



The New York Center for Teacher Development, Inc.

In affiliation with the University of Massachusetts Global (Extended Education)

Course Syllabus

Course:	EDZU 9964 Proven Strategies to Empower Students K-12
Credit Hours:	3.0 credits / 45 hours
Instructor:	Danielle Tauriello

Course Description

While apathetic and disinterested students can be discouraging, this course will offer practical strategies that K-12 teachers can use to help build strong trusting relationships with all students. From emphasizing effort to valuing involvement and influence, each unit of this course will provide one key process to help empower students and increase their drive to succeed.

Course Goals

To Know

1. why students might be unmotivated in class
2. four key processes/strategies for guiding and inspiring unmotivated students
 - a. Emphasizing Effort
 - b. Creating Confidence and Hope
 - c. Value Involvement and Influence
 - d. Build Relationships

To Understand

1. the teacher's role in motivating students
2. why each of the four key processes are important
3. how to implement each of the four processes in their classroom

and To Be Able To

1. reflect on their current teaching practices that are not effective at dealing with unmotivated students
2. modify how they interact with students
3. support student learning by creating a classroom culture of confidence and hope
4. effectively use proven strategies to empower students and spark enthusiasm for learning

Course Outline

Introduction

- A. The Unmotivated Student- Why Some Students Don't Care
- B. Technology and Motivation

Unit 1: Emphasize Effort

- A. Why Emphasizing Effort is Important
- B. Strategies
 - i. The Power of Yet
 - ii. The Power of Because
 - iii. Providing Effective Feedback- The 7 Essentials
 - iv. Using the Language Effort
 - v. Avoid Limiting Labels
 - vi. Building on Mistakes
 - vii. Allowing Redos, Retakes, and Revision
 - viii. Showing Courtesy
 - ix. Reframe Unmotivated Behavior
 - x. Change Efforts to Commitments
 - xi. Providing Reasons for Effort
 - xii. Celebrating Milestones

Unit 2: Creating Confidence and Hope

- A. Why Creating Confidence and Hope is Important
- B. Strategies
 - i. That One Teacher
 - ii. The Importance of Creating Confidence and Hope
 - iii. Strategies to Create Confidence and Hope
 - iv. School-Life Connection
 - v. Demonstrate the Benefits of Achievement
 - vi. Find the Right Level of Challenge
 - vii. Acknowledge that Academic Achievement is NOT the only Pathway to Success
 - viii. Emphasize the Importance of Learning
 - ix. Own your Mistakes
 - x. Develop Goals with Students
 - xi. How to Focus on Success
 - xii. Give Before You Get
 - xiii. Demand More than You Expect
 - xiv. Offer Homework as an Optional Bonus
 - xv. Encourage and Support Positive Affirmations

Unit 3: Valuing Involvement and Influence

- A. Why Valuing Involvement and Influence is Important
- B. Strategies
 - i. Building Ownership

- ii. Dealing Effectively with Power Struggles and Last Words
- iii. Challenging Refusals Respectfully
- iv. Expressing Gratitude
- v. Involving Students in the Classroom
 - Offering Choices
 - Asking Opinions
 - Student Rules, Procedures, and Consequences
 - Supplies
 - Have what it takes!
 - Responsibilities

Unit 4: Building Relationships

- A. Why Building Relationships is Important
- B. Strategies
 - i. How to Let Students Know They Are More Important Than Their Behavior
 - ii. Be Authentic and Vulnerable
 - iii. 2-minute interventions
 - iv. Student Feedback

Unit 5: Grad Students Only (See Methods of Assessment)

Methods of Instruction

Students will evaluate videos, read book excerpts, articles and blogs, analyze research studies, and view presentations. Assignments will challenge teachers to honestly assess current methods they use when dealing with students that don't seem to care. The assignments will help teachers identify ways they can improve handling unmotivated students and most importantly empower teachers with the tools needed to modify current practices and implement new, effective strategies into their classrooms. This course will also provide opportunity for teachers to try, evaluate, reflect, and share some of their experiences when using some of the strategies in their current classrooms.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Assignments: This course consists of 4-unit blocks for in-service credit and 5 blocks for graduate credit. Each unit will consist of written submissions and forums.

