



Effective Classroom Communications Using Five Voice's Strategies

EDUO 9240 1 Graduate Level Semester Credit/Unit

Anthony Patricola

apatricola@dominicancaonline.com

Public Syllabus

Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Overview

Learn effective verbal-based communication skills that help teachers reach and teach students. Discover use of words that empower, uplift, and affirm and phrases that motivate and inspire. Build relationships through use of empathy, understanding and mutual respect. Prepare how to deal with the everyday challenges and stresses of being a professional educator. Gain the knowledge and skills to walk confidently into your classroom. The book, *The Teacher Talk Advantage: Five Voices of Effective Teaching* by Chuck Moorman & Thomas Haller. is required for this course.

Course Objectives: In this course, participants will have opportunity:

- Learn how to summarize and apply each of the Five Voices; structure, nurture, teaching, debriefing and accountably, in a learning environment.
- Teach personal responsibility and help students create purpose, mission, and direction in their lives.
- Learn how the *Five Voices of Effective Teaching*, can teach effective verbal-filled communication skills that help teachers reach and teach students.
- Implement verbal skills necessary to help students make decisions and find their own solutions.
- Teach a curriculum built not around subjects, but rather around core concepts such as honesty, diversity, responsibility, inner-knowing, solution-seeking, and personal power.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

Assignment 1: Introduction

Objective: Learn how the Five Voices of Effective Teaching, can impact your classroom's learning environment.

- After reading pages xii-xv recall a teacher you had similar to Mrs. Brown. Record your recollections here. Think about which verbal skills were exhibited which allowed the teacher you are thinking about to their students achieve success both academically and behaviorally. Explain which verbal skills you could utilize with your students to allow them have success in your classroom.

Submit your work for Assignment 1 in the course Dropbox 1

Assignment 2: The Voice of Structure

Objective: Learn how the Five Voices of Effective Teaching, can affect communication skills that are filled with verbal skills that help teachers reach and teach students.

- List 3 routines you have in your classroom at the present time. Have you made them verbal and visible? Would your students be able to articulate them if asked to do so? List them here.
-
- Acronyms like MYSELF help students visualize and remember the important expectations and rituals you have in your classroom. Create an acronym that could be applied to your classroom. Explain why this acronym would best help your students both academically and behaviorally?
-
- What do you intend to do to implement the material in *The Voice of Structure*?
 - **Submit your work for Assignment 2 in the course Dropbox 2**

Assignment 3: The Voice of Nurture

Objective: Teach a curriculum built not around subjects, but rather around core concepts such as honesty, diversity, responsibility, inner-knowing, solution-seeking, and personal power.

- Here are some of the ideas listed in the *Voice of Nurture* that could help you build a better bond between you and a student with whom you are having trouble feeling connected:
 1. Use their name regularly.
 2. Use “I noticed....” statements frequently
 4. Ask their opinion.
 8. Give them one thumbs-up per week.
 9. Sit in their proximity at the next assembly.
 10. Use extended eye contact followed by a broad smile this week.
- Would you be willing to pick one student and implement several of these suggestions for six weeks to see what happens? Who would you pick? Which

Submit your work for Assignment 3 in the course Dropbox 3

Assignment 4: The Voice of Teaching

Objective: Teach a curriculum built not around subjects, but rather around core concepts such as honesty, diversity, responsibility, inner-knowing, solution-seeking, and personal power

- In your own words define the silent curriculum as explained in the introduction to *The Voice of Teaching* pages 90-91? To what degree do you personally feel the silent curriculum is worth teaching? Explain.
-
- Re-examine the material on pages 121-131. Now, choose one of the responsibility skills from page 122. If you taught the skill you selected to your students using the direct teaching method...
- Read pages 148-152. Then either explain what is so good about saying “good,” or list five things you could say instead of “good job.”
-

Submit your work for Assignment 41 in the course Dropbox 4

Assignment 5 The Voice of Debriefing

Objective: Teach personal responsibility and help students create purpose, mission, and direction in their lives.

- Rank the follow benefits of debriefing from most to least important in your opinion.
- Debriefing:
 - 1._____ Asks students to think critically.
 - 2._____ Helps students examine how they behaved.
 - 6._____ Helps students develop an internal standard.
 - 9._____ Helps students integrate these behaviors into their lives.
-
- Create one debriefing question that would invite students to use the following thinking skills
-

Submit your work for Assignment 5 in the course Dropbox 5

Assignment 6: The Voice of Accountability

Objective: Implement verbal skills necessary to help students make decisions and find their own solutions.

- Re-examine pages 184-195 which describe the Dynamic Discipline Equation: Opportunity Equals Responsibility. Put the following steps in correct order for implementing the Dynamic Discipline Equation.
 1. _____ Respond immediately by implementing the consequence (positive or negative) Give no second chances.
 4. _____ Explain the choices a student has and the consequences that go with them.
- Look over pages 206-209, Move Up Before You Move In. Which one of the listed strategies would you be most likely to use? Which would you be least likely to use? Explain in writing
-

Submit your work for Assignment 6 in the course Dropbox 6

Assignment 7 Reflecting Activity

Objective: Learn how to summarize and apply each of the five voices (structure, nurture, teaching, debriefing and accountably) in a learning environment.

- Please complete the following sentence starters.

I learned:

I intend:

Submit your work for Assignment 7 in the course Dropbox 7

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>