

California State University San Marcos  
COLLEGE OF EDUCATION

EDSS 511 – Teaching and Learning in Secondary Schools (4 units) CRN 21738  
Spring 2006

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*Class Meets: Thursday evenings 5:00-8:50*

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Course Description and Goals**

This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING:** Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
3. **PROFESSIONAL KNOWLEDGE:** Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.
4. **STUDENT FOCUS:** Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual and will know how to adapt instructional strategies accordingly.
5. **TEACHING AS A PROFESSION:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies.

To help us internalize these concepts, we will pursue the answers to four essential questions throughout the course of the semester:

1. What does an inclusive and democratic classroom look like?
2. How does an inclusive and democratic classroom increase adolescents' sense of mastery, generosity, belonging, and independence?
3. How do you/your students construct knowledge?
4. What broad academic and life goals do you hold for your students?
5. When you consider your beliefs about teaching and learning, what teaching approaches accomplish your goals?

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the CoE webpage: [www.csusm.edu/COE](http://www.csusm.edu/COE)). All of the TPE's are addressed in this course as well as in other professional education courses. In this course, some will receive more emphasis than others and the ones with \*'s next to them will be evaluated via your TaskStream responses (see assignment description):

#### Primary Emphasis

TPE 3 - Interpretation and Use of Assessments

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12\*

TPE 6d - Developmentally Appropriate Practices for Special Education\*

TPE 8 - Learning about Students

TPE 9 - Instructional Planning\*

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligation

TPE 15 - Social Justice and Equity

#### Secondary Emphasis:

TPE 1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 5 – Student Engagement

TPE 7 - Teaching English Language Learners

TPE 10 - Instructional Time

TPE 13 - Professional Growth

TPE 14 - Educational Technology

## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

Red print indicates the areas covered in this course.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English--SDAIE)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

## Required Texts and Resources

Baldwin, M. and Keating, J. (2005). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. [Shared with EDSS 530, Professor Keating]

Bigelow, Bill, et. al., Eds. (1994). *Rethinking our classrooms*, Volume 1. WI.: Rethinking Schools. (This is the BLUE book.)

Borich, Gary D. (2003). *Observation skills for effective teaching*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]

Choate, J.S. (2004). *Successful inclusive teaching*. (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon. [shared with all courses in the program]

[www.taskstream.com](http://www.taskstream.com) (2004) Web page access for assessment/reflection of TPE's (electronic portfolio), and for unit and lesson planning. Subscription required each semester. Will be used by most courses in the program.

Tomlinson, Carol Ann and Caroline Cunningham Eidson. (2005). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA.: Association for Supervision & Curriculum Development.

Villa, R., and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. [This text is required reading for EDUC 350. If you didn't take this prerequisite class at CSUSM, you'll need to buy and read the book on your own. Reference will be made to it in several courses throughout the year.]

### Choice Books (choose ONE to read after attending first class)

1. Cusman, (2003). *Fires in the bathroom: advice for teachers from high school students*. What Kids Can Do, Inc.
2. Gardner, Howard. (2000). *Intelligence reframed: multiple intelligences for the 21st century*. Basic Books.
3. Graves, Donald (2001). *The energy to teach*. Heinemann
4. Gruwell, Erin. (1999). *The freedom writers diary*. Doubleday.
5. Kohn, Alfie. (1996). *Beyond discipline: from compliance to community*. Association for Supervision and Curriculum.
6. Marzano, Robert J. (2000). *Transforming classroom grading*. VA: Association for Supervision and Curriculum.
7. Pipher, Mary. (1995). *Reviving ophelia: saving the selves of adolescent girls*. Ballantine Books.
8. Pollack, William S. and Mary Pipher. (1999) *Real boys: rescuing our sons from the myths of boyhood*. Owl Books.

### Other Texts Worth Reading Early in Your Career

Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.

Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2<sup>nd</sup> ed.). Rocklin, CA: Prima Publishing.

Palmer, Parker. *The Courage to Teach*

## Helpful Websites for Differentiated Instruction

- CAST Universal Design for Learning: Differentiated Instruction  
([http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html))
- Enhancing Learning with Technology: Differentiating Instruction  
(<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources  
(<http://k12.albemarle.org/Technology/DI/>)
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network  
(<http://sbci.cps.k12.il.us/professional.html>)

The links below show examples of ways teachers are using differentiated instruction in their classrooms.

- Differentiation of Instruction in the Elementary Grades  
(<http://www.ericdigests.org/2001-2/elementary.html>)
- What is Differentiated Instruction?  
(<http://www.readingrockets.org/print.php?ID=154>)

## Assignments

- **Highly Effective Teacher Attributes:** See page 11-12 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits.
- **Reading Responses/participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be “busy work” then you need to adjust what you’re doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a “jumping off” point.
- **“Choice Book” Literature Circles and Book Presentation:** While reading this book, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book. When meeting face-to-face, you will complete one specified literature circle “role” for each assigned section of reading (ex: summarizer, connector, etc.). This major assignment includes: on-line and literature circle participation. You will write a one-page reflection about the literature circle process, e.g. what worked, what didn’t work, how this would work with high school students, and how this “fits” or “doesn’t fit” with your own preferred learning style. Finally, your group will do a 15 minute presentation that includes a “skit” either directly from the book or created by your group to illustrate one of the main ideas and a poster, PowerPoint, overhead, or other brief visual to “teach” the important concepts from the book.
- **Observation Reports:** Two observation reports will be generated which focus on two specific elements of classroom life and student behavior. The focus of each observation is described in the Borich text: We will complete one observation on Lesson Clarity together as a class, using a video-taped lesson for the observation. The two observation reports you complete on your own will be on higher level thinking and instructional variety. You may choose to conduct the observations with a partner to allow for conversation and discussion; however, you are responsible for handing in your own written observation. A format for the reports and past student samples can be found on TaskStream and will be discussed in class. This assignment requires observation time in a classroom.
- **Unit and Lesson Plans:** You will develop a unit plan and two lesson plans relevant to your content area. The unit plan will include student/class background, objectives and standards, essential questions, instructional and assessment strategies, evidence of differentiation, timeline, and reflection. More details of this assignment and student samples can be found on TaskStream and will be discussed in class. Templates for planning will be used via TaskStream. This assignment requires consultation with a practicing teacher in your content area—preferably one who views planning as a serious part of his/her professional responsibilities.

- **Student Study Team (SST):** You will participate in a group role-play modeling the SST process. Preparation for this assignment will take place in and outside of class as you coordinate roles with group members and develop a written summary to accompany the role play. In addition to your summary, you will also write a personal reflection about the SST experience. Further instructions will be provided in class and through TaskStream.
- **Special Education Matrix: The Thirteen Disabling Conditions:** Working individually or in small groups, you will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the thirteen disabling conditions. Further instructions will be provided in class and through TaskStream.
- **Responses to TPE’s 6c, 6d, and 9:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course, as indicated in the TPE listing for this course. Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 6c, 6d, and 9 in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what”) and where you need to go next related to the TPE. A three to four paragraph structure will help you develop your response. You must attach at least one artifact to each TPE response, but can attach others as well.

- 1<sup>st</sup> paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2<sup>nd</sup> paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to this TPE?
- 3<sup>rd</sup> paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
- 4<sup>th</sup> paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts.

When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on TaskStream.

## Recap of Assignment Weights and Due Dates

*As per the Summative Assessment Criteria (page 10), to be eligible for a B or an A all major assignments must have been attempted.*

<u>Major Assignment</u>	<u>Points</u>	<u>Due</u>
Highly Effective Teacher Attributes	5	Ongoing to end of course
Reading Responses	10	See calendar (throughout)
Observation Report Instructional Variety	10	2/23
Special Education Matrix	15	2/28 (posted online)
SST (Student Study Team)	10	Role play: 3/9; reflection: 3/12 (posted online)
Observation Report: Higher Thought Processes	10	3/16
Unit Plan	15	4/13
Lesson Plan	10	4/27
Choice Book Meetings, Presentation and reflection	5	See calendar for meetings; 1 pg. presentations: 4/27 & 5/4
TPE Reflections (6c, 6d, 9)	10	See calendar



## Summative Assessment Criteria for EDSS 511

### **“A” students:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 90-100% of all possible points.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals and TPEs.
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant’s learning .
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

### **“B” students:**

1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 80-89% of all possible points.
3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals and TPEs.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

### **“C” students:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, OR fail to complete one major assignment. Total points are 70-79%.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals and TPEs.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## GRADING NOTES

- Students falling in between grade levels will earn a + or – at the instructor’s discretion, depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

**Note:** Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

## Attendance

**COE Policy:** Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

**Instructor Application of the Policy:** If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

***The Maintenance and Development of Positive Teacher Behaviors  
in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

**Purpose/Rationale**

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

**Scoring Criteria**

Each of these seven attributes will be scored on a 4-point scale in terms of level of accomplishment. Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all teacher candidates (and our students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do, monitor and self-evaluate their own performances as well as that of their students. Peer input, self-evaluation, and intermediate conferences during your EDSS courses will assist in formative assessments.

**Exceeds expectations (4):** Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

**Meets expectations (3):** Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this candidate is generally solid; no concerns exist).

**Below expectations (2):** Teacher candidate demonstrates inconsistent levels of functioning with

respect to this attribute; the candidate is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted).

**Well below expectations (1):** Teacher candidate demonstrates a low level of functioning with respect to this attribute (serious overall limitations noted in this area).

**Generally Accepted Attributes of Highly Effective Teachers**  
**(as seen in pre-service programs)**

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline to assess the level of attainment (and progress) in demonstrating these attributes.

- 1) **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- 2) **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

**Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

## Evidence of Effective Teacher Attributes

Student: \_\_\_\_\_ Spring 2006

1) **General classroom attendance, promptness, and participation:**

- is on time, respects time boundaries (breaks, etc.), regularly attends class
- actively participates

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

2) **Attention to classroom discussion protocols:**

- respects time limitations
- recognizes and respects the perspectives of fellow classmates
- gives wait time
- listens actively
- uses non-interruptive skills
- mediates disagreements by working to understand others' perspectives and finding common ground
- genuinely encourages all to participate.

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

3) **Social and cooperative skills (as illustrated in cooperative projects):**

- assumes responsibility of one's roles
- is open to consensus and mediation
- effectively communicates ideas
- attends group meetings
- is dependable
- respects others' ideas
- expects quality work from self and colleagues
- manages time effectively
- uses organizational skills and leadership skills
- is assertive but not aggressive
- uses reflection as a means of evaluation
- motivates and offers positive reinforcement to others

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

4) **Attention to assignments:**

- meets time deadlines,
- produces quality products
- responds cooperatively to constructive criticism
- uses rubrics or other stipulated criteria to shape an assignment
- prioritizes tasks and performs/supervises several tasks at once.

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

5) **General classroom demeanor:**

- is professional, creative, kind, sensitive, respectful, has a sense of humor
- is supportive of fellow classmates and instructors
- recognizes others' perspectives as valid and works to include all "voices" in the classroom
- is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

6) **Flexibility:**

- is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena)
- can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking
- "bounces" back easily
- can work calmly under stress

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

7) **Openness to and enthusiasm for learning:**

- can engage with a variety of educational ideas with an open mind and a sense of exploration
- demonstrates passion for and metacognition of learning across the curriculum and within discipline areas
- takes advantage of learning opportunities and seeks out additional opportunities for learning

**RATING: Beg. Semester:** \_\_\_\_\_ **Mid Semester:** \_\_\_\_\_ **End Semester:** \_\_\_\_\_  
**COURSE EVIDENCE:**

### Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
<p>#1 1/19</p> <p>Pat &amp; Michelle</p>	<p>Orientation/team-building (combined w/EDSS 530)</p> <p>Introduction to TaskStream for online work</p>	<ul style="list-style-type: none"> <li>◆ Download and review the <i>Single Subject Credential Handbook</i> (part-time) from the CoE webpage: <a href="http://www.csusm.edu/coe">www.csusm.edu/coe</a></li> <li>◆ If you didn't read the Villa/Thousand text during EDUC 350. You should read this to provide a context for understanding inclusive education.</li> </ul>	
<p><b>By Sunday, 1/22</b></p>	<ul style="list-style-type: none"> <li>◆ Be sure TaskStream account is activated by today.</li> </ul>		
<p>#2 1/26</p> <p>Pat</p>	<p>Purpose, perceptions, and philosophy of teaching</p> <p>Professional ethics/legal responsibilities</p> <p>Book talks about choice books</p>	<ul style="list-style-type: none"> <li>◆ Course syllabus downloaded, read, and printed (from COE webpage)—NOTE: Pages 22-45 are supplemental handouts/readings for later use—don't read now.</li> <li>◆ Baldwin &amp; Keating Ch. 1, Section 3 (16-24)</li> <li>◆ Choate: Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handbook study guide discussion. Bring any syllabus questions you have to class.</li> <li>◆ <b>Reader response #1:</b> Make margin notes in your readings, highlighting ideas you especially want to remember. Jot down questions/issues you want to discuss with others.</li> <li>◆ Note: find your previously written philosophy of teaching or belief statements from EDUC 350 or equivalent. Keep in your notebook until the end of the course.</li> </ul>
<p>#3 2/2</p> <p>Michelle</p>	<p>Set up literature circle groups and plans</p> <p>Democratic and inclusive classrooms: building an environment to nurture the circle of courage and respect adolescent</p>	<ul style="list-style-type: none"> <li>◆ Download, print, and read: "Courage for the Discouraged" article (attached to end of the syllabus) NOTE: Do the "Courage" article reading before reading Baldwin/Keating ch. 8.</li> <li>◆ Baldwin/Keating: ch. 8</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader Response #2:</b> Respond to the four bulleted questions in "Putting It Into Practice: Activity 8.2" on page 191.</li> <li>◆ Besides the "Courage" article and the Baldwin/Keating text, bring these additional texts to class: Bigelow, Choate, and choice book selection.</li> <li>◆ Bring the blank "Literature Circle Reading Plan" to class</li> </ul>

	development		(attached to this syllabus)
#4 2/9  Pat	Democratic classrooms and adolescent development (cont.)  Model Borich observation report	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 7: “Looking for Lesson Clarity”</li> <li>◆ Baldwin and Keating Ch. 2, sections 3 &amp; 4 (40-47)</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>For Borich Reading:</b> identify questions you want to ask about the chapter. Spend time looking at the various instruments for monitoring elements of lesson clarity; you will be asked to use one in class during a practice observation. Observation due session #8</li> <li>◆ <b>Reader Response #3:</b> Baldwin/Keating Ch. 2, Sections 3 &amp; 4: As you work to create an inclusive, democratic classroom, what are the implications of the biological, psychological, social, and ethical development of adolescents for you as a teacher?</li> <li>◆ Look ahead to session #8 to get a head start on the observations.</li> </ul>
#5 2/16  Pat	Literature Circle meeting  Learning and learning theories  Instructional Variety	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Bigelow: 126-128, 134-135 and 178-181</li> <li>◆ Borich Ch. 8.</li> <li>◆ Download and print a blank lesson plan template from TaskStream (the CSUSM Single Subject format). While observing a teacher, keep track of the things they do over the course of the lesson by filling in the template in the appropriate spots. You will have to make inferences in order to fill in some places (such as facts about learners, etc.) This will help with your</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #4: Bigelow:</b> Margin notes/annotations (written in book or on post-its) for all articles</li> <li>◆ While you are in classrooms and completing observations, take the opportunity to interview a content area teacher in your field and complete the handout titled: “Planning Information to Gather from a Teacher...” (Attached at the end of the syllabus.). Bring to class 3/9</li> <li>◆ Bring Baldwin/Keating book to class.</li> </ul>



		Instructional Variety Observation as well as for future planning of your own lesson.	
#6 2/23  Michelle	Learning for the typical “atypical” student  Special education matrix: the 13 disabling conditions	<ul style="list-style-type: none"> <li>◆ Choate: Ch. 1 (review) &amp; 2</li> <li>◆ Villa/Thousand: Ch.1 and 3, including the “Voices” sections</li> <li>◆ Download, print, read, and bring in the Special Education Matrix assignment description from TaskStream.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #5:</b> Respond to this prompt: What are your fears or concerns regarding teaching any of the student populations described in the <b>Choate and Villa/Thousand</b> readings? Be prepared to discuss and brainstorm strategies.</li> <li>◆ Instructional Variety Lesson Observation due</li> </ul>
<b>By Tuesday, 2/28</b>	<ul style="list-style-type: none"> <li>◆ Complete your section of the special education matrix and post it to the appropriate discussion board (as an attachment) on TaskStream. Your colleagues will be depending on you to have your section posted on time so they can complete their resource binder/folder.</li> </ul>		
#7 3/2  Michelle	Matrix revisited  Student Study Teams (SST)	<ul style="list-style-type: none"> <li>◆ Download, print, read, and bring in the SST assignment description from TaskStream.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring in your complete hard copy of the full special education matrix in a binder/folder. To do this, you will have to download and print each of your colleague’s sections of the matrix from the TaskStream discussion board.</li> </ul>
#8 3/9  Michelle & Pat	Mock SST meeting and discussion  Introduction to TPE responses (looking at 6d)  Introduction to planning and instructional strategies: Planning with the End in Mind	<ul style="list-style-type: none"> <li>◆ Download, print, review, and bring your content area’s frameworks or standards—grades 6-12 (available at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a>)</li> <li>◆ Baldwin and Keating Ch. 5</li> <li>◆ Borich 12</li> </ul>	<ul style="list-style-type: none"> <li>◆ Group SST summary due with self and group evaluation.</li> </ul>
<b>By Sunday, 3/12</b>	<ul style="list-style-type: none"> <li>◆ Send your SST reflection to Michelle via TaskStream e-mail (put the reflection in the body of the e-mail; DO NOT send as an attachment). Reflection questions are on the SST assignment sheet.</li> </ul>		

<p>#9 3/16  Pat</p>	<p>Choice book literature circles meet</p> <p>TPE feedback (6d)</p> <p>Planning and instructional strategies</p> <p>Assessment</p> <p>Workshop time to begin unit plan.</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Download and read the unit plan assignment on TaskStream</li> <li>◆ Baldwin and Keating Ch 3 &amp; 4</li> <li>◆ Reread your teacher interview and choose unit or topic theme for your thematic unit.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #6:</b> Using a 3 column graphic organizer, in the 1<sup>st</sup> column, list each strategy from ch. 4 with a 3-6 word description. In the 2<sup>nd</sup> &amp; 3<sup>rd</sup> columns, identify pros and cons. Highlight the strategies that are “Student-centered activities” Put a star next to the ones you particularly want to use in your planning because they are especially effective in your discipline. Put a ? next to those strategies you want to discuss with someone else for greater clarity.</li> <li>◆ Rough draft of TPE 6d response due for colleague feedback. (Post to TaskStream for Michelle’s review after receiving input tonight and revising. Post by 3/26.)</li> <li>◆ Higher Thought Processes Observation Due</li> </ul>
<p>#10 3/23  Pat</p>	<p>Planning and instructional strategies (cont.)</p> <p>Workshop time for Unit planning</p>	<p>Search for resources for your thematic unit. Use textbooks, internet sites, WebQuest, teachers, and other resources.</p>	<ul style="list-style-type: none"> <li>◆ Prior to coming to class, go into the TaskStream unit builder (CSUSM format) and type in the information you’ve already generated from class (unit topic, length, student facts, etc.). <b>BE SURE TO <u>SAVE</u> YOUR UNIT and LESSON PLANS ON TASKSTREAM!</b> You will be adding to this unit while in workshop sessions in class. Bring all your unit materials to class.</li> </ul>
<p><b>By 3/26</b> ◆ <b>Post final version of TPE 6d response on TaskStream. Be sure to request feedback from Michelle and Pat under the “Publish/Share” tab.</b></p>			
<p>#11 4/6  Michelle</p>	<p>Choice book literature circles meet</p> <p>Planning and differentiating instruction re-visited</p>	<ul style="list-style-type: none"> <li>◆ Choice book reading (per group’s reading plan)</li> <li>◆ Choate: Ch. 3</li> <li>◆ Tomlinson: Introduction, Part I, Part II, and one chapter</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response #7: Choate &amp; Tomlinson:</b> Respond to this prompt: As you are reviewing how to differentiate instruction, what are the implications for your developing unit plan? How will it affect your plan?</li> </ul>

