Teaching in the 21st Century: New Solutions to New Problems

**A Distance Learning Graduate Course
Featuring Dr. William Glasser,
Dr. Thomas Lickona, Dr. Sue Teele,
Douglas Naylor, and Hank Benjamin**

Course Syllabus

"I want my children to succeed in school, to know they succeeded, and to feel good about that. I want the school to like my children, to know them, and to appreciate them as I appreciate them, to help them and to believe in them as individuals. I want the school to be safe and to be fair, for my children and for other children. I want my children to be content with school, confident, and part of a nice group of friends. I want the school to ready my children for the future, to give them real options for what follows after graduation. I want the school to help my children grow up to be happy, prosperous, and decent citizens."

- A parent.
Quoted in *Horace's School* by Theodore R. Sizer

Rationale

The Problems:

"With the continuing technological developments of the past decades, America has changed from an industrial to an information society. This new economy demands a different set of work skills, such as interaction, innovation, negotiation and communication. . . . That's the good news. The bad news is that our systems of education are still, for the most part, set up to crank out factory workers."

Jane Bluestein, *21st Century Discipline*

"As family life no longer offers growing numbers of children a sure footing in life, schools are lefts as the one place communities can turn to for correctives to children's deficiencies in emotional and social competence. That is not to say that school alone can stand in for all the social institutions that too often are in or nearing collapse. But since virtually every child goes to school (at least at the outset), it offers a place to reach children with basic lessons for living that they may never get otherwise."

Daniel Goleman, *Emotional Intelligence*

"Why do so may children now struggle to learn, especially when it comes to particulars like detailed directions, rules of grammar and spelling, and math facts? We need better explanations than naming and blaming our children for having deficiencies. Could it be, to a degree, our mind-set and educational format have outlived their usefulness? Every day we expect children to adapt to our way of thinking. Is it time to update our thinking and be more open to the potential of theirs?"

Lucy Jo Palladino, *The Edison Trait*

"Some parents simply aren't around much these days to provide the kind of emotional guidance and support that is essential to a child's emotional development. As a result, children are experiencing an epidemic of stress-related and health difficulties. . . . Among the most frequent symptoms of child stress are restlessness, difficulty concentrating, and irritating behavior. In other words, the same behaviors that make up attention deficit disorder."

Thomas Armstrong, *The Myth of the A.D.D. Child*

"In a recent survey sponsored by the Girl Scouts of America, one

child in 100 claimed that no adults really cared for him or her. (Seven percent of the poorest children said this.) Although one percent sounds small, think of how many children this means nationwide. Think also how desperately children want to believe someone cares, and therefore how proud and generous many would be in responding."

Nel Noddings, *The Challenge to Care in Schools*

Finding Solutions to the Problems:

As the problems facing teachers today are many and varied, so are the solutions. Just as there is no one problem, there is no one solution. Therefore, this course does not attempt to present solutions, but a process by which teachers can create their own solutions to the problems that most concern them. To aid participants in this process, this course will present theories and practices developed by five prominent educators.

Dr. William Glasser is well known for his many books on mental health and education, especially *Reality Therapy*, *Schools Without Failure*, *Positive Addition*, *Choice Theory*, *Choice Theory in the Classroom* , *The Quality School,* and *The Quality School Teacher*. Dr. Glasser's newest book, *Choice Theory: A New Psychology of Personal Freedom* will be published in February, 1998.

"The core of good teaching is that you, the teacher, should get involved with students in a good, warm, friendly, supportive relationship where both people feel its worth while to be together. Then from that relationship, you develop trust with the students. And the students say "Well, if you are a good, warm, friendly person and you are teaching me this, then it has to be worth learning."

Dr. William Glasser, Video Program for Session #3

Dr. Thomas Lickona, author or editor of five books on moral development and character education, is a developmental psychologist, professor of education, and director of the Center for the 4th and 5th R's (Respect and Responsibility) at the State University of New York at Cortland. He is the author of *Educating for Character* which was cited as "the definitive work in the field" on character education.

