy and more, please visit this URL: [PLSClasses.com/our-courses/syllabi](https://PLSClasses.com/our-courses/syllabi).

