

# Successful Teaching for Acceptance of Responsibility®

**S**uccessful Teaching for Acceptance of Responsibility instructs educators in the use of many practical techniques that eliminate irresponsible behavior in students and develop responsibility and personal power. Educators examine ways to expand their own personal power and extend teaching time by incorporating tools that eliminate troublesome behavior and empower students to make good decisions.

To the right are the key areas of focus for the 45-hour 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

- ▶ Identify two major causes of student irresponsibility and incorporate many skills that encourage student responsibility, independence, and empowerment.
- ▶ Examine ways to provide “mind skills,” decision-making opportunities, and choices that help students gain a sense of personal power and responsibility.
- ▶ Identify techniques to avoid enabling students and discover ways to eliminate student-learned helplessness and victim behavior.
- ▶ Examine ways to work with students who lack proper training in school and life tasks and support them in practicing increased responsibility.
- ▶ Evaluate their own levels of responsibility and use their personal power appropriately in relationships with students, parents, colleagues, and administrators.

# Successful Teaching for Acceptance of Responsibility®

## Course Description

*Successful Teaching for Acceptance of Responsibility* is a Performance Learning Systems® course designed to help experienced and beginner 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 and apply current, validated research underlying the theory, principles, and practices of successful teaching.
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 19 specific instructional strategies designed to help students grow in Personal Power, and their applications in the classroom.
4. Plan, implement, and evaluate the effectiveness of selected Power Strategies in his/her classroom, including the following: specific communication strategies teachers can use (three Teacher Talk strategies), using empathy and ownership statements to help students take responsibility for their own problems (the Problem-Return Technique), strategies for helping students see and feel the roles they play in creating their own experiences (Attribute Awareness), problem-solving (8-Step Problem-Solving Strategy), and 11 mental skills to help students take control over 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 17 Mental Models and the specific instructional strategies associated with each.
7. Plan, implement, and evaluate the effectiveness of Mental-Models strategies in his/her 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 classroom.
10. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in 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 learned in this course.
12. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

**Institutional Outcomes**

(To be listed here)

**Required Text**

Selected research articles, research summaries, and topical articles drawn from educational literature

Moorman, C., & Weber, N. (1989). *Teacher Talk: What It Really Means*. Bay City, MI: Institute for Personal Power.

**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

**Power Strategies**

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 13 of the 19 Power Strategies: (1) Providing Choices, (2) Personalization of Choice, (3) Perception of Choice, (4) Freedom Phrases, (5) Stretch/Risk/Challenge [Nos. 3, 4, and 5 being Teacher Talk Strategies], (6) STAR (Stop/Think/Action/Review), (7) Sounds Like You Have a Problem, (8) Problem-Return Technique (eight steps involving empathy and ownership statements), (9) Attribute Awareness, (10) 8-Step Problem-Solving Process, (11), the 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), (12) the I Can't Antidote, and (13) Self-Responsible Language

**Mental-Model Strategies**

Definition of mental models; strategies for helping students who need help building mental models; 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**

Final Power Strategies: (No. 14) Positive Student Confrontation (Three-Part Confrontation Message, Handling Defensiveness & Confirmatory Paraphrase) and (No. 15) Bug Control (“I” Messages)

## Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are ten assessments in this course, for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Teacher Talk	8		1, 2, 3, 4, 10, 11, 12
Assessment No. 2:	The Problem-Return Technique	8		1, 2, 3, 4, 10, 11, 12
Assessment No. 3:	Attribute Awareness	8		1, 2, 3, 4, 10, 11, 12
Assessment No. 4:	The 8-Step Problem-Solving Process	8		1, 2, 3, 4, 10, 11, 12
Assessment No. 5:	Mind Skills	8		1, 2, 3, 4, 10, 11, 12
Assessment No. 6:	Mental Models Strategies	8		1, 5, 6, 7
Assessment No. 7:	Direct Teaching	8		1, 8, 9, 10, 11, 12
Assessment No. 8:	Build a T-Chart	8		1, 8, 9, 10, 11, 12
Assessment No. 9:	Red Light/Green Light	8		1, 8, 9, 10, 11, 12
Assessment No. 10:	Curriculum/Stories	8		1, 8, 9, 10, 11, 12
Assessment No. 11	Research Reflections	20		1, 10, 11
	<b>Total</b>	<b>100</b>		

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

### Instructional Materials

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

### 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 instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

### Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their 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 class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

### **Grading Policy**

(To be listed here)

### **Absence and Tardy Policy**

(To be listed here)

### **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 acknowledgement.
- 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 or suspected violation 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.

### **Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<p><b>Standard 1: Subject Matter</b></p> <p>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.</p>	1
<p><b>Standard 2: Student Learning</b></p> <p>The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 3: Diverse Learners</b></p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 4: Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 5: Learning Environment</b></p> <p>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.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 6: Communication</b></p> <p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
<p><b>Standard 7: Planning Instruction</b></p> <p>The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 8: Assessment</b></p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 9: Reflection and Professional Development</b></p> <p>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.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p><b>Standard 10: Collaboration, Ethics, and Relationships</b></p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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 of Professional Teaching (NBPTS) Five Core Propositions

<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</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>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>
NBCTs understand how students develop and learn.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>
They respect the cultural and family differences students bring to their classroom.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 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, 6, 7, 8, 9, 10</b>
NBCTs are also concerned with the development of character and civic responsibility.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9</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, 11</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, 4, 5, 6, 7, 8, 9, 10</b>
They are able to use diverse instructional strategies to teach for understanding.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>
<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>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</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</b>
NBCTs know how to assess the progress of individual students as well as the class as a whole.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>
<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>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</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>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>

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

NBCTs collaborate with others to improve student learning.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>1, 10, 11</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 11</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>1, 10, 11</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>1, 10, 11</b>

Reprinted with permission from the National Board for Professional Teaching Standards, [www.nbpts.org](http://www.nbpts.org). All rights reserved.

## 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 cyberbullying*. 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.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). New York: Teachers College Press.
- Office of Safe and Drug-Free Schools. (2008). *Partnerships in Character Education Project Program: State pilot projects, 1995–2001: Lessons learned*. Washington, DC: Department of Education.

- 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.

