



Setting High Academic Expectations

Brandman University: EDDU 9617 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Setting High Expectations - Syllabus

EDDU 9617

3 credits

Course Description: This course provides a set of strategies to help educators promote and ensure high academic expectations for their students. With these easy to use strategies, educators get to set high expectations for all their students without demanding more than what they can handle. Students quickly learn that they will be held accountable for their learning and for doing excellent work that meets the appropriate standards.

Learning Objectives:

- Students will learn and implement a variety of strategies to set high and reasonable academic expectations for their own students.
- Students will be able to consistently apply different techniques to increase academic expectations of their own students in the classroom.
- Students will be able to set and hold similar expectations for all of their students.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) "Chapter 3: Setting High Academic Expectations" from the book *Teach Like a Champion 2.0: 62 Techniques That Put Students on The Path to College* by Doug Lemov.
 - (Additional) "Chapter 2: Recognizing Realistic and Relevant High-Level Expectations" from the book *Rigor and Engagement for Growing Minds: Strategies That Enable High-Ability Learners to Flourish in All Classrooms* by Bertie Kingore, PhD.
- Videos:
 - Teach Like a Champion - No Opt Out
 - Teach Like a Champion 4 Right is Right/Stretch It Ms Bromley
 - Teach Like a Champion Technique 3 - Stretch It
 - Teach Like a Champion 5 Format Matters Mr Williams
 - Teach Like a Champion Technique 5 - Without Apology
- Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example

*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Chapter 3: Setting High Academic Expectations” from the book *Teach Like a Champion: 62 Techniques That Put Students on The Path to College* by Doug Lemov.
2. Watch the following videos to see examples of the techniques from the reading in action.
 - No Opt Out: Teach Like a Champion - No Opt Out
 - Right is Right: Teach Like a Champion 4 Right is Right/Stretch It Ms Bromley
 - Stretch It: Teach Like a Champion Technique 3 - Stretch It
 - Format Matters: Teach Like a Champion 5 Format Matters Mr Williams
 - Without Apology: Teach Like a Champion Technique 5 - Without Apology
3. In at least 1 page, explain how you have set high expectations in your classroom in the past. Why is it so important for students? What are the challenges you face when trying to set high expectations for all students?
4. In at least 2 pages, answer the “Reflection and Practice” questions #1-4 at the end of the reading.
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Implement the 5 high expectations strategies listed below in your unit. Use each one a minimum of 3 times each. You don’t have to use them all every day. Use the “Useful Tools” at the end of the reading to help you.

- No Opt Out
- Right is Right
- Stretch It
- Format Matters
- Without Apology

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin

implementing the 5 high expectations strategies listed below in your classroom with your students. Use each one a minimum of 3 times each. You don't have to use them all every day. Use the "Useful Tools" at the end of the reading to help you.

- No Opt Out
- Right is Right
- Stretch It
- Format Matters
- Without Apology

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the "Course Materials.")
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?

- ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
- iii. How is this way of teaching the unit different from how you taught the unit in the past?
- iv. What do you plan to do to support the effectiveness of the methods and strategies?
- v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
- vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the 5 high expectations strategies from the course a minimum of 3 times each in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the high expectations strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. How was each strategy helpful for student learning? Explain how you incorporated each one while teaching. What were you doing as the teacher? What were students doing?
 - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
 - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Setting High Expectations - Assignment Plan, Evaluation & Grading

Personal Reflection (Written Response Rubric)	X/15 pts
“Reflection & Practice” Responses (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on High Expectations (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Personal Reflection & “Reflection & Practice” Responses):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to set high academic expectations in the classroom. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Strategies for setting high expectations are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect setting high expectations.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect setting high expectations.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include all 5 of the strategies listed in the assignment (#5) geared towards setting high academic expectations. Student has given 3 or more examples of using all 5 strategies and has explained in detail how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how each strategy helped increase expectations for their students and therefore helped with student learning. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include all 5 of the strategies listed in the assignment (#5) geared towards setting high academic expectations. Student has given 1 or 2 examples of using all 5 strategies and has explained how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how each strategy helped increase expectations for their students and therefore helped with student learning. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed multiple lessons that include 4 of the strategies listed in the assignment (#5) geared towards setting high academic expectations. Student has given 1 or 2 examples of using the 4 strategies and has explained how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how some of the strategies helped increase expectations for their students and therefore helped with student learning, but the explanation is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed multiple lessons that include 3 of the strategies listed in the assignment (#5) geared towards setting high academic expectations. Student has given 1 or 2 examples of using the 3 strategies and has partially explained how each strategy was incorporated into the lesson(s) or modified if needed. However the explanation is incomplete. The explanation also includes how some of the strategies helped increase expectations for their students and therefore helped with student learning, but the explanation is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed multiple lessons that include 1 or 2 of the strategies listed in the assignment (#5) geared towards setting high academic expectations. Student has given 1 or 2 examples of using the 1 or 2 strategies. Very little is explained about how each strategy was incorporated into the lesson(s) or modified if needed. There is little explanation about how some of the strategies helped increase expectations for their students and little explanation of how they helped with student learning. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Setting High Expectations - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

Kaizen Teaching, director. *Teach Like a Champion Technique 3 - Stretch It.* YouTube, YouTube, 19 July 2015, www.youtube.com/watch?v=rZv2Xpea77Q.

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Kingore, Bertie W., and Jeffery Kingore. *Rigor and Engagement for Growing Minds: Strategies That Enable High-Ability Learners to Flourish in All Classrooms.* PA Publishing, 2013.

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PaideiaAcademies, director. *Teach Like a Champion 4 Right Is Right Stretch It Ms Bromley.* YouTube, YouTube, 9 Nov. 2015, www.youtube.com/watch?v=8P1o8y9ZXWY.

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Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