		(1-6) from Part III-- choose a chapter related to your content area.	(1-2 para) ◆ Bring a hard copy of your unit plan to class (in its rough form) so you can receive feedback and revision ideas from your colleagues.
#12 4/13  Pat	Literature Circles meet to finalize reading discussion and plan presentation.  Individual Lesson Planning  Workshop time for lesson planning	◆ Bigelow: Choose any two articles from pages 68-124	◆ <b>Reader response #8: Bigelow:</b> Reflective response to the two articles describing implications for your own teaching—what do these articles offer you or make you consider, and why is that important? (1-2 para.)  ◆ Unit overview and calendar due. You can hand in one copy with both partners' names.
#13 4/20  Pat	Classroom and state assessments  Workshop time for lesson planning	◆ Bigelow: 171-175 ◆ Visit the state's assessment website at <a href="http://www.cde.ca.gov/ta/">http://www.cde.ca.gov/ ta/</a> In groups of four, you will each take a section below and come prepared to “teach and inform” your group about your particular section. 1. Standardized Testing and Reporting (STAR) 2. Academic Performance Index (API) 3. Adequate Yearly Progress (AYP) 4. California High School Exit Exam (CAHSEE)	◆ Develop a rough draft 3-column list of criteria that describes what a student would need to do/achieve in order to earn an A, B, or C in your class (think beyond just an accumulation of points; what learning accomplishments would a student need to demonstrate in order to earn an A, B, C? As you develop this list, consider how you identify the difference between the A student and the C student. ◆ Bring a hard copy of lesson plan to share and get feedback from your colleagues.
#14 4/27  Pat	Choice Book Presentations  Effective Teacher Attributes		◆ Individual lesson plan from unit due. Each person hands in his or her own lesson plan. It may be created in conjunction with your partner, but must be written by you. ◆ “Choice Book” Presentations: 15 min. skit and teaching of

			<p>important concepts and one page reflection on literature circle process due.</p> <ul style="list-style-type: none"> <li>◆ Effective Teacher Attributes self-evaluation due</li> </ul>
<p>#15 5/4</p> <p>Pat</p>	<p>Choice book presentations</p> <p>TPE response feedback (6c &amp; 9)</p> <p>Revisit essential questions</p> <p>Philosophy/belief statements</p>		<ul style="list-style-type: none"> <li>◆ Bring draft responses to TPE's 9 and 6c to class for writing group feedback. (Post to TaskStream after receiving input by 5/7; request feedback from Pat and Michelle)</li> <li>◆ Bring EDUC 350 (or equivalent) philosophy of teaching/belief statements to class.</li> </ul>
<p>#16 5/11</p> <p>Pat &amp; Michelle</p>	<p>The Energy to Teach</p> <p>Looking ahead at summer</p>		

## Assignment Sheet .

Name \_\_\_\_\_ Content area focus \_\_\_\_\_

e-mail \_\_\_\_\_ phone \_\_\_\_\_

<b>Assignment</b>	<b>Possible Points</b>
_____ Highly Effective Teacher Attributes	5
_____ Reading Responses (points awarded when all are complete)	10
#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____	
_____ Special Education Matrix	15
_____ SST (Student Study Team)	10
_____ Observation Report: Instructional Variety	10
_____ Observation Report: Higher Thought Processes	10
_____ Unit Plan	15
_____ Lesson Plan	10
_____ Choice Book Meetings, Presentation, and 1 pg. reflection	5
_____ TPE Reflections (points awarded when all are completed)	10
TPE 6c _____ TPE 6d _____ TPE 9 _____	

## Observation Report Rubric for: \_\_\_\_\_

	<b>Exceeds Expectations (10+)</b>	<b>Meets Expectations (9-10)</b>	<b>Nearly Meets Expectations (7.5-8.5)</b>	<b>Developing (1-7)</b>
<b>TPE-6c</b> Developmentally Appropriate Practices in Grades 9-12	Candidate demonstrates the criteria under “Meets Expectations” and also takes his/her analysis further by demonstrating an understanding of adolescence as a period of intense social peer pressure to conform. His/Her analysis or reflection shows s/he supports signs of students’ individuality while being sensitive to what being “different” means for high school students.	<i><b>In the analysis and/or reflection sections of the observation:</b></i> Candidate is able to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond high school, and/or helps students to assume increasing responsibility for learning.	<i><b>In the analysis and/or reflection sections of the observation:</b></i> Candidate can partially determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond high school and/or helps students to assume increasing responsibility for learning.	Teacher candidate is unable to determine if lesson observed provides opportunities for students to develop advanced thinking and problem-solving skills, helps students to understand connections between the curriculum and life beyond high school, and/or helps students assume increasing responsibility for learning.
<b>Describing and Analyzing Teaching Practices</b>	Develops an especially insightful analysis that demonstrates an ability to make sense of the observed teaching practices as they relate to the elements outlined in the Borich text.  Demonstrates a clear understanding of the observation focus.	Describes 1 or 2 significant events, focusing on the relevant details associated with the observation focus.  Includes an analysis for each event that interprets, makes inferences, poses questions, and demonstrates personal learning.  Makes a clear connection to the Borich text, showing an understanding of the observation focus.	Offers some description of 1 or 2 significant events, but more details would strengthen the description.  Develops a limited analysis that shows an ability to look closely at the event(s) but lacks sufficient interpretation, inference, questioning, and/or connection to personal learning.  Suggests a limited understanding of the observation focus that may come from an incomplete	This paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate’s understanding of close observation and effective instruction.

			reading or a misreading of the Borich text.	
<b>Professionalism</b>	Standard the same as “meets.”	<p>Produces “professional” writing: clear organization; appropriate development of ideas; use of conventional English.</p> <p>Submits work on time.</p> <p>Works productively with partner (if applicable).</p>	Demonstrates some difficulty in one of the areas of professionalism: meeting due date or producing professional writing.	Demonstrates significant difficulty in one or both areas of professionalism: meeting due date and producing professional writing.

# Unit Plan Scoring Guide

Name \_\_\_\_\_ Unit Title \_\_\_\_\_

*Be sure to do a self assessment using the guide below. Think about each range of “scores” as a continuum from high to low—check where you think you are on the continuum for each element.*

A. Outcomes, objectives, and standards	Excellent	Acceptable	Needs Improvement (revision)
1. Clarity and sense of purpose in the <b>rationale, enduring understandings, and essential questions.</b>			
2. <b>Congruence of standards and objectives</b> to the <b>enduring understandings/essential questions.</b>			
3. <b>Range and levels of objectives</b> (Bloom’s taxonomy)			
B. Assessments			
1. <b>Relationship</b> between the <b>summative assessment(s)</b> and the <b>enduring understandings</b>			
2. <b>Congruence of assessments</b> with the <b>objectives</b>			
3. <b>Variety and quality of assessment tools</b> (including a range of strategies for diagnostic, formative, summative assessments and opportunities for student self-assessment)			
C. Learning Experiences			
1. <b>Sense of purpose, interest, and background</b> established in the unit’s <b>“Into”</b>			
2. <b>Logic of sequence/organization</b> to the <b>calendar</b>			
3. <b>Sense of purpose, application, and/or transition</b> established in the unit’s <b>“Beyond”</b>			
4. <b>Quality and variety of learning experiences</b> overall: reading, writing, listening, speaking, technology			
5. Evidence of <b>differentiated instruction</b> (related to facts about your learners)			
D. Specific Lesson Plan			
1. <b>Clarity of and alignment between objectives, standards, and assessments</b>			
2. <b>Range of objectives and assessments</b>			
3. <b>Specificity of lesson steps</b> , including timing, transitions, questions			
4. <b>Quality of “Into” and “Closure” experiences</b>			
5. <b>Quality of learning experiences</b> overall (congruence with objectives, instructional variety, higher thought processes, skills and content, etc.)			
6. <b>Evidence of SDAIE strategies</b> and other forms of <b>differentiated instruction</b>			
E. Materials			
1. Imagination/creativity			
2. Range and variety			
F. Unit Reflection			
Quality and coverage; addresses the range of questions posed			
G. Presentation of the plan			
1. Professionalism: correct grammar, spelling, syntax			
2. Facility with TaskStream application			

Overall Score (out of \_\_\_\_): \_\_\_\_\_



## Planning Information to Gather from a Teacher in Your Content Area

1. *Ask the teacher for some of the “big picture” goals and enduring ideas s/he will work to help students meet and understand for the school year or course. Write down a few here:*
  
2. *Ask the teacher what units are planned for the school year/course that will help students to meet the goals and understand the enduring ideas. Get the names and length of units.*

Name	Length
<b>Unit 1:</b>	
<b>Unit 2:</b>	
<b>Unit 3:</b>	
<b>Unit 4:</b>	
<b>Unit 5:</b>	
<b>Unit 6:</b>	
<b>Unit 7:</b>	
<b>Unit 8:</b>	

3. *Ask the teacher how he/she uses or references the state standards in planning the units.*
  
4. *For ONE unit, get examples of cognitive, affective, language, and psychomotor objectives. (The teacher may not recognize the names for these objectives—you list them where you think appropriate.)*

Cognitive	Language	Affective	Psychomotor

## Literature Circle Reading Plan

Group Members: \_\_\_\_\_

Group Name: \_\_\_\_\_

Book: \_\_\_\_\_

Date	Pages to Focus on for Meeting	Who Does What Role (discussion director, illustrator, literary luminary, connector, vocabulary enricher)
Thurs., 2/16		
Thurs., 3/16		
Thurs., 4/6		

Thur., 4/13	Where to end reading: _____	Identify 3-5 key ideas from the book that you believe should be shared with your colleagues in your presentation. Bring your presentation ideas to your group meeting.
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### LITERATURE CIRCLE ROLES

Each person will do a different job each time you meet. Whatever your role asks you to do, please write it out on separate paper to be used in class and collected.

