COURSE SYLLABUS

NO-NONSENSE NURTURER® PROGRAM

A Game-Changing Approach to Classroom Management That Promotes the Academic Success of Students in Traditionally Underserved Communities


Hours: 45

Required Reading: No-Nonsense Nurturer Program, No-Nonsense Nurturer Implementation Guide

COURSE OVERVIEW

In classrooms in traditionally underserved communities, building strong relationships with students is fundamental to establishing a classroom culture where students are motivated to stay on task and achieve to a high level.

- For many students in economically disadvantaged communities, having strong relationships with their teachers is a precondition for them to care about school (Valenzuela 1999; Brown 2007).
- A large percentage of students report a sense of alienation from school, believing no one cares for them there (Jenson 2009).
- More than ever, the old axiom “students don’t care what you know, until they know you care” sums up the reality of reaching many of today’s students.

This course is based upon noted educator Lee Canter’s study of the following critical question:

What distinguishes teachers who can build the strong relationships needed to motivate their students to choose to get and stay on task and achieve academic success, from less effective teachers who struggle to help students achieve to the best of their abilities?

Through his research he determined that the most descriptive term for highly effective teachers is “No-Nonsense Nurturers.”

PRESENTERS’ BIOS

Lee Canter, M.S.W. Lee is an internationally renowned educational consultant and the developer of the classic Assertive Discipline Program. He and his staff have trained over 1.5 million teachers over the last thirty years. Lee is the author of over 40 best-selling books for educators. He is the co-founder of the Center for Transformative Teacher Training.
Kristyn Klei Borrero, Ed.D. Kristyn is a nationally recognized expert on urban education. She was the founding principal of two elementary schools in traditionally underserved communities that both, under her leadership, exceeded the state academic benchmarks. She is the co-founder and CEO of the Center for Transformative Teacher Training.

COURSE OBJECTIVES

After completing this course educators will know:

- The attributes of No-Nonsense Nurturers
- The attributes of Unintended Enablers
- The attributes of Negative Controllers
- The mindsets and relationships that are imperative for their students’ academic growth and achievement

STUDENT LEARNING OUTCOMES FOR THE COURSE

After completing this course educators will be able to:

- Establish a No-Nonsense Nurturing culture in their classrooms
- Use the No-Nonsense Nurturer Four-Step Model
- Build strong relationships with their students, especially with those whom teachers find most challenging
- Identify and overcome disempowering mindsets that impact student growth
- Build strong relationships with their students’ family members

Unit 1: Origins of the No-Nonsense Nurturer Program

In this unit, students will be presented with a detailed overview of the development of the No-Nonsense Nurturer Program. The need for effective training for teachers in schools in underserved communities will be discussed. Students will also be introduced to the concept of No-Nonsense Nurturing teachers.

Objectives

After completing the unit educators will know how to:

- Identify the origins of the No-Nonsense Nurturer Program
- Identify the attributes of No-Nonsense Nurturers

Student Learning Outcomes

After completing this unit educators will be able to:

- Identify the benefits of being a No-Nonsense Nurturer
- Identify the shortcomings of traditional classroom management training
## Unit 2: Unintended Enablers and Negative Controllers

In the previous unit, educators were introduced to the concept of No-Nonsense Nurturers. To facilitate understanding of the attributes of such highly effective teachers, we have identified two general manners in which teachers relate with their students that are not nearly as effective. These less effective manners of relating are:

- Unintended Enablers
- Negative Controllers

### Objectives

After completing the unit educators will:

- Understand the motivations and attributes of Unintended Enablers and Negative Controllers
- Understand how such less effective approaches to interacting with students impact the culture of classrooms and teachers’ relationships with students

### Student Learning Outcomes

After completing this unit educators will be able to:

- Identify Unintended Enabler responses to appropriate and inappropriate student behavior
- Identify Negative Controller responses to appropriate and inappropriate student behavior

## Unit 3: No-Nonsense Nurturers

In this unit we will examine the attributes that enable No-Nonsense Nurturers to build strong relationships with students and establish a classroom culture that promotes high academic achievement.

### Objectives

After completing this unit educators will know why No-Nonsense Nurturers:

- Have a strong desire to make a difference in the lives of their students
- Hold high expectations for student behavior and achievement
- Hold students accountable for completing all academic assignments
- Demonstrate a different kind of caring
- Take the time to build strong relationships with students and their family members

### Student Learning Outcomes

After completing this unit educators will be able to:

- Use a strong teacher voice
- Redefine their role as teachers, i.e., providing not just academic content in their classrooms but
also the extra support needed to help their students succeed

- Demonstrate a “different kind of caring”
- Identify strategies to build relationships with students and their family members

## Unit 4: Empowering Mindsets

In our experience, a significant obstacle for many teachers of low-income students is how to overcome their disempowering mindsets related to their interactions with students. Mindsets can be influenced by one’s point of view, values, and assumptions. We examine this crucial issue in this unit.