Written Submissions - These may consist of article questions or reflections. In-service/CTLE and grad students must complete all written submissions.

Forums - Students will interact through discussion forums to share their opinions, experiences, and insights with their class members as well as the instructor. Students will be required to read text, listen to/watch videos and then respond by posting to the forum. In-service/CTLE and graduate students must make at least one post to each forum.

Students must give thoughtful and insightful comments that show their understanding of the reading or video. Forums are a great way to share information and read opposing viewpoints. Students will respond to each other to generate ideas and discussions. The instructor will read all responses. Forums don't get graded, but if the instructor has any questions or the student needs to elaborate, they must do so for assignment completion.

Grading:

In-service/CTLE Students - Satisfactorily participate in all forum discussions and complete all assignment submissions.

Professional Development Grad Students - for a "B": Satisfactorily participate in all forum discussions; complete all assignment submissions, as well as a "course reflection" that addresses what changes you would like to make help empower your students.

Professional Development Grad Students - for an "A": Satisfactorily participate in all forum discussions, complete all assignment submissions, a course reflection, as well as an "Infographic, Pamphlet, or Poster" that summarizes the four strategies/processes you learned.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Time Validation

	Assignment	Time (hrs)
1	<i>Why students become unmotivated?</i> Students will read a book excerpt and reflect on why students are unmotivated.	1.0
2	<i>Forum Discussion-How has technology helped and/or hindered motivation?</i> Students will reflect on their own experiences with technology in their classrooms. They will be required to read and comment on each other's posts.	1.0
3	<i>Emphasizing Effort-Why is it important to reward "yet"?</i> Students will read a Forbes article and watch a TEDEd talk about the power of "yet". They will answer questions and reflect on implementing "yet".	2.0
4	<i>How can you reward effort in your classroom? Analyzing effective strategies.</i> Students will listen to a presentation that details strategies to reward effort. They will summarize the strategies, pick three strategies, implement them and report back with their feedback.	5.0
5	<i>The Power of Because-</i> Read a study on the power of because and apply this strategy to a past situation.	2.0
6	<i>What is effective feedback?</i> Students will read two research articles on the seven keys to effective feedback. They will reflect on the essentials that they do well and make a "to-do-list" to improve ways they provide feedback in their current classrooms.	3.0
7	<i>Forum Discussion-Reflect and share experiences about one teacher that helped to inspire them.</i>	1.0
8	<i>Creating Confidence and Hope Strategies.</i> Students will read an excerpt from book and answer questions as well as reflect on current teaching methods.	3.0
9	<i>School-Life Connection.</i> Students will watch a video for inspiration and write a lesson plan to make their content more relevant to their students.	2.0
10	<i>Dealing Effectively with Power Struggles and Last Words.</i> Students will watch and summarize the 5Ws for diffusing arguments with students.	2.0

Students will evaluate past situations and suggest ways they could have handled it better by applying the 5 Ws.

11	<i>Challenging refusals respectfully.</i> Students will watch the video, summarize strategies and reflect how they would handle situations where students refuse to do work.	1.0
12	<i>Expressing Gratitude.</i> Students will read a survey/article on student perception of their teachers. They will also watch a video to learn how thanking students for cooperation increases student involvement. Teachers will implement this strategy and report back their experiences.	5.0
13	<i>Involvement and influence strategies.</i> Students will read a presentation about ways to involve and influence their students. They will reflect, implement and report their experiences.	4.0
14	Forums Discussion- Students will share experiences and best practices for how they build relationships and challenges they have faced when trying to connect with students.	1.0
15	<i>Summarize the Five Keys to Connect with Students.</i> Students will listen to a podcast from an author and read an article to summarize five keys to connect with students.	2.0
16	<i>Building Relationships to Engage Students.</i> Students will read tips from Mendler's book and watch some videos about how to be authentic and letting students know they are most important. Students will summarize his tips and then implement the strategies in their own classrooms and then report their experience.	5.0
17	<i>Invite Student Feedback.</i> Students will create a student survey and have their students answer the questions. Teacher will develop a plan to address their students concerns/answers.	5.0
Total		45.0 hrs