1. **Discussion Director:** Your job is to develop a list of **five** questions that your group might want to discuss about this part of the book. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read the book. *Write out a list of five discussion questions in advance.*
2. **Illustrator:** Your job is to draw some kind of picture related to the reading. It can be a drawing, cartoon, diagram, chart, or scene. Your picture can be of a scene in the book, or it can be of something the book reminded you of. It can show feelings, include quotations like a one-pager, or it can have labeled parts. You should let your group study your picture quietly and ask them for comments before you explain any part of it to them.
3. **Literary Luminary:** Your job is to locate **five** special sections of the text that your group could like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.
4. **Connector:** Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writing on the same topic, or by another author. There are no right answers to your job--you are using your brain to connect meaningful ideas! Have a list of **five** connections that you have found in this section of reading and explain them. Have the students in your group add their own ideas and connections.
5. **Vocabulary Enricher:** Your job is to be on the lookout for **five** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or book mark. 1) Copy the sentence with the word in it and *list the page number in the book* 2) Look up the word 3) Find the correct definition 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

***Courage for the Discouraged:***  
***A Psychoeducational Approach to Troubled and Troubling Children***

**By Larry K. Brendtro and Steven Van Bockern**

(Retyped by Leslie Mauerman for educational purposes only—unauthorized copy--do not duplicate)

***The way one defines a problem will determine in substantial measure the strategies that can be used to solve it. -- Nicholas Hobbs***

In the three decades since the Council for Children with Behavioral Disorders was formed, research about this population has exploded. Professionals working with these challenging children have encountered a cacophony of competing theories and methodology. Too often, proponents for purist viewpoints have been intolerant of other perspectives, berating alternative approaches as unscientific, dehumanizing, or obsolete. Most practitioners, however, have been skeptical of narrow approaches that offer a panacea. When facing a furious student, a single theory offers a slim shield indeed. Now, as our field matures, we finally are moving away from simplistic “one-size-fits-all” mindsets. The term *psychoeducational* has been used to describe approaches that blend multiple strategies of intervention.

*Psychoeducational approaches planfully combine a variety of methods to meet the diverse needs of troubled children.* These eclectic models can create a synergy wherein the whole is greater than the parts, but only if the diverse theoretical components are synthesized carefully (Macmillian & Kavale, 1986). We will review existing psychoeducational approaches and present a new model grounded in practice, wisdom, and modern developmental theory. At the outset, we must make a distinction between psychoeducation and unstructured eclecticism.

### **PITFALLS OF GREEN THUMB ECLECTICISM**

In an early study of services for emotionally handicapped children, Morse, Cutler, and Fink (1964) found that in many settings no organized philosophy of treatment could be detected. Instead, staffs followed intuitive approaches that observers classified as naturalistic, primitive, or chaotic. Most seemed to use a “green thumb” eclecticism, trying out various procedures without apparent consistency or depth. Their style was neither organized nor proactive but, rather, consisted of spur-of-the-moment responses to individual academic or behavioral problems.

Without a guiding theory to influence selection of interventions, “try anything” eclecticism is like choosing a potluck meal while blindfolded. Among the pitfalls of green thumb eclecticism are:

1. *The flaws of folk psychology.* “Doing what comes naturally” with troubled and troublesome youth often entails attacking or avoiding them. These fight/flight responses are highly counterproductive. Harsh punishment easily escalates into hostility, and kindness often is exploited; if a whipping or a dose of love were all that were required, these kids would have been cured long ago.
2. *Contradictions in methodology.* If techniques drawn from different models are mixed together in potluck fashion, confusion sets in about what to do when theories suggest prescriptions that run counter to one another (Quay & Werry, 1988). For example, is planfully ignoring angry behavior better, or should one see this anger as a cry for help and communicate with the child?

3. *Incompatibility with teamwork.* When various team members invent idiosyncratic models of treatment, conflict and chaos reign. Russian youth work pioneer Makarenk(?) (1956) observed that five weak educators inspired by the same principles is a better configuration than 10 good educators all working according to their own opinion.

4. *Inconsistency with children.* In programs in which adults are confused or inconsistent, anxious students become more agitated and antisocial students more manipulative. The most volatile possible combination is a dysfunctional staff team confronting a cunning and cohesive negative peer group.

Fortunately, we are not confined to naïve “green thumb” eclecticism, as a number of thoughtful approaches merge multiple methods. Before presenting our own model, we briefly highlight four major approaches to the reeducation of troubled children.

## PERSPECTIVES ON PSYCHOEDUCATION

In his book, *Caring for Troubled Children*, Whittaker (1980) identified four principal approaches that have shaped practice in North American programs of reeducation. These all represent different ways of defining emotional and behavioral problems, and they lead to different intervention strategies. Listed in historical sequence, the four models are:

1. *Psychodynamic:* Children are viewed as “disturbed” because of underlying emotional problems and unmet needs.
2. *Behavioral:* Children are viewed as “disordered” because of maladaptive patterns of learned behavior.
3. *Sociological:* Children are viewed as “maladjusted” because of association with peers who embrace negative values and behavior.
4. *Ecological:* Various ecosystems in the child’s environment are seen as creating conflict and “dis-ease” in children.

Although each model has continued to develop with a separate tradition and literature, these approaches all have become more eclectic over time. Actually, as each model has become more comprehensive, it has been labeled as “psychoeducational” by at least some of its proponents:

1. *Psychodynamic psychoeducation places major emphasis on resolving inner conflicts of troubled children.* This blending of mental health concepts with education is tied to the early work of a number of outstanding European specialists who emigrated to North America around the time of World War II. Exemplary of this tradition is Fritz Redl (1902-1988), who was trained by August Aichorn and Anna Freud in Austria. Redl and Wineman (1957) worked with what they called highly aggressive youth in Detroit, and co-authored the classic book, *The Aggressive Child*. Collaborating with William Morse at the University of Michigan Fresh Air Camp for troubled youth, they trained an entire generation of professionals in this model of psychoeducation.

Redl saw emotional disturbance as an exaggeration of feelings common to all individuals. What distinguishes the troubled child was the inability to manage those feelings. Redl also was concerned with behavior, but primarily as a way of understanding the “inner life” of children. His comprehensive approach includes some 20 techniques for “managing surface behavior,” and a system for de-escalating crisis situations. He also designed the “life space interview,” a counseling strategy used by front line staff (e.g., teachers, youth workers) to transform naturally occurring problems into opportunities for correcting distorted thoughts, feelings, and behaviors.

Leading psychoeducational theorists include William Morse (1985) and Nicholas Long, who directs the Institute for Psychoeducational Training in Hagerstown, Maryland.

2. *Behavioral psychoeducation uses learning principles to modify the disordered behavior of children.* A prominent spokesperson for this version of psychoeducation is Arnold Goldstein of Syracuse University. His data-based belief is that disordered behavior has complex causes and thus is treated best with comprehensive interventions. He contends that powerful and lasting change requires methods that are both *multilevel* (directed both at the youth and at the system) and *multimodal* (combining cognitive, affective, and behavioral interventions).

Goldstein (1988) has combined a variety of behavioral skill training methods into *The Prepare Curriculum* for teaching prosocial competence. Another widely used example of this merger of methods is *Aggression Replacement Training*, designed to address the deficits in social skills, anger control, and moral reasoning that characterize aggressive youth (Goldstein & Glick, 1987).

The eclectic behavioral approach known as the “Boys Town Teaching Family Model” (Coughlin & Shannana, 1991) also qualifies for our definition of psychoeducational. This approach systematically integrates methods including social skills training, relationship building, non-aversive crisis intervention, and structured verbal interventions called “teaching interactions.” The Boys Town model is used widely in both residential and public school settings. This model has been subjected to extensive research, and The Boys Town National Training Center in Boys Town, Nebraska, offers professional certification programs (Tierney, Dowd, & O’Kane, 1993).

3. *Sociological psychoeducation utilizes peer groups as a primary agent of change in values and behavior of troubled youth.* These programs grew from research showing that delinquent behavior develops through association with peers who support antisocial beliefs and behavior. The impact of peers is strong, particularly among youth with weak parental attachments and controls. Unlike traditional group therapy, which treats individuals within a group, the aim of *guided group interaction* (GGI) is to win over the entire group to prosocial values and behavior, thereby encouraging change in individuals. (Empey & Rabow, 1961).

Harry Vorrath extended the original GGI model into a comprehensive system for reeducation known as PPC, or *positive peer culture* (Vorrath & Brendtro, 1985). Peer group models are used most widely in residential treatment (Brendtro & Wasmund, 1989) and alternative schools and classes for troubled youth (Carducci & Carducci, 1984; Garner, 1982). PPC also has been proposed as an alternative approach to school discipline (Duke & Mecxel, 1980). *Positive peer culture* groups identify problems and develop strategies to solve them. The goal is to create a prosocial ethos by making caring fashionable, demanding greatness instead of obedience, and challenging youth to assume responsibility for their lives. Brendtro and Ness (1983) described a “psychoeducation” approach using peer group strategies with other methods, which has been developed at the Starr Commonwealth Schools for troubled youth in Michigan and Ohio. The National Association of Peer Group Agencies provides research and training on this treatment model (Kern & Quigley, 1994).

