



Developing Common Course Syllabi

Setting High Expectations to Improve Student Achievement

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Using Common Syllabi to Create a Culture of High Expectations

What Does It Mean to Have High Expectations?

Participants will analyze characteristics of high expectations learning environments at the building, department, and classroom levels. They will compare their understanding with *HSTW* indicators of high expectations and learn how the *HSTW* Assessment Data can be used as a source of information on students' perceptions of high expectations. Participants will assess where their school is and where they would like to be in terms of setting high expectations for student success.

Moving Standards into Instruction and Getting All Students to Proficiency

Staff will review the criteria for basic, proficient, