

Achieving High Expectations

Common Course Syllabi
Extra Help

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SREB/High Schools That Work

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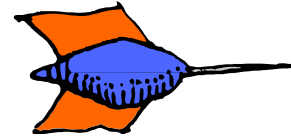
The 15-Second Introduction



- One representative from your school
 - Team members and their content areas
 - MSDE Pathways
 - One way you've been working to set high expectations

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Workshop Objectives



- Determine characteristics of high expectations learning environments
- Evaluate where you are and where you'd like to be with high expectations
- Establish a clear rationale for writing a course syllabus
- Examine components of effective course syllabi
- Practice framing major projects, assignments, and assessments
- Evaluate extra help strategies
- Develop a comprehensive system for extra help

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Group Roles



- **A facilitator**
- **A recorder**
- **A timekeeper**

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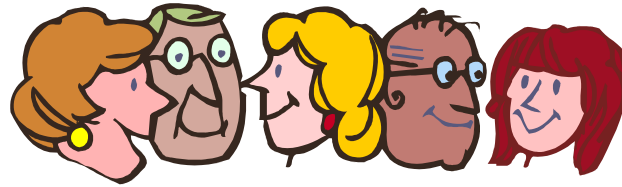


TABLE TALK

What are some indicators of high expectations in a . . .
school?
pathway or concentration?
classroom?

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Clear Alignment to Standards

- Drive instruction and are posted
- Aligned vertically and horizontally
- Common unit plans/pacing guides
- Common assignments and assessments
- Common rubrics
- Samples of quality work

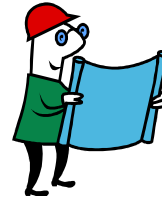


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Communication of Expectations

- Common course syllabi for students and parents
- A message that there is much to be accomplished and that personal best is expected



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Assignments and Assessments at the Proficient Level

- Proficient level work expected
- Habits of a successful student
- Homework
- Literacy
- Numeracy



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Quality of Expected Work

- Guidelines for quality
- Opportunities to re-do work
- Revise written work to a level of quality

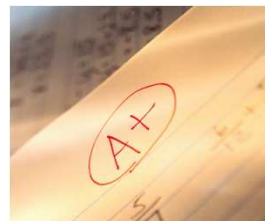


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Clear Grading Practices

- What it takes to earn an A or a B
- Communication of student progress
- Involving parents in checking work
- Teacher and peer review and feedback



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Opportunities for Extra Help and Intervention

- Personal best with teachers' willingness to help
- When and where extra help is available
- Interventions for when students fall below a C
- Adequate time and additional instruction to meet standards



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What is Proficient?



- Basic
- Proficient
- Advanced

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Basic Assignment



- Assume you are a marketing representative for a major tennis shoe manufacturer. Survey 20 teens and find the average cost and purchasing rationale for purchasing tennis shoes.

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Proficient Assignment

- Assume you are a marketing team for a major tennis shoe manufacturer. Survey 20 teens and find the average cost paid for tennis shoes. Analyze historical and current teen market trends and develop a report based on your findings.

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Advanced Assignment

- Assume you are a marketing team for a major tennis shoe manufacturer. Survey 20 teens and find the average cost paid for tennis shoes. Prepare a report, including a hypothesis and conclusion(s) that summarize your findings, that will explain the trends in the teen market to your manager. Close the presentation with a "teen dream shoe" design and sales pitch based on your hypothesis.

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Science Standard: Understand that energy exists in different forms, can be transformed and is neither created nor destroyed.

<i>Basic Assignments</i>	<i>Proficient Assignments</i>	<i>Advanced Assignments</i>
<ul style="list-style-type: none">• Describe the common forms of energy and give examples of the sources of each.• Differentiate between kinetic and potential energy.• Set up a basic DC circuit and resistances and explain conversions and loss.	<ul style="list-style-type: none">• Analyze various situations and devices in terms of energy conversions – toaster, water fall, TV, bicycle, car, etc.• Demonstrate and explain the generation of electricity with a magnet, wire and simple meter (ammeter).	<ul style="list-style-type: none">• Design an investigation to measure efficiency of a pulley system.• Develop methods for reducing the energy loss in a home air conditioning system, a car engine, a computer and other common devices.

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Common Expectations That Make A Difference

- Homework
- Grading Practices
- Re-doing Work



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Homework—The Research

- Students who have and do homework have higher achievement.
- One hour per day is optimum.
- Parents should be advised about and facilitate doing homework, but not help students do the work.
- Homework is helpful when it is practice on familiar content.
- Homework is helpful when it prepares students for new content or elaborates on content already introduced.
- Homework that is graded or commented on is more effective.