4. *Ecological psychoeducation has been the most actively eclectic approach, borrowing freely from the more traditional models.* The leading author of this approach was Nicholas Hobbs (1918-1983) who created the Re-ED model at Vanderbilt University. (Re-ED is an acronym for Reeducation for Emotionally Disturbed Children.) The most recent model to develop, Re-ED borrows generously from each of the foregoing models and is described as both *ecological* and

*psychoeducation* (Lewis & Lewis, 1989). Hobbs was influenced strongly by European and French-Canadian psychoeducation, and he blended education, child care, and treatment into the role of “teacher-counselor.”

A past president of the American Psychological Association, Hobbs was a powerful advocate for focusing on strength, health, and joy, rather than deviance and pathology. In *The Troubled and Troubling Child*, Hobbs (1982) argued that most emotional disturbance is not a symptom of individual pathology but, rather, a sign of malfunctioning human ecosystems. Re-ED professionals strive to develop competence in restorative relationships, working in close liaison with families and communities (Lewis & Lewis, 1989). The American Re-ED Association, a nation-wide network of residential and school-based Re-ED programs, has grown from this ecological tradition. The Re-ED philosophy now is being applied to the challenging problems of urban schools in setting such as the Positive Education Program in Cleveland, Ohio (Cattrell, 1992).

Cross-fertilization has increased among all of these theories, albeit much of it random, as practitioners intuitively tinker with once pure models. Today, we find behaviorists advocating relationship building, psychodynamic programs using reinforcement concepts, and nearly universal recognition of the importance of group and ecological dynamics. In the face of this intermingling of theories, traditional concepts such as “behavioral” and “psychodynamic” no longer convey a clear meaning at the level of practice.

### **THE SEARCH FOR A UNIFYING THEME**

A rich array of specialized methods now is available for treating troubled children and youth. What has been missing is a conceptual framework to bind together these separate components into a coherent system. As Yochanan Wozner (1985) of Israel observed, a “powerful reclaiming environment” for troubled youth requires a “unifying theme.” This is a shared set of beliefs about program goals that gives consistency and cohesiveness to elements of the program. A unifying theme is essential to mold a common consensus among staff and youth about program mission.

We now propose a unifying theme for psychoeducation that grows from “empowerment” philosophy and psychology. This “new” paradigm challenges the deviance and deficit model that is common in many approaches to troubled children. Our model seeks to address the question, “What do all successful approaches have in common?”

In visiting an air show, one might see machines as diverse as biplanes and bombers, but each is able to fly only because it has been designed to the same fundamental principles of flight. Likewise, in spite of variations, all successful models of psychoeducation with troubled children must address the same fundamental needs of children. We have sought to identify these common principles that transcend successful work with children regardless of setting or theoretical model.

In our book *Reclaiming Youth at Risk* (Bendro, Brokenleg, & Vann Bockern, 1990), we proposed a unifying theme for the education and treatment of troubled children. Dr. Brokenleg, a Lakota Sioux psychologist, introduced us to sophisticated Native American child-rearing systems that created courageous, respectful children without the use of harsh punishments. We integrated this Native wisdom with the practice wisdom of great European pioneers in work with troubled youth. A note about each of these traditions will serve as an introduction to our model.

Psychologists Rogoff and Morelli (1989) contended that, to fully understand child development, one must break free of cultural biases and explore other cultural models. Centuries before European and American reformers would challenge Western patriarchal models of obedience, Native American tribes of North America had developed elaborate democratic

institutions, governance systems, and models of education. These “primitive” peoples actually were far more advanced than the conquering Europeans in their understanding of child and youth development. When Europeans settled this new land, however, they imposed their obedience training system on Indian children, who were placed forcibly in militaristic boarding schools.

Martin Brokenleg’s father was captured by the boarding school staff, who traveled the reservation each fall to harvest the next crop of first-graders. Now, several generations of Indian youth have been parented artificially in this environment, where they were beaten if they spoke their native language. Our research sought to reclaim traditional Native empowerment philosophies for use in developing contemporary approaches to youth at risk.

We also were intrigued to find great similarity between Native concepts of education and ideas expressed by Western educational reformers who challenged traditional European concepts of obedience training. These youth work pioneers worked at a time when democracy was replacing dictatorship in many nations. Attacking traditional authoritarian pedagogy, they included:

-- *Maria Montessori*, Italy’s first female physician, who created schools for disadvantaged youth and wrote passionately about the need to build inner discipline.

-- *Janusz Korczak*, Polish social pedagogue, who proclaimed the child’s right to respect and created a national children’s newspaper so the voices of children might be heard.

-- *John Dewey*, American pioneer of progressive education, who saw schools as miniature democratic communities of students and teachers working to pose and solve problems.

-- *Anton Makarenko*, who after the Russian Revolution brought street delinquents into self-governing colonies where youth took turns as leaders of youth councils.

Now modern psychological researchers are validating the wisdom of these early pioneers.

## THE CIRCLE OF COURAGE

Early European anthropologists described Native American children as radiantly happy, courageous, and highly respectful, noting that their elders never subjected them to harsh punishment. The professional literature, however, shows little understanding of how tribal cultures could rear children with prosocial values and positive self-esteem. Long before the term “self-esteem” was coined, European youth work pioneers used a similar concept, which they called “discouragement.” The obvious solution to discouragement is to help children develop courage. As we discovered, building courageous children was a central focus of Native American tribal cultures. Our modern “civilization,” in contrast, produces millions of children of discouragement. How might we go about rearing courageous and respectful children?

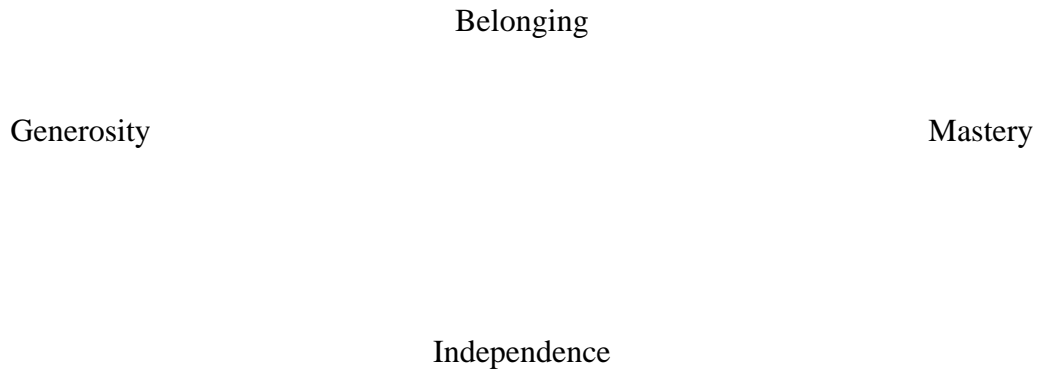
In his definitive work, *The Antecedents of Self-Esteem*, Stanley Coopersmith (1967) concluded that childhood self-esteem is based on significance, competence, power, and virtue. Traditional Native child-care philosophy addresses each of these dimensions:

1. *Significance* is nurtured in an environment in which every child is treated as a “relative” and is surrounded by love and affection. This fosters a sense of *belonging*.
2. *Competence* is enhanced by nurturing each child’s success and by celebrating the success of others. This provides all children abundant opportunities for *mastery*.
3. *Power* is fostered by practicing guidance without coercion. Even the youngest children learn to make wise decisions and thus demonstrate responsible *independence*.
4. The highest *virtue* is to be unselfish and courageously give of oneself to others. Children reared in altruistic environments learn to live in a spirit of *generosity*.



Dakota artist George Bluebird portrayed these concepts in a drawing of a medicine wheel called the “circle of courage,” featured in Figure 1. (NOT ACTUAL RENDERING)

[Figure 1]



At first glance, the foregoing principles hardly seem debatable. They fit with humanistic values, psychology, and our own experience. After all, who would advocate the opposite of these concepts -- alienation, failure, helplessness, and egotistic selfishness? Further, convincing youth themselves that these are important values is not difficult. Young people want to belong, succeed, have power over their lives, and be needed in the world. *Once these values are given primacy in our programs, their revolutionary quality becomes apparent.*

Whereas most of our traditional systems have been anchored in adult dominance, the Circle of Courage is a youth empowerment model. Table 1 shows how Native empowerment values mirror the foundations of self-esteem identified by Coopersmith (1967) and challenge the values of the dominant culture.

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TABLE 1  
Empowerment Versus  
Patriarchal Values

<b>Foundations of Self Esteem</b>	<b>Native American Empowerment Values</b>	<b>Western Patriarchal Values</b>
Significance	Belonging	Individualism
Competence	Mastery	Winning
Power	Independence	Dominance
Virtue	Generosity	Affluence

---

Patriarchal values and the developmental needs of children are strikingly disharmonious.

1. Instead of belonging, the hyperindividualism of Western society breeds an “ecology of alienation” (Broafenbrenner, 1986).
2. In the place of mastery, traditional schools play a competitive zero-sum game in which enthroning “winners” ensures abundant losers.
3. When one’s need for power is expressed by dominating others, all who are subjugated are disempowered.
4. A culture that equates worth with wealth provides its young a sanction for selfishness.

Successful programs for at-risk youth embody a unifying theme of values grounded in the holistic needs of children. Wozner (1985) defined the key difference among educational environments as whether they are “reclaiming” or “nonreclaiming.” Reclaiming schools are organized to meet the needs of both the young person and of society. Nonreclaiming schools operate to perpetuate the system. The distinction is whether one is teaching students or tending school.