"Character education is behavior. It's not a separate course. It's a school-wide effort to develop a community of virtue. In this community of virtue, moral behaviors like respect and honesty and kindness and diligence are modeled, expected, directly taught, discussed, celebrated, and continually practiced by students in their day-to-day interactions."

Dr. Thomas Lickona, Video Program for Session #10

Dr. Sue Teele, Director of Extension Education, University of California, Riverside, is author of *The Multiple Intelligence School: A Place for All Students to Succeed, The Role of Multiple Intelligences in the Instructional Process,* and *The Teele Inventory for Multiple Intelligences.* Dr. Teele is also a workshop presenter, consultant, and keynote speak to over 150 groups on integrating multiple intelligences into the instructional process.

> "Teachers need to refocus on what we are doing and how students learn. Our society has become very complex . . .our future mandate is to move together in a way that builds more on our strengths and differences . . .and that is the basic premise of Multiple Intelligences."

> Dr. Sue Teele, Video Program for Session #8

Mr. Hank Benjamin, a teacher for 23 years, is author of *Teaching in a Hyperactive Society.* Mr. Benjamin has devoted several years to putting into practice the ideas of Dr. Glasser. In 1993, Dr. Glasser named him the first certified quality teacher in the country. Mr. Benjamin continues teaching in Eaton Rapids, Michigan and is now writing his second book about teaching character through mentoring.

> "Every child has what I call treasure buried within them. Under this hyperactive exterior inside the child is treasure. When you find that treasure, whether it's the ability to concentrate on chess, whether it's a love of R.L. Stein *Goosebumps* books, whether it's compassion for other children, whatever it is, you build on it. You find this treasure, you bring it out, you polish it up, you display it and then you build on it."

> Hank Benjamin, Video Program for Session #1

Mr. Doug Naylor is president of the Center for Teaching Students Responsible Behavior. A former teacher and principal, Mr. Naylor began his career in teacher training as director of Dr. William Glasser's Educator Training Center. Since 1985, he has devoted his full attention to his Responsibility Education program, training more than 10,000 teachers in methods that promote self-discipline, character development, and academic achievement.

> "The biggest challenge teachers face is finding a way to get in touch with today's students. They are creative. They are very competent, and yet they have this attitude that school is not important to them. Making schoolwork useful and meaningful is an important first step in building better relationships with students. When they see their assignments are interesting and useful in their lives, then they develop a trust that you, the teacher, have their best interest in mind."

> Doug Naylor, Video Program for Session #14

Course Title

"Teaching in the 21st Century:
New solutions to New Problems"

Course Description

"Teaching in the 21st Century: New Solutions to New Problems" is a three semester (five quarter) hour graduate course designed to give teachers the theory and skills to create more effective lesson plans and build more meaningful, productive relationships with their students. The course is based on the work of Dr. William Glasser (*Choice Theory, A New Psychology of Personal Freedom),* Dr. Thomas Lickona (*Educating for Character*), Dr. Sue Teele (*The Multiple Intelligences School: A Place for All Students to Succeed*), Mr. Hank Benjamin (*Teaching in a Hyperactive Society*), and Mr. Doug Naylor (*Teaching Students Responsible Behavior*).

Course Goal

The goal of this course is to have participants study the work of the video instructors, analyze the instructors' concepts in terms of their own teaching situation, and create instructional strategies that will enhance their students' academic achievement.

Course Outline

In the following outline, the term "Course of Study" refers to a study plan that includes required supplemental reading, video viewing, discussion questions, learning activities, worksheets, application assignments, and progress reports.

Session #1: <u>Examining Increased Hyperactivity in Today's Students</u>

    Objective: To have participants explore recent changes in society that have resulted in an increase of hyperactive behavior in students.

    Instructional Materials: Text, Course of Study.
    Video Program #1: "Understanding Hyperactive Students."

