

How Can I Get Students to Take Responsibility for Their Own Learning?

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RAPPORT BUILDING CHECKLIST

BEHAVIOR		BEHAVIOR EXAMPLES	CONSISTENTLY EXHIBIT	SOMEWHAT EXHIBIT	RARELY EXHIBIT
1	Exhibits Enthusiasm Dynamic and enthusiastic	Acts physically animated while talking with students, varies intonation and other vocal characteristics, is outgoing / extroverted with students			
2	Exhibits Altruism Tries to be of help	Does things ranging from holding the door for the student, to assisting him/her with studies, assignments, & other school related tasks			
3	Exhibits Optimism Perceived as pleasant	Acts in a professional manner, is cheerful, and positive. Avoids complaining about things, and being critical of self and others			
4	Exhibits Sensitivity Shows warmth	Communicates concern, is sympathetic & empathetic to students' problems/anxieties, and believes what students say			
5	Supportive	Encouraging - avoids being too harsh or excessively criticizing the student			
6	Trustworthy Consistent and reliable	Emphasizes her/his responsibility, reliability, fairness, dedication, honesty, and sincerity. Fulfills any commitments made to students			
7	Exhibits Openness Shares information	Discloses personal information about her/his background, interests, views, insecurities, weaknesses, and fears, but not too much information (TMI)			
8	Exhibits Equality	Avoids appearing superior, arrogant, or condescending toward students			
9	Promotes Similarity Makes the student feel they are similar	Expresses views that are similar to the views of students, agrees with some things students say, and points out the areas that students & teacher have in common (attitudes, values, interests)			
10	Exhibits Comfort	Is relaxed, at ease, casual, and tries to have a good time with students			
11	Interesting Self Interesting to know	Highlights past accomplishments and positive qualities, emphasizes things that make her/him interesting & expresses unique ideas			
12	Confirms Self-Concept Helps students feel good about themselves	Treats students with respect, like important people, compliments students, says only positive things about students, and treats things students say as being important information			
13	Elicits Disclosure Asks questions	Inquires about students' interests, feelings, opinions, views, and so on - responds as if these are important and interesting			
14	Keeps Social Rules Cooperative, friendly, and polite	Answers questions, acts interested, and adapts messages to the particular student - avoids changing the topic too soon, interrupting the student, dominating discussions, and excessive self-references			

Adapted from: *Richmond, V.P. & McCroskey, J.C. (1992). Power in the Classroom: Communication, Control, Concern. Hillsdale, N.J.: Lawrence Erlbaum*

Professional Behavior Rubric – School of Education

Prof. Behavior / Disposition	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectation (5)
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge	Does not use objectionable language; relates to p-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge	Uses exemplary language and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom at all times
2. Interacts appropriately and positively with others	Interactions with students, colleagues, or authority figures are negative, demeaning, sarcastic, combative, or inappropriate	Interactions with students, peers, colleagues, or authority figures are appropriate and positive	Interactions with students, peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions
3. Treats others with courtesy, respect, empathy, and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others
4. Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other candidates, or teachers	Works harmoniously and effectively with diverse individuals	Displays the ability to work with diverse individuals and seeks opportunities to include or show appreciation for those excluded
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions	Enlists the help of faculty or staff in identifying the appropriate person to assist; focuses on seeking solutions rather than assigning blame	Seeks solutions independently and/or identifies the faculty or staff member who can assist; follows through with recommendations
6. Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change	Is receptive to constructive comments and implements changes	Is receptive to constructive comments, implements changes, and seeks feedback from others
7. Demonstrates Enthusiasm and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative	Exhibits enthusiasm in teaching	Is enthusiastic, confident, and takes initiative in teaching
8. Demonstrates self- monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger	Models appropriate emotional and behavioral responses	Models appropriate emotional and behavioral responses in difficult situations
9. Demonstrates professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate		Is a role model of professionalism through personal appearance, attire, and hygiene
10. Prepares thoroughly and consistently	Seldom displays a thorough preparations for students and is frequently late with assessments	Prepares for all learners and consistently abides by deadlines	Prepares thoroughly for all learners and always abides by deadlines
11. Exhibits a strict code of honesty related to assessments	Has knowingly allowed students to plagiarize, cheat on tests, or copy another's work	Consistently demonstrates behaviors that exemplify honesty and integrity.	Always demonstrates behaviors that exemplify honesty and integrity
12. Demonstrates punctuality and good attendance	Is frequently tardy or has unexcused absences	Is always punctual with only excused absences	Always arrives early and has no absences
13. Expresses self orally using standard English to communicate effectively	Inconsistently uses standard English in the school setting	Consistently uses standard English in the school setting	Consistently uses standard English in the school setting and is able to move with ease between audiences/registers
16. Expresses self in written format using standard English in order to communicate effectively with diverse audiences	Inconsistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting and is able to move with ease between audiences/registers

Application of Course Content & Contribution to the Learning Environment Point Sheet

STEP I: Identify whether you were an Observer, Contributor, or Scholar (choose only one). List the appropriate number of points (from 10 - 20) in the Student Assessment Subtotal box on line number 4 below.

1. OBSERVER	OBSERVERS EARN BETWEEN 10 - 13 POINTS
A student who is an OBSERVER consistently attends to the instructor and his/her fellow students when they are speaking. An Observer conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbals.	

2. CONTRIBUTOR	CONTRIBUTORS EARN BETWEEN 14 - 17 POINTS
A student who is a CONTRIBUTOR has all the attributes of an observer, but they also add insights or examples that support course content. They might ask questions to clarify course content as well. These contributions can be made in or outside of class (ie: providing article or media references).	

3. SCHOLAR	SCHOLARS EARN BETWEEN 18 - 20 POINTS
A student who is a SCHOLAR has all the attributes of a contributor, yet they go beyond contributing by asking thoughtful questions. Their comments and questions demonstrate critical thinking and application of the material. They consistently make contributions which improve the quality of learning that takes place in the classroom.	

STEP II: If you identify yourself as a CONTRIBUTOR or SCHOLAR, you must provide supporting evidence regarding your contributions on the back of this form.

	POINTS POSSIBLE	STUDENT ASSESSMENT	INSTRUCTOR ASSESSMENT
4. STUDENT CONTRIBUTION SUBTOTAL	10 - 20		

STEP III: Add or Subtract points from your SUBTOTAL above if any of the following apply.

5. If you had PERFECT ATTENDANCE - ADD 5 points		
6. ABSENCE - Contributions can only be made if students are in attendance.		
SUBTRACT 1 POINT FOR EACH DAY YOU MISSED CLASS		
7. VERBAL DOMINATION - Excessive comments (ie: speaking several times during multiple class periods and/or sharing unrelated anecdotes or stories) should not be considered valuable.		
SUBTRACT 1 TO 5 POINTS FOR EXCESSIVE COMMENTS		
8. DISENGAGED BEHAVIOR - Inattentive behavior such as sleeping, reading or working on projects for this or other classes, utilizing phones (texting under the table), laptops, and other technological devices.		
SUBTRACT 1 POINT FOR EACH OCCURRENCE		
9. DISTRACTING BEHAVIOR - Conveying a lack of regard by engaging in distracting behavior such as impulsive blurting, offensive comments, regularly arriving late/leaving early, or engaging in side conversations with other students .		
SUBTRACT 2 POINTS FOR EACH OCCURRENCE		
TOTAL		

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