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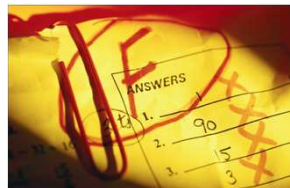
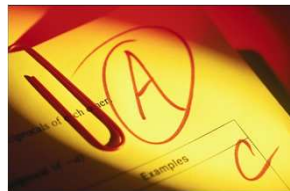
Carousel Brainstorming

- First chart: 6 minutes.
- Second chart: Read and add—4 minutes.
- Third chart: Read and add—4 minutes.

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The Grading Controversy

- Do our grades for students reflect the degree to which they have met the standards for a course?



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Grading Policies— What's In a Grade?

- Grading Scale
- Policy for Re-Doing Work
- Opportunities for Extra Help
- Overall Grading Rubric



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HSTW: Student Achievement is Higher When. . .

- Students clearly understand what it takes to get an "A" or a "B"
- Students are required to re-do work to a level of quality
- Students say their teachers "will not let them get by without doing the work"



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Re-Doing Work—The Research

- Students who are given opportunities to re-do work to a level of quality have better student achievement.
- Assessment that provides feedback and opportunities to be re-done supports students meeting standards.

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Four Corners Activity

- Students should be given opportunities to re-do work so that their grade is not affected by the number of times it takes to achieve the standard.
 - Strongly Agree?
 - Agree?
 - Neutral?
 - Disagree?
 - Strongly Disagree?

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Evaluate Your Progress in Setting High Expectations



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- Choose three areas related to high expectations
- Identify strengths on which you can build
- Identify actions to take to improve

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Why use a course syllabus?



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- Map for planning
- Opportunity to reflect on a whole course
- Communication of high expectations to students, parents, community
- Vertical and horizontal curriculum alignment
- Guide for the use of common planning time

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Components of a Course Syllabus

- Course Description
- Instructional Philosophy
- Course Standards
- Major Course Projects and Assessments
- Course Assessment Plan



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Assessing High Expectations in a Course--Criteria

- Course Description
- Instructional Philosophy
- Course Standards
- Major Projects, Assignments, and Assessments
- Assessment Plan



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Small Group Activity



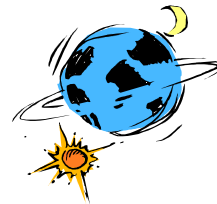
- Review **two** sample syllabi and compare them to the criteria from the checklist (10 minutes).
 - Identify **strengths** of the syllabus in relation to the criteria.
 - Identify **areas for improvement** in the syllabus.
- Share your findings with the rest of your small group (15 minutes).
- Explain how the review of these syllabi will inform your own work (5 minutes).

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Course Syllabus Development Simulation

- Using the course description and standards, develop a set of projects, assignments, and assessments for each course standard (use page 17 to guide your work)
- Be prepared to report your work to the large group



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Simulation: Designing an Assessment Plan

- Describe how you would determine a student's grade for the course (use page 18 as a guide)
 - Components
 - Grading Scale
 - Re-doing Work
 - Extra Help
 - Overall Grading Rubric (page 18)
- **Be prepared to share your work with the larger group**



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Tuning Protocol

- Choose facilitator and timekeeper
- Presenter (5 min.)
- Clarifying Questions (2 minutes)
- Reflection (1 minute)
- Warm Feedback (5 minutes)
- Cool Feedback (5 minutes)
- Presenter's Response (3 minutes)
- Repeat with Second Presenter
- Debriefing (3 minutes)



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Simulation Reflection



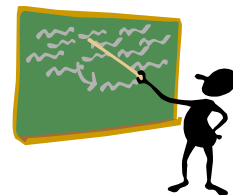
- What **issues** arise as teachers work together on common course syllabi?
- What do teachers gain from developing common course syllabi?
- What actions could you take to assist teachers in developing common course syllabi at your school?

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Extra Help General Strategies

- Tiers of interventions
- Data, data, data!
- Early, frequent
- Easy access
- Parent involvement



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Tier 1: More Than Two Grade Levels Behind

- Collaborate with middle school for better preparation for high school
- Summer bridge
- Double dose

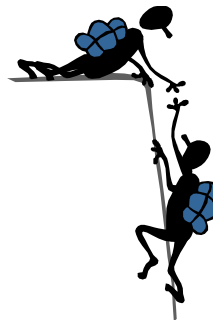


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Tier 2: One or Two Grade Levels Behind

- Support class
- On-line and computer-assisted instruction
- Mastery learning
- Credit recovery



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Tier 3: Behind in Courses

- Enrichment or extra help period
- Tutoring
- After- or before-school sessions



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Team Time for Extra Help Planning



- Choose three areas related to extra help
- Identify strengths on which you can build
- Identify actions to take to improve

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