Session #2: Creating Lessons to Meet the Needs of Hyperactive Students

Objective: To have participants examine modification strategies to create and teach lessons to help all students, including hyperactive students, better learn and succeed.

Instructional Materials: Text, Course of Study.
Video Program #2: "Teaching Hyperactive Students."

Session #3: How Relationships Affect Teaching and Learning

Objective: To have participants analyze the interdependence between improved teacher-student relationships and academic achievement.

Instructional Materials: Text, Course of Study, Supplemental Reading
Video Program #3: "Relationships: The Core of Good Teaching."

Session #4: Relationships, Motivation and Learning

Objective: To have participants learn why building better relationships with students helps them want to do better in school.

Instructional Materials: Text, Course of Study, Supplemental Reading.
Video Program #4: "Relationships: The Key to Motivation."

Session #5: Choice Theory: A Path to Improve Behavior and Learning

Objective: To have participants learn how to use Dr. Glasser's Choice Theory to help students make more responsible choices about their behavior and learning.

Instructional Materials: Text, Course of Study, Supplemental Reading.
Video Program #5: "Relationships: A Path to Improved Behavior and Learning."

Session #6: The Effects of Negative or Unsatisfying Relationships

Objective: To have participants understand the negative impact of unsatisfying relationships and their effect on student learning and behavior.

Instructional Materials: Text, Course of Study.
Video Program #6: "Relationships: Reaching Out to Troubled Students."

Session #7: <u>Using Choice Theory Concepts in Problem Solving</u>

Objectives: To have participants see Choice Theory applied to a real-life problem in a role-play presented by Dr. William Glasser; to have participants plan to use Choice Theory in their own lives and classrooms.

Instructional Materials: Text, Course of Study.
Video Program #7: "Relationships: Choice Theory in Action."

Session #8: <u>Using the Teele Inventory for Multiple Intelligences</u>

Objectives: To have participants gain an understanding of Multiple Intelligence theory; to have participants use their new knowledge to assess their students' strengths and interests.

Instructional Materials: Text, Course of Study.
Video Program #8: "Teaching to Multiple Intelligences, Part One."

Session #9: <u>Multiple Intelligences and Teaching Strategies</u>

Objective: To have participants gain an understanding of how a knowledge Multiple Intelligences can be used to create more effective lessons.

Instructional Materials: Text, Course of Study.
Video Program #9: "Teaching to Multiple Intelligences, Part Two."

Session #10: <u>The Need for Character Education in the 21st Century</u>

Objectives: To have participants gain an understanding of why character education is critically needed for today's students; to have participants learn how to encourage appropriate behavior through modeling and mentoring.

Instructional Materials: Text, Course of Study, Supplemental Reading.
Video Program #10: "Character and Relationships."

Session #11: <u>Building Character and Responsible Behavior</u>

Objective: To have participants explore how to use classroom discipline plans, rewards, and consequences to develop moral reasoning and self-control.

Instructional Materials: Text, Course of Study, Supplemental Reading. Video Program #11: "Character and Discipline."

Session #12: <u>Teaching Strategies That Promote Character Development</u>

Objectives: To have participants discover the ethically rich content that exists in all academic subjects; to have participants utilize this knowledge in the creation of lesson plans.

Instructional Materials: Text, Course of Study, Supplemental Reading. Video Program #12: "Character and Curriculum."

Session #13: <u>Schoolwide Strategies That Promote Character Development</u>

Objectives: To have participants learn how to extend a caring attitude beyond the classroom; to have participants examine schoolwide approaches at the elementary, middle and secondary levels.

Instructional Materials: Text, Course of Study, Supplemental Reading. Video Program #13: "Character and Schoolwide Strategies."

Session #14: <u>Developing a Responsibility Education Program</u>

Objectives: To have participants learn how to create a responsibility education program that promotes student self-management.