### Objectives

After completing this unit educators will:

- Understand what constitutes empowering and disempowering mindsets
- Understand how mindsets impact teachers’ interactions with students

### Student Learning Outcomes

After completing this unit educators will be able to:

- Identify “middle-class bias”
- Identify disempowering mindsets
- Identify empowering mindsets

## Unit 5: Building Nurturing Relationships at the Beginning of the School Year

A key to the success of No-Nonsense Nurturers is that they begin to build strong relationships with their students at the very start of the school year. They make it a top priority to start their relationships on a “positive footing” with as many students as possible, especially those who have the potential to be challenging.

### Objectives

After completing this unit educators will:

- Understand the importance of nurturing relationships with students and their families at the beginning of the school year
- Learn concepts and strategies to utilize in building nurturing relationships with students and their families at the beginning of the school year

### Student Learning Outcomes

After completing this unit educators will be able to utilize strategies to:
• Build personal yet professional relationships with their students
• Get to know their students’ backgrounds and interests
• Start their relationships with students’ family members on a positive footing

Unit 6: Establishing a No-Nonsense Classroom Culture at the Beginning of the School Year

From the first day, No-Nonsense Nurturers lay the foundation for strong relationships with students by putting in the time and effort required to establish a mutually respectful, no-nonsense classroom culture that will promote academic achievement.

Objectives

After completing this unit educators will:

• Understand the importance of establishing a no-nonsense classroom culture at the beginning of the school year
• Learn concepts and strategies to utilize to establish a no-nonsense classroom culture at the beginning of the school year

Student Learning Outcomes

After completing this unit educators will be able to utilize strategies to:

• Determine policies and procedures for their classrooms
• Teach students the policies and procedures they need to master to be successful in the classroom

Unit 7: The No-Nonsense Nurturer Four-Step Model

Step One: Give Precise Directions

No-Nonsense Nurturers build on the foundation of the positive relationships they created at the beginning of the year by continuing to interact with students in a firm yet caring manner throughout the school year. The cornerstone of their interactions is the Four-Step Model. The model implements the following strategies:

• Step One: Give Precise Directions
• Step Two: Utilize Positive Narration
• Step Three: Provide Consequences
• Step Four: Build Nurturing Relationships with Students and Families

Objectives

After completing this unit educators will:

• Understand the importance of giving precise directions to students
**Student Learning Outcomes**

After completing this unit educators will be able to utilize strategies to:

- Teach students “what to do” and “how to do it”
- Give precise directions related to movement, verbal behavior, and participation
- Deliver precise directions using a strong teacher voice
- Phase out the use of precise directions

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**Unit 8: The No-Nonsense Nurturer Four-Step Model**

**Step Two: Utilize Positive Narration**

In the first step of the Four-Step Model, teachers communicate precise directions they want students to follow. The next step allows teachers to motivate all students to follow directions and to get and stay on task, by using a strategy called *Positive Narration*.

**Objectives**

After completing this unit educators will:

- Understand the importance of utilizing positive narration
- Understand the concepts and strategies needed to utilize positive narration effectively

**Student Learning Outcomes**

After completing this unit educators will be able to:

- Recognize the benefits of utilizing positive narration
- Understand how to follow the guidelines for effective use of positive narration at the beginning of the school year or when re-norming a classroom
- Understand how to utilize positive narration effectively during transitions and instructional activities
- Phase out the use of positive narration

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**Unit 9: The No-Nonsense Nurturer Four-Step Model**

**Step Three: Provide Consequences**

No matter how effectively and consistently educators use precise directions and positive narration, there will be students who choose to engage in disruptive behaviors.

To be in a position to truly make a difference in the lives of students, educators must be prepared to
establish a “zero-tolerance policy” for students who choose to be off task and disruptive.

