Making Learning Meaningful:
Every Student Can Succeed

A Distance Learning Graduate Course
Based on the Work of Dr. William Glasser

Course Syllabus

"When every student succeeds, no student will be left behind."

– Dr. William Glasser

Acknowledgements

The course was made possible by the cooperation

and contributions of:

Rationale

Meeting the Need for Quality Teachers

Ensuring the quality of the nation's 3.2 million teachers is an essential part of providing an excellent, equitable education to all our children. A growing body of studies provide conclusive evidence that teacher quality is the primary school-related factor affecting student achievement.

<div align="right">National Council on Teacher Quality</div>

School districts are struggling with high turnover rates, as teachers flee the profession, in large part due to the lack of assistance on the job. . . Teaching is the only profession that expects its novices to fly solo. New teachers need practical, ongoing support in the classroom.

Every professional needs time to think, learn and strengthen skills-and teachers are no exception. Good staff development programs can reinvigorate teachers. Poor ones can demoralize them.

<div align="right">National Education Association</div>

Watching an experienced master teacher work with those children, seeing how the children react, and seeing how the teacher adjusts and strategizes in developing her strategies with each child and with the group of children -- it's totally invaluable. I mean, you can't just imagine this. You have to see it at work. It's the difference between, you know, abstractly reading about how a surgeon does his work and actually watching a surgeon, and then maybe doing some of that surgery under the watchful eye of the surgeon.

<div align="right">Sandra Feldman
President, American Federation of Teachers</div>

Teachers are required to continually work to improve their teaching skills but are seldom allowed the opportunity to visit classrooms and learn what techniques other teachers have

found to be effective. We tell our teachers that modeling is a powerful teaching tool to use with their students. We need to make that same tool available to them as they strive to enhance their professional skills.

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Leslie A. Barber, Director
Educator Training Center

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Everyone who works with students, who want to see schools get significantly better, or who prepares new teachers should read this book (*Every Student Can Succeed*) carefully and then put Glasser's ides into practice. Having knowledge alone is not power, using knowledge is. The practice and skills presented will truly transform your school to highly achieving, caring ones. Furthermore, students will thank you for making the changes, helping them to be responsible, and allowing them to achieve at highly competitive levels.

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Dr. Albert Mamary, Presdient
Renewal for Better Schools
Former Suprintentdent
Johnson City Schools, New York

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In his first book on education*, Schools Without Failure*, Dr. William Glasser identified what he believed to be one of the more serious impediments to positive change in schools. That impediment, he suggested, was the lack of time that teachers had to work together and learn from each other. Contact among teachers in the average school, he said, was so limited that very few, if any, had ever seen another teacher teach.   "There is little group feeling; each teacher is concerned almost exclusively with her own problems. . . Instead of a working, cohesive, problem-solving faculty group, most faculties consist of teachers working alone in their classes, each doing the best she can with little knowledge or understanding of what the other teachers in school are doing."

Dr. Glasser went on to suggest that teachers need time to discuss, to see demonstrations, and try new approaches to instruction in their own teaching situations. "The more that we can break this wall of isolation so that teachers can see each other teach and can learn from each other, the better education will be."

While years have passed since Dr. Glasser first made these observations, teacher isolation and the need to overcome it is still present. "Making Learning Meaningful: Every Student Can Succeed" addresses this need by presenting Dr. Glasser's competency-based concepts and strategies in a course format that allows participants to learn by watching and analyzing lessons taught by others, then adapting and using what they have learned in their own classrooms. The result is a rich learning experience in which participants' course work transforms Dr. Glasser's theories and concepts into effective classroom practices.

Course Title

"Making Learning Meaningful:
Every Student Can Succeed"

Course Description

      "Making Learning Meaningful: Every Student Can Succeed" is a three semester or five quarter hour graduate course designed to give teachers the theory and skills to create and teach competency-based, success-oriented units and lessons. Based on Dr. William Glasser's most recent book on education, *Every Student Can Succeed* this course gives participants a balance between educational theory and classroom application. Dr. Glasser uses his choice theory concepts as the basis for his argument that effective classroom instruction needs to be competency-based and tied to students needs and interests. Having set a theoretical foundation, the course then presents a series of actual lessons led by master teachers in schools across the country, including several Glasser Quality Schools. Course participants will analyze each of these lessons in terms of course content, critique the lesson's effectiveness, and synthesize what they have learned in plans to apply their new course knowledge in their own teaching situations.