Instructional Materials: Text, Course of Study. Video Program #14: "Developing a Responsibility Education Program."

Session #15: <u>Implementing a Responsibility Education Program</u>

Objectives: To have participants analyze one teacher's approach to

responsibility education; to have participants plan for their own responsibility education program.

Instructional Materials: Text, Course of Study
Video Program #15: "Responsibility Education in Action."

Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

Instructional Materials

a.) Text:

The Course of Study book for this course contains a collection of readings that will serve as the course text. Authors of the articles include Robert Marzano, Thomas Armstrong, and Jon Erwin.

b.) Supplemental Reading:

The Course of Study will contain additional articles and chapter excerpts from the works of Dr. William Glasser, Dr. Thomas Lickona, Dr. Sue Teele, Doug Naylor, and Hank Benjamin.

c.) Course Videos:

Program #1:   "Understanding Hyperactive Students"
Program #2:   "Teaching Hyperactive Students"
Program #3:   "Relationships: The Core of Good Teaching"
Program #4:   "Relationships: The Key to Motivation"
Program #5:   "Relationships: A Path to Improved Behavior and Learning"
Program #6:   "Relationships: Reaching Out to Troubled Students"
Program #7:   "Relationships: Choice Theory in Action"
Program #8:   "Teaching to Multiple Intelligences, Part One"
Program #9:   "Teaching to Multiple Intelligences, Part Two"
Program #10: "Character and Relationships"
Program #11: "Character and Discipline"
Program #12: "Character and Curriculum"
Program #13: "Character and Schoolwide Strategies"
Program #14: "Developing a Responsibility Education Program"
Program #15: "Responsibility Education in Action"

d.) Course of Study.

This book contains summaries of course content, pre-video viewing activities, discussion questions, group activities, worksheets, classroom application assignments, and learning reports.

e.) Bibliography

Learning Activities

Participants will complete activities that include:

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:
    a.) Read the assigned chapters of the course text.
    b.) Read supplemental articles in the course of study book.
    c.) Participate in a study/preparation activity with a colleague.
        NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.
    d.) View instructional videos.
    e.) Discuss (see above note) course material in terms of participants' own students.
    f.) Record summary of discussion activities in progress report
    g.) Design, implement, and evaluate an application of course content in their teaching situation.
        NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.
        1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.
        2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.
        3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.
    h.) Summarize classroom application design, application experience, and evaluation in progress report.
2. Submit a final paper.

Course Outcomes

Our courses been designed to provide a learning environment in which participants' individual and collaborative efforts result in positive change in the classroom. The courses are designed to promote a quality graduate educational experience through the attainment of the following outcomes:

To successfully complete the program, participants will:
1. Develop, implement, and demonstrate proficiency in teaching strategies designed to improve student-teacher relationships.
2. Develop, implement, and demonstrate proficiency in teaching strategies based on multiple intelligences theory.
3. Develop, implement, and demonstrate proficiency in teaching strategies based on character education concepts.
4. Develop, implement, and demonstrate proficiency in teaching strategies and learning activities to meet the needs of hyperactive students.
5. Develop, implement, and evaluate strategies for building student self-management skills through a responsibility education program.
6. Compare, contrast, analyze, and synthesize concepts presented in the five approaches to instruction and behavior management present in the course.
7. Develop a plan for the future use of knowledge and skills gain in the course.
8. Acquire and utilize the skills in building learning networks that they may continue to utilize as lifelong learners.

Course Assessment

Participant achievement will be measured by a combination of the following:

1. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, 4, and 5.)
    Each progress report will be evaluated for:
    – Completeness and quality of responses.
    – Accuracy of information.
    – Appropriateness of classroom application.
    – Quality of reflection.

2. An evaluation of participant's professional paper. (Outcomes 6, 7, and 8.)
    The professional paper will be evaluated for:
    – Inclusion of required components.
    – Synthesis and analysis of course concepts.
    – Presentation in an organized, professional manner.

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