### **BLUEPRINT FOR A NONRECLAIMING SCHOOL**

Examining some attitudes and practices of nonreclaiming schools can operationalize these abstractions. Next, with some hyperbole, we offer a compilation of comments we have heard in various schools.

#### **Anti-Belonging**

Greet newcomers with “report to office” warning signs. Orient new students and their probably irresponsible parents by making them sign the discipline policy manual. Emphasize that the automatic response to “serious” behavior is exclusion in its many forms including in-school suspension (ISS), out-of-school suspension (OSS), or after school and Saturday (ASS) detention. If students quit, call them “dropouts” (pejorative). Be very businesslike lest you get entangled in “unprofessional” relationships. If kids don’t respond, ship them to segregated “alternative” and special education programs to “get them out of our classrooms.”

Teachers should not have to wet-nurse students, so get rid of that values clarification crap we are supposed to handle in homerooms. Put troublemaking Special Ed students, who can’t be expelled on homebound. [Authors note: 40% of all students on homebound instruction are those with emotional and behavioral problems.] Make schools as large as possible to build better bands and ball teams. Ring bells every 50 minutes to mix 2,000 kids in narrow hallways. If they become hard to manage, hire more security guards so teachers are free to “teach.”

#### **Anti-Mastery**

Organize instruction tightly around separate specialized subjects. Switch to a different group of students each period. You won’t know them well, but at least one kid can’t ruin your whole day. If students say are having fun in a class, or if a teacher takes field trips, spread word in the lounge that no learning is going on. Make them work by themselves so they don’t copy one another, follow a tight schedule, and have the shortest possible breaks between periods. Fill

the policy manual with get-tough rules such as, “Students who skip school will be suspended” and “in-school suspension days will be counted as unexcused absences” and “students with 12 unexcused absences will fail the semester.”

Emphasize competition with tough grading systems, tracking, and reduced expectations for difficult students. In all “real” classes make all students listen to professor-like lectures that are brain-antagonistic even in the university. Of course, we don’t mean those “popular” shop, art and PE classes, because they are activity courses, not real education. If they don’t hate it, they won’t learn anything. What’s all the fuss about outcome-based education? Let’s stick to what has worked in the past. Use only the textbook and the “approved” curriculum. Maybe we need some more trophies for the top “winners” in sports and studies.

### **Anti-Independence**

Impose system wide discipline policies so we know who really runs this place. Give students a token student-government game to play so they won’t challenge our control of really important issues. Make examples of troublemakers by announcing detention lists on the intercom. One thing we don’t want is violence, so come down hard on bullies and let them know who’s boss so they learn not to pick on others. Assume that if students engage in a spirited discussion about some current event, they are dodging real learning. Pace the room to keep on top of the class. Keep students anchored in their desks. Impose rules by fiat, put names on the board, and have surprise locker searches to keep them off-guard.

Use computers to schedule students because they probably just want to choose classes with their friends. Keep students in submissive roles so they learn to “respect” authority. (Years later the only teachers they will remember are the ones who don’t take any crap.) Limit student choice of curriculum, because they aren’t mature enough to make those decisions. I think it’s time for another of those assertive disciplining seminars. I felt so good after the last one, being reassured that this was my class and I was in charge.

### **Anti-Generosity**

We have to do something to derail this foolish proposal that all students participate in volunteer service learning activities. This only steals time from real learning. Sure, maybe students need to feel needed, but if they want to be bleeding-heart social workers, let them do this on their own time. We have to do something about this cooperative learning movement. It’s just a way of letting smart kids do the work for slow ones. Stop cross-age tutoring, because the older youth may take advantage of the younger ones.

And the notion of peer counselors really turns me off. Can you imagine what they would tell each other? Let them bring their problems to a trained guidance counselor. We shouldn’t get into controversial social issues in school or teach values, except for the flag and patriotism. We have enough to do in the cognitive domain, so leave affective issues to parents. Also, put a stop to this multiculturalism in curriculum. Immigrant children should become American just as we had to. Today’s kids will not produce unless you give them some reward or payoff, but, hey, that’s the American system.

Although these comments may not be typical of most schools, a war undoubtedly is going on between tradition and reform in contemporary education. We believe, however, that conflict is the predictable reaction to the real changes sweeping education, and today's reform will be the mode of the future. The empowerment movement in schools must be seen as part of a broader cultural paradigm shift that is unsettling the established power relationships in Western culture.

Many traditionally powerless groups (e.g. women, people of color, ethnic minorities, and now children) are achieving fuller participation in an increasingly democratic world. A prominent example is the recent U.N. document on the rights of children, which has gained the status of international law. This shift to empowerment is a grassroots democracy movement that will impact all social institutions, including the school.

### **MENDING BROKEN CIRCLES**

Only as we abandon our preoccupation with the control of deviance can we nurture the unmet developmental needs that drive most problem behavior. A growing research base shows that successful psychoeducational programs must nurture belonging, mastery, independence, and generosity in troubled children. Of course, other underlying physical and safety needs exist, but from the perspective of psychosocial development, these are four anchor points.

Belonging, mastery, independence, and generosity define social and mental health. As such, these are universal needs for all children and critical unmet needs for damaged children. Many students come to school already having experienced this "circle of courage" in their lives. Many others, however, come to us discouraged, with long histories of unmet needs.

- Instead of belonging, they are guarded, untrusting, hostile, withdrawn; or they seek attention through compensatory attachments.
- In place of mastery, they have encountered perpetual failure leading to frustration, fear of failure, and a sense of futility.
- Not having learned independence, they feel like helpless pawns, are easily misled or seek pseudopower by bullying or defiance.
- Without a spirit of generosity, they are inconsiderate of others, self-indulgent, and devoid of real purpose for living.

Recently, one of our graduate students surveyed high school students and asked them to "grade their schools" according to the criteria of belonging, mastery, independence, and generosity (Odney & Brendtro). Some of their comments will be used to introduce the following sections. After hearing their voices, we will identify a range of intervention techniques for mending broken circles of courage.

#### **Fostering Belonging**

*Some of the teachers think they are too cool to talk to us. If you're walking down the hall, the teachers will put their heads down and look at the floor and keep walking. -- Helen*

Pioneer Native American educator and anthropologist Ella Deloria described the central value of belonging in traditional Indian culture in these simple words: "Be related, somehow, to

everyone you know.” Treating others as kin forged powerful social bonds of community that drew all into the circle of relatives. From the earliest days of life, all children experienced a network of nurturance, wherein every older member in the tribe felt responsible for their well-being.

Theologian Martin Marty of the University of Chicago observed that throughout history the tribe, rather than the nuclear family, ultimately ensured survival of a culture. When parents faltered in their responsibility, the tribe always was there to nourish the new generation. The problem today is that we have lost our tribes. The school is the only institution beyond the family that provides ongoing relationships with all of our young. Schools could become the new tribes to support and nurture children at risk.

Early educational pioneers saw positive human attachments as the *sine qua non* of effective teaching. Johann Pestalozzi declared that love, not teaching, was the essence of education. In his classic book, *Wayward Youth*, Austrian August Aichorn (1935) argued that relationship was the heard of the reeducation process. His ethic was that affection rather than punishment must be dispensed to difficult youth because this is their primary unmet need. As educational literature became more “professional,” however, relationship building was ignored temporarily. Now the importance of human attachment is the focus of a revival of interest.

Research shows that the quality of human relationships in schools and youth programs may be more influential than the specific techniques or interventions employed (Brophy, 1986). Teachers with widely divergent instructional styles can be successful if they develop positive classroom climates. Building successful relationships, however, takes time and effort.

The late eminent psychiatrist Karl Menninger often noted that many of today’s youth do not experience a sense of belonging at home. When they come to school and behave in unacceptable ways, they get another unbelonging message: “People who act like that don’t belong here.” Some youth quit trying to build human bonds and begin to protect themselves with a guarded, suspicious, withdrawn manner. Others do not give up seeking attention, recognition, and significance. Instead, they pursue “artificial belongings” in gangs, cults, or sexual promiscuity.

Hostile or withdrawn youth often are signaling to adults that they have learned by experience to expect rejection, and untrained people almost invariably give them what they are used to receiving. Many ways of reaching out to these unloved and sometimes unlovable children are possible if adults can overcome the fight or flight reactions that come so naturally. Following are strategies for meeting the needs for attachment and belonging, which have developed in various theoretical traditions.

1. *Psychodynamic* programs long have posited that strong, trusting relationships between troubled youth and adults were prerequisites to effective reeducation. Youth work pioneer August Aichorn concluded that love is the primary unmet need of many troubled children. Morse emphasized the importance of “differential acceptance,” in which we accept the child but not the behavior. To accurately decode “testing” behaviors also is important. Many troubled children initially provoke well meaning adults to see if they will become hostile.
2. *Behavioral* research by Phillips and colleagues (1973) reported a failure to replicate their *achievement place model* when positive staff-student relationships were missing. Now called the *teaching family model*, relationship-building components are central to this approach. The staff is trained to begin all corrective teaching interactions with a positive or empathy statement.
3. *Sociological* models use peer relationships as the foundation for treatment. This method is powerful particularly with youth who initially are inclined to trust peers more than adults. Peer concern rather than peer pressure is the basis for program success. Adults must model caring

relationships and monitor confrontations carefully so students don't become targets of counteraggression (Brendtro & Ness, 1982).

4. *Ecological* models developed by Hobbs (1982) presume that the disturbed youth begins with a belief that most adults cannot be trusted. Only the people who can break down this barrier of trust can become predictable sources of support, affection, and learning. In Re-ED programs, "trust...is the glue that holds teaching and learning together, the beginning point of reeducation."

The emphasis on fostering attachments is also prominent in the middle school movement. Typically, schedules are designed so frequent and sustained contact between students and teachers is possible. Maeroff (1990) described one program in which a small team of four or five adults, including teachers, administrators, and counselors, serves 45 students. Each adult meets twice daily with a smaller advisory group of 8-10 students. In another middle school, teachers greet their students as the buses arrive. Bells are eliminated, team-teaching is used, four award assemblies are held throughout the year, and F's have been changed to U's (Raebuck, 1990).

The celebration of belonging to a caring community is a central theme of effective schools. O'Gorman, a Catholic high school in Sioux Falls, South Dakota, invites new freshman students to a "unity weekend" retreat over the Labor Day holiday. Some of the 90 trained senior volunteers welcome the new students, helping them carry sleeping bags and luggage into the school and providing leadership for the weekend activities. Students from outlying communities who have no preexisting peer relationships at this school receive a special invitation to a picnic and water-slide party hosted by a school counselor and the natural peer helper organization. Here, too, a strong advising system anchors each student in a close relationship with a small cadre of peers and a teacher-counselor.

Teachers in American schools traditionally have been attached to grade levels or subjects, not to cohorts of students. In contrast, Norwegian elementary school teachers often progress through the grades, remaining with one group of students for several years. In like manner, Holweide, a comprehensive secondary school in Cologne, West Germany, assigns teachers to teams of six or eight, which follow the same 120 students over the course of 6 years. In this structure the beginning and year-end rituals are eliminated, freeing more time for instruction. These teachers come to know their students in ways that tests never can approach. (Shanker, 1990).

Positive attachments between adults and youth are the foundation of effective education. These individual bonds, however, must be part of a synergistic network of relationships that permeate the school culture. These include positive peer relationships among students, cooperative teamwork relationships among school staff, and genuine partnerships with parents. Administrators also must see their roles as co-workers in support of their staff, not as superiors trying to dominate. In the final analysis, only adults who are themselves empowered will be free to build empowering relationships with youth.

### **Fostering Mastery**

*I was walking down the hall and said "Hi" to Mr. Nilson. He looked at me and said, "Oh, you're still here. You haven't dropped out yet, huh?" I know people have this in their head and think of me as being less than them. I would like to put Mr. Nilson in the situation I've had in my life, and I'll bet any amount of money he'd fold his cards.-Lincoln*

In traditional Native American culture, children were taught to celebrate the achievement of others, and a person who received honor accepted this without arrogance. Someone more

skilled than oneself was seen as a model for learning, not as an adversary. The striving was for personal mastery, not to become superior to one's opponent. Recognizing that all must be nourished in competency, success became a possession of the many, not of the privileged few.

Maria Montessori, Italy's first female physician, decried the obedience tradition of schooling in which children sit silently in rows like "beautiful butterflies pinned to their desks." She tried to revolutionize learning with the belief that curiosity and the desire to learn come naturally to children.

The desire to master and achieve is seen in all cultures from childhood onward, a phenomenon that Harvard psychologist Robert White called "competent motivation." People explore, acquire language, construct things, and attempt to cope with their environments. It is a mark of humanness that children and adults alike desire to do things well and, in so doing, gain the joy of achievement.

Tragically though, something often happens to the child's quest for learning in school the very place where mastery is supposed to be nourished and expanded. Schooling in the traditional setting, often fragments learning into subject areas, substitutes control for the natural desire to learn, co-opts naturally active children for hours in assembly line classes, ignores both individual and cultural differences, and is structured on competitive learning (Overly, 1979).

Children who lack skills in social or academic realms often appear resistant to learning. They withdraw from challenge and risk, avoiding most what they understand least. As Mary MacKracken (1981) said in her book *City Kid*, "when you have failed often and painfully enough, you will try nearly anything to avoid having to try again." (p. 152).

Each of the treatment models has sophisticated strategies for breaking patterns of failure and futility. All address the crucial task of addressing social skills. Sometimes this is highly structured, as in direct instruction using formal curricula of social skills. In some models the demonstrated problem itself becomes the curriculum for teaching new ways of coping, as in life space interviews, or peer counseling groups. Instead of communicating, "I don't want to see any problems" educators and therapists are learning to use naturally occurring incidents as the basis for instruction. A sampling of promising methods for helping children achieve mastery and social competence follows:

1. *Psychodynamic* methods encourage creativity and self-expression in the curriculum to create a sense of mastery. Art, drama, music and poetry, literature- all can help youth connect with their feelings and surmount their problems. If problems cannot be eliminated immediately, they should be recast as learning opportunities. In the life space interview (LSI), real world problems are grist for learning more adaptive ways of thinking, feeling, and acting. Instead of withdrawing from youth in times of crisis, the staff sees this as a unique window of opportunity for teaching coping skills.
2. *Behavioral* programs, of course, are grounded in learning theory. Among the most useful contributions is systematic social skills instruction to develop social competence and teach adaptive skills. These skills can be as diverse as asking for help and making friends. Students entering a *teaching family* program are taught up front how to accept criticism, using role-playing and other realistic methods. Even before their first encounter with an adult, they are being given new coping strategies. Cognitive behavioral techniques are employed to replace irrational thinking or destructive self-talk with more accurate and adaptive thinking.
3. *Sociological* models train youth to assume problem-solving roles. The treatment group provides feedback about hurtful or inconsiderate behavior of members and encourages positive alternatives. For example, easily angered youth are taught to understand and

disengage from the put-down process, thereby inoculating themselves from the negative behavior of others. Of course, positive groups also foster positive attitudes toward school and teachers.

We recall a substitute teacher who most reluctantly accepted her first assignment to a class of delinquent youth in a peer treatment program. She was dumfounded when peers solved the first discipline problem of the day instantly with a chorus of “leave the teacher alone, so she can teach!”

4. *Ecological Re-Ed* programs assume that competence and intelligence can be taught. Academic success itself is seen as a powerful therapy. By helping youth be good at something, especially schoolwork, one impacts a person’s self-worth and motivation. Students also need opportunities for problem solving in interpersonal relationships in which the display “conspicuous ineptitude.” This model also uses extensive adventure and outdoor education activities to reach students who don’t respond to typical school structures.

Traditional educational approaches were developed centuries before any scientific understanding of the human brain. With increased knowledge of how the human brain functions, we now are able to restructure schooling so it is “brain friendly.” Leslie Hart (1983), who has synthesized brain research related to education, suggests that the brain is designed to detect patterns and works best in nonthreatening, active and social settings.

Writing in 1909 in *The Spirit of Youth and the City Streets*, Jane Addams observed that many of the difficulties of youth are related to the reality that they are highly spirited and adventurous. A distinctive feature of much youthful delinquency is the celebration of prowess. These youth are not motivated by the humdrum routine of most schools. Their search for fun and adventure often leads to excitement and kicks through risk-seeking behavior.

Wilderness education programs build on this spirit of adventure. When struggling against the elements of nature, even the most resistant youth has no need to defy the law natural consequences (Bacon & Kimball, 1989). The Eckerd Wilderness Educational System operates a network of programs for youth at risk across the eastern United States. While totally abandoning the traditional classroom structure, its staff is able to make formidable academic and social gains with previously nonachieving youth.

### **Fostering Independence**

*This is probably the biggest part of school that I don’t like. All through school, kids are herded around like sheep and are left with almost nothing to decide upon. - Travis*

Traditional Native culture placed a high value on individual freedom, in contrast to “obedience” models of discipline. Native education was designed to build “respect” by teaching inner discipline. Children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, taught values, and provided feedback and guidance, but children were given abundant opportunities to make choices without coercion. Horace Mann once declared schooling in a democracy to “an apprenticeship in responsibility.” Early in the century Janusz Korczak of Poland founded a system of student self-governance in his orphanage for Warsaw street children. “Fifty years from now, every school in a democracy will have student self-governance,” he declared. But America continues to be uniquely out of step with many other nations that have implemented the principles of “democracy in education,” for which John Dewey is famous. We remain tethered to the obedience model, causing anthropologist



Ruth Benedict to exclaim that our culture systematically deprives young people of the opportunity for responsibility and then complains about their irresponsibility.

A 6,000-year-old Egyptian stone bears the inscription “Our earth is degenerate. Children no longer obey their parents.” Similar calls are heard to day, and those who think we have been too permissive could be expected to object to the notion of giving power to youth. The choice, however, is not between demanding obedience or total permissiveness. As Mary Wood says, adults need to continue to be in control- but of the learning environment, rather than of the children. Put another way, we must make demands; however, we need to demand responsibility instead of obedience. Even when we intervene in behavior, the tone can be, “Why must adults handle this problem when you are mature enough to handle it yourselves?”

Youth deprived of power will get it somehow, often in a delinquent underground as they bully the weakest in their midst and sabotage our adult-dominated programs. Fortunately, all treatment models are recognizing the need to listen to the voices of youth, as seen in these strategies for teaching independence and self-control.

1. *Psychodynamic* approaches assume that many aggressive children lack sufficient self-management of emotions and behavior. The goal is to develop “control from within.” Redl and Wineman (1957) offered detailed behavior management strategies for providing external controls temporarily while at the same time using “clinical exploitation of life events” to teach the youth self-responsibility. Wood and Long (1991) outlined counseling methods to help children “master the existential crisis of gaining responsible independence from adults.
2. *Behavioral* approaches to aggression also teach youth self-management skills for dealing with anger. These include recognizing “triggers” and “cues” for anger arousal, using self-administered “reminders” and “reducers” to lessen anger, and self-evaluation and reinforcement (Goldstein & Glick, 1987). Boys Town uses procedures whereby youth help decide the rules by which they will live in *teaching family* homes. Cognitive behavior theorist Menchenbaum (1993) now emphasizes that individuals construct their own personal realities, and the therapist’s task is to help them take charge of reconstructing more positive personal outlooks to manage life stress.
3. *Sociological* models of group treatment reject the “patient” role and empower students to become agents of their own healing. Individuals are held accountable for behavior, and excuses are turned back to the individual in a verbal technique called the “reversal of responsibility.” For example, if a student rationalizes a fight, saying, “Well, he said things about my mother that were lies!” the group may respond, “Well, that’s his problem, so why did you make his garbage yours?” By helping others with similar problems, youth develop a sense of control over their own destiny.
4. *Ecological* programs also use self-governing groups to implement behavioral programming (Lewis & Lewis, 1989). Any member can call together a problem-solving group. These groups often are led by youth. The group helps the member learn new strategies for avoiding the problem, thereby encouraging responsible behavior in all members. Rhodes (1992), a co-founder of the Re-ED model, has developed a life-impact curriculum that empowers children’s thinking so they can “reconstruct their own reality.”