Course Goals

      The goals of this course are to have participants develop a practical understanding of Dr. Glasser's competency-based education concepts though an analysis of videotaped lessons, and to have participants apply their new knowledge in their own teaching situation with the creation, implementation, and evaluation of lessons or activities based on course content.

Course Outline

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

Session #1: Every Student Can Succeed: An Introduction
Objective: To have participants understand the scope and sequence of this course, to expose them to key concepts, and have them complete an inventory and assessment of their own success-oriented teaching strengths.

Instructional Materials: Texts, Course of Study, Video: "Every Student Can Succeed: An Introduction."

Session #2: Competency-Based Classrooms- Part One: Choice Theory and Competency

Objectives: To have participants develop an understanding of how a competency-based approach to education can fulfill students psychological needs; to have participants create and describe in detail an instructional unit that meets Dr. Glasser criteria for a competency-based lesson.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #3: Competency-Based Classrooms- Part Two: Seven Choice Theory Instructional Practices

Objectives: To have participants develop an understanding of seven choice theory approaches a teacher can use to enhance learning: caring, listening, supporting, contributing, encouraging, trusting, and befriending; to have participants create, implement, and evaluate a lesson or unit utilizing one or more of the choice theory practices.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #4: Competency-Based Classrooms- Part Three: Practices That Inhibit the Learning Process

Objectives: To have participants develop an understanding of the seven practices that teachers must avoid in order to create effective lessons; to have participants create, implement, and evaluate a lesson or unit that teaches to a competency.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #5: Competency-Based Classrooms- Part Four: Assessment, Grades, and Competence

Objectives: To have participants develop an understanding of the problems of utilizing a traditional approach to grading with a competency-based system; to have participants create, implement, and evaluate a lesson or unit using an assessment approach compatible with Dr. Glasser's concepts.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #6: Competency-Based Classrooms- Part Five: Competency and Quality in Schools

Objectives: To have participants develop an understanding of how competency-based approaches are being utilized in Glasser Quality Schools; to have participants create, implement, and evaluate an activity based on Dr. Glasser's quality school concepts.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #7: Competency-Based Teaching Illustration and Analysis: A Lesson on Habitats in a First Grade Classroom and a Lesson on Animals in a Kindergarten Classroom

Objectives: To have participants view and critically analyze lessons taught in kindergarten and first grade classrooms; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objectives.

Session #8: Competency-Based Teaching Illustration and Analysis: A Lesson on

Writing Biographical Poems in Second/Fourth Grades

Objectives: To have participants view and critically analyze a lesson taught to a combined class of second and fourth graders; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #9: Competency-Based Teaching Illustration and Analysis: A Junior High School Classroom Simulation of An Infection Spreading in an Eco-System

Objectives: To have participants view and critically analyze a lesson taught in a junior high school classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #10: Competency-Based Teaching Illustration and Analysis: A Lesson About Understanding Journalistic Styles in a High School Classroom

Objectives: To have participants view and critically analyze a lesson taught in a high school classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #11: Competency-Based Teaching Illustration and Analysis: A Graphing Lesson in a First Grade Classroom and Student Run Post Office in a Second Grade Classroom

Objectives: To have participants view and critically analyze lessons taught in first and second grade classrooms; to have participants create,

implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #12: Competency-Based Teaching Illustration and Analysis: An Economics Lesson in a Fifth Grade Classroom

Objectives: To have participants view and critically analyze a lesson taught in a fifth grade classrooms; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #13: Competency-Based Teaching Illustration and Analysis: A Lesson on Writing Persuasive Letters in a third grade classroom

Objectives: To have participants view and critically analyze a lesson taught in a third grade classroom; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Session #14: Competency-Based Teaching Illustration and Analysis: A Spanish Lesson Presented in a High School Classroom

Objectives: To have participants view and critically analyze lesson taught in a high school classrooms; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and

evaluation of an instructional unit to meet the above objective.

Session #15: Creating a Quality School: A Documentary Visit to The Grand Traverse Academy

Objectives: To have participants see how one school has adopted a school-wide approach to implementing Dr. Glasser's quality competency-based, success-oriented approach to education; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, discussions with study team, and the creation, implementation, and evaluation of an instructional unit to meet the above objective.

Participant Characteristics

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

Instructional Materials

Instructional materials for this course include:

a.) Basic text:

Glasser, William. (2000) <u>Every Student Can Succeed</u>. Chatsworth, CA: The William Glasser Institute.

b.) Course Media:

Video: "Every Student Can Succeed: An Introduction"

Video: "Competency-Based Classrooms- Part One: Choice Theory and Competency"

Video: "Competency-Based Classrooms- Part Two: Seven Choice Theory Instructional Practices"

Video: "Competency-Based Classrooms- Part Three: Practices That Inhibit the Learning Process"

Video: "Competency-Based Classrooms- Part Four: Assessment, Grades, and Competence"

Video: "Competency-Based Classrooms- Part Five: Competency and Quality in Schools"

Video: "Competency-Based Teaching Illustration and Analysis: A Lesson on Habitats in a First Grade Classroom and a Lesson on Animals in a Kindergarten Classroom"

Video: "Competency-Based Teaching Illustration and Analysis: A Lesson on Writing Biographical Poems in Second/Fourth Grades"

Video: "Competency-Based Teaching Illustration and Analysis: A Simulation of An Infection Spreading in an Eco-System in Junior High School Classroom"

Video: "Competency-Based Teaching Illustration and Analysis: A Lesson About Understanding Journalistic Styles in a High School Classroom"

Video: "Competency-Based Teaching Illustration and Analysis: A Graphing Lesson in a First Grade Classroom and Student Run Post Office in a Second Grade Classroom"

Video: "Competency-Based Teaching Illustration and Analysis: An Economics Lesson in a Fifth Grade Classroom"

Video: "Competency-Based Teaching Illustration and Analysis: A Lesson on Writing Persuasive Letters in a Third Grade Classroom."

Video: "Competency-Based Teaching Illustration and Analysis: A Spanish Lesson Presented in a High School Classroom"

Video: "Creating a Quality School: A Documentary Visit to The Grand Traverse Academy"

c.) Course of Study.

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

d.) Bibliography.

e) Recommended Reading.

f) Internet Resources.

Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

    a.) Read the assigned chapters of the course text.

    b.) Read supplemental articles in the course of study book.

    c.) Participate in a study/preparation activity with a colleague.

        NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

    d.) View instructional videos.

    e.) Discuss (see above note) course material in terms of participants' own students.

    f.) Record summary of discussion activities in progress report

    g.) Design, implement, and evaluate an application of course content in their teaching situation.

        NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.

        1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.

        2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.

        3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.

    h.) Summarize classroom application design, application experience, and evaluation in progress report.

2. Submit a final paper.

Course Outcomes

As a result of their work in this course, participants will be able to:

1.) Demonstrate the use of choice theory concepts to create lessons that engage students in learning.
2.) Demonstrate proficiency in utilizing choice theory concepts to analyze and evaluate lessons taught by other teachers.
3.) Demonstrate proficiency in utilizing competency-based teaching concepts to analyze and evaluate lessons taught by other teachers.
4.) Develop, implement, and evaluate quality teaching lessons or units that are competency-based and/or success-oriented.
5.) Develop a classroom system that supports competency-based instruction using Dr. Glasser's concepts and practices.
6.) Develop and describe an action plan to implement and evaluate their classroom system.
7.) Evaluate and reflect upon their course experience and plan for the future use of knowledge and skills gained in this course.

Progress Reporting and Assessment

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

A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:
– completeness and quality of responses.
– accuracy of information.
– appropriateness of classroom application.
– quality of reflection.

B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:
– inclusion of required components.
– synthesis and analysis of course concepts.
– presentation in an organized, professional manner.

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Recommended Reading

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Internet Resources

The William Glasser Institute
http://www.wglasser.com
Choice Theory and Glasser Quality School information and resources.

The Choice Theory Website
http://www.sctboces.com/choicetheory
An excellent, concise introduction to Choice Theory.

A to Z Teacher Stuff
http://atozteacherstuff.com
Resources for teachers including thematic units and lesson plans.

Busy Teacher's K-12 Website
http://www.ceismc.gatech.edu/busyt
A meta-site featuring hundreds of links to education-related websites.

Early Childhood Educator's Web Corner
http://users.sgi.net/~cokids/
An index to many, many resources for early childhood educators.

I Love Teaching
http://www.iloveteaching.com
Practical advice and tips for both new and experienced educators.

Dr. Jane Bluestein's Web Site
http://www.janebluestein.com
Articles and handouts for administrators, teachers, and parents.

Learner.org
http://www.learner.org
A collaboration between the Annenberg Foundation and the Corporation for
        Public
Broadcasting.

New York Times Learning Network.
http://www.nytimes.com/learning
A wealth of information for teachers and high school students.

Preschool Education
http://www.preschooledcuation.com
Activities, lesson plans and discussion forums for preschool teachers.

Teachers First
http://www.teachersfirst.org
Information and resources for instruction and professional development.

Teachers Network
http://www.teachnet.com
Current news on teaching, lesson plans, and many other resources.