Objectives

After completing this unit educators will:

• Understand the importance of providing disciplinary consequences when students are off task or engaging in disruptive behavior
• Understand concepts and strategies to utilize when providing disciplinary consequences to students who are off task or engaging in disruptive behavior

Student Learning Outcomes

After completing this unit educators will be able to:

• Follow the guidelines for providing disciplinary consequences to off task and disruptive students
• Phase out the use of disciplinary consequences

Unit 10: The No-Nonsense Nurturer Four-Step Model
Step Three: Provide Consequences to Students Teachers Find Challenging

Even if educators follow all the guidelines for effectively providing consequences to disruptive students, a few students may continue to test whether the teachers care enough about their success to hold them accountable for their self-defeating behavior. It is important to teachers’ success that they effectively interact with students they find challenging.

Objectives

After completing this unit educators will:

• Understand the importance of providing consequences with students they find challenging
• Understand concepts and strategies to utilize when providing consequences to students they find challenging
• Understand concepts and strategies to get administrator support with students they find challenging

Student Learning Outcomes

After completing this unit educators will be able to utilize strategies to:

• Interact effectively with students who continuously disrupt
• Restore their relationships with students they find challenging
• Get support from their administrator with students they find challenging
**Unit 11: Using the No-Nonsense Nurturer Four-Step Model in Select Classroom Activities**

Highly effective teachers know how to integrate the use of the Four-Step Model throughout their school day or period. In particular, they have learned how to adapt the use of the strategies to the needs of various classroom activities.

In this unit Lee Canter, co-developer of this course, will guide educators as they watch videos of highly effective teachers using the steps of the model in various classroom activities.

**Objectives**

After completing this unit educators will:

- Understand the importance of using the steps of the Four-Step Model in various classroom activities
- Understand particular concepts and strategies unique to the use of the Four-Step Model in various classroom activities

**Student Learning Outcomes**

After completing this unit educators will be able to utilize strategies to:

- Increase their effective use of the Four-Step Model in instructional activities, such as teacher-directed instruction and independent work
- Increase their effective use of the Four-Step Model in transitions, such as students entering the classroom, walking in line, or going from the rug to their seats

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**Unit 12: The No-Nonsense Nurturer Four-Step Model**

**Step Four: Build Nurturing Relationships with Students Throughout the School Year**

In many ways the secret of No-Nonsense Nurturers’ success is in their recognition that building strong relationships with their students is important not only at the beginning of the school year, but also as the year progresses.

**Objectives**

After completing this unit educators will:

- Understand the importance of nurturing strong relationships with students throughout the school year
- Understand concepts and strategies to utilize in building strong relationships with students
**Student Learning Outcomes**

After completing this unit educators will be able to:

- Utilize strategies during the school day to build relationships with students
- Utilize strategies after school to build relationships with students
- Plan their time to maximize the effectiveness of their strategies for building relationships with students

### Unit 13: The No-Nonsense Nurturer Four-Step Model

#### Step Four: Build Nurturing Relationships with Students’ Families Throughout the Year

No-Nonsense Nurturers recognize how important it is to put in the time and effort needed to nurture positive relationships with key family members of their students throughout the school year.

**Objectives**

After completing this unit educators will:

- Understand the importance of building strong relationships with families throughout the school year
- Understand concepts and strategies to utilize in building strong relationships with families throughout the school year

**Student Learning Outcomes**

After completing this unit educators will be able to:

- Utilize strategies to effectively conduct a problem-solving conference with students’ family members
- Utilize “quick” relationship-building strategies
- Utilize “more time-consuming” relationship-building strategies

### Unit 14: Re-Norming Classroom Expectations

**Establishing a No-Nonsense Nurturing Tone After the School Year Has Begun**

If you are taking this course after the school year has begun and are struggling with establishing a No-Nonsense Nurturing classroom culture, we will provide you with the steps to establish such a culture by “re-norming” your classroom expectations.

**Objectives**
After completing this unit educators will:

- Understand how to re-norm behavior after the school year has begun
- Understand strategies to re-norm behavioral expectations

**Student Learning Outcomes**

After completing this unit educators will be able to:

- Develop a plan to re-norm student behavior
- Implement the plan to re-norm student behavior

**METHODS OF INSTRUCTION**

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations).

**PLAGIARISM POLICY**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

**PASSING REQUIREMENTS:**

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade
## KDS SELF-ASSESSMENT RUBRIC:

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| **Reflection Questions** | Participant provides rich detail from the content of the course in his or her responses  
Participant makes his or her responses personally meaningful | Participant includes appropriate content from the course in his or her responses  
Participant makes thoughtful comments in direct response to the questions | Participant includes some content from the course, usually appropriate, in his or her responses  
Participant makes thoughtful comments in direct response to the questions | Participant includes no content from the course in his or her responses  
Participant does not address the questions posed |