The German youth work pioneer Otto Zirker once observed that when surrounded by walls, young people make wall climbing a sport. Faced with authoritarian structures, youth willingly enter into the counter-control game. Adults who struggle to manage behavior by power

assertion believe that they are engineering an orderly environment. The reality is more often a submerged negative subculture marked by chaos and disorganization (Wasmund 1988).

In their study of effective alternative schools, *Expelled to a Friendlier Place*, Gold and Mann (1984) challenged the common practice of employing highly developed codes of conduct to manage behavior. Although these rulebooks make some adults feel secure, they are likely to be ignored or outmaneuvered if front-line staff and youth do not own them. Effective alternative schools are able to adapt flexibly to the needs of youth rather than make every decision “by the book”. The emphasis shifts from rule violators to teaching values that foster inner control. Such is the case at Thomas Harrington School in Harrisonburg., Virginia, where one rule applies equally to all students and staff: Respect people, respect property (Raebuck, 1960)

Independence for many youth is thwarted by inflexible and uncompromising structures. At the Jefferson County High School in Louisville, Kentucky, success with at-risk youth comes from flexible schedules (school is open from 8:00 am to 9:30 pm, 12 months a year), a promise of success, treating students with respect, and awarding a regular high school diploma. The Director of this school, Buell Snyder, said, “I only hire teachers who agree to treat students with respect at all times, and I discard those who, despite their best intentions, infantilize or ridicule students” (Gross, 1990).

### **Fostering Generosity**

*I would have liked to tutor something or been a peer counselor. I could have helped someone and benefited from it myself if I had been given the chance to participate.*  
– Sondra

A central goal in Native American child rearing is to teach the importance of being generous and unselfish. Children were instructed that human relationships were more important than physical possessions. Describing practices a century ago, Charles Eastman tells of his grandmother teaching him to give away something he cherished most—his puppy—so he would become strong and courageous.

A pioneering German educator once observed that all young people desperately need some sense of purpose for their lives. Youth in modern society, however, do not have roles in which they can serve, and thus suffer from the “misery of unimportance”. Hahn advocated volunteer activities that tap the need of every youth to have some “grande passion”. During the Hitler years, he went to England, where he developed the basis of the Outward Bound movements.

Rousseau, Pestalozzi, Korczak, and many others also wrote of the importance of teaching youth the values of compassion and service to others. A century ago, William James noted that war always has filled young men’s need to be valuable to their community. He proposed a “moral equivalent to war” by involving youth in volunteer civic service. Although we seem to have lost sight of these basic truths for a time, there is now a healthy revival of the concept that we must offer opportunities to develop altruism, empathy, and generosity in modern youth (Kohn, 1990).

The following discussion highlights the increasing emphasis being placed on developing prosocial values and behavior as an antidote to hedonistic, antisocial lifestyles that characterize many modern youth.

1. Redl's *psychodynamic model* departs from traditional Freudian views that children experience too much guilt. Today, many children seem not to have acquired the most basic sense of human concern. They suffer from too little guilt, and they hurt or exploit others with impunity. Treatment of these children, Redl proposes, might involve "guilt squeeze" life space interviews to foster empathy with victims, or "massaging numb values" to foster internalization of caring values.
2. *Behavioral* research suggests that teaching techniques to manage anger is not enough. Youth will choose prosocial alternatives only if they can move beyond egocentric moral reasoning. Thus, cognitive moral education is part of Goldstein's aggression replacement training. Everson (1994), from the Boys Town program, advocates teaching social skills as a way of fostering moral development. The goal is to create moral dilemmas in once self-centered youth. Now empowered with prosocial skills, youth have new options to act in caring ways.
3. *Sociological group treatment* models seek to "make caring fashionable" and to make youth uncomfortable with selfish, hurting behavior and thinking patterns. Positive peer culture programs teach youth to show concern by helping group members and then give them abundant opportunities to generalize helping behavior through service learning. For example, delinquent youth at Starr Commonwealth regularly "adopt" residents of nursing homes as grandparents. And they serve as basketball coaches to younger community children.
4. *Ecological* programs address the children and families who are alienated from community bonds. Re-ED involves students in community service in a variety of ways, including helping the elderly, operating a "road-block" to solicit funds for a hospital and distributing food and toys to needy families.

Every level of education has seen a revival of interest in volunteer service learning as an antidote to the narcissism and irresponsibility of modern lifestyles. All over the country in alternative and some traditional settings, examples of service learning can be found. At Chadwick School in Los Angeles, privileged students run a soup kitchen, help the mentally ill put on plays, work with disturbed children, and campaign for environmental protection. At Harlem's Rice High School in New York, students work with the sick and needy. In Connecticut, students serve as the professional rescue squad for a semi rural area. In all of the programs, young people's abilities to participate and help are valued (Lewis, 1990).

For six to eight weeks in Shoreham-Wading River, students spend a double period, twice a week, in some community service activity. Students, for example, may work with elderly people or those with disabling conditions (Macroff, 1990). Students in Petaluma, California worked hard to clean up the endangered Adobe Creek. They hauled out 20 truckloads of junk, including old washing machines, sofas, two beds, and 36 old tires. They planted willow trees. Now the group is trying to raise \$200,000 for a fish hatchery. At least 25 former students are studying natural resources and wildlife at Humboldt State University in Northern California. Three others are now majoring in environmental law at other institutions (Sims, 1991).

Service learning opens unusual programming possibilities with troubled children and youth who heretofore have been themselves "damaged goods". As they reach out to help others they create their own proof of worthiness (Brendtro & Nicholau, 1985). Diane Hedin (1989) summarized various research studies supporting the positive results of volunteer service. These include increased responsibility, self-esteem, moral development, and commitment to democratic values.

## PUTTING IT ALL TOGETHER: THE MICHIGAN STUDY

Our thesis has been that reclaiming programs must address the critical variables of belonging, mastery, independence, and generosity. We close this article by highlighting a recent study of more than 300 delinquent youth in Michigan correctional facilities (Gold and Osgood, 1992). The program encompassed two state and two private treatment centers using Positive Peer Culture (PPC) treatment methodology.

The Michigan researchers gathered exhaustive data from records, referral agencies, staff, students and caregivers. They observed each youth from arrival until 6 months follow-up after release. The population consisted of boys, generally 15 or 16 years old, who had been arrested from one to 20 times. The typical student was remarkably unsuccessful in school, with average academic achievement 4.2 grade levels below expectation. A third of the boys had not even attended school in the period before placement. These youth are representative of those served currently by North American juvenile corrections department.

The youth lived in 45 separate self-contained treatment/classroom groups, each with its own interdisciplinary staff team. This enabled researcher to study the impact of these different treatment environments. Thus, though all programs used peer group treatments, they differed on variables such as the amount of autonomy given to youth and the closeness of the staff and youth relationships. Variations in the group culture were related to success in the program and in the community after release.

Gold and Osgood reviewed prior research showing that homogeneous settings for aggressive youth typically spawn strongly negative youth countercultures. Instead of cooperating with treatment goals, students resist adult control, develop a code of silence against informing on one another, go underground to circumvent institutional rules, and use physical coercion to maintain a peer subculture committed to delinquent values and behavior. An ongoing debate in the research literature is considering why these negative subcultures form. Two competing explanations have been proposed:

1. Negative youth traits: Delinquent youth “import” into the reeducation setting their dysfunctional character traits. This is a collective example of the “bad apple” notion.
2. Negative Institutional Milieu: Depriving environments create aggressive countercultures, harsh, coercive settings strip youth of autonomy and decision making, this fostering rebellion.

Contrary to what might have been expected, Gold and Osgood found that delinquents in the Michigan settings regularly viewed their environments as safe and supportive. Although full consideration of their exhaustive study is beyond the scope of our current discussion here, we highlight their findings related to the principles of belonging, mastery, independence and generosity.

*Belonging:* The more troubled and beset youth are, the more they need close personal attachments to reconstruct their lives. Adults who do not form these bonds distance themselves from delinquent youth and thereby diminish their ability to influence them.

*Mastery:* Delinquent behavior often is provoked by scholastic failure. Teachers in successful school programs give students “uncommonly warm emotional support” and prevent them from failing. Youth who become interested in school and make achievement gains have better subsequent community adjustment.

*Independence:* Involving delinquent youth in decision-making, even in highly secure settings, fosters the turn-around to prosocial behavior. Adult domination and authoritarian control feeds negative peer subcultures, which sabotage treatment goals.

*Generosity:* High value is placed on caring in peer-helping programs and a key measure of progress is showing concern for other group members. Students who adopt prosocial norms have more positive experiences during treatment and gain access to more prosocial reference groups after leaving the program.

The Michigan research also shows that the “treatment versus custody” debate is bogus, as concern and control are both essential. Successful programs find ways to address developmental needs of youth as well as societal needs to stop destructive behavior. This requires adults who are authoritative but not authoritarian. These data contradict the currently popular boot-camp notion that the harsher the institutional experience, the greater is the deterrent effect. In reality, troubled youth need safe, positive environments where they can form corrective social bonds with caring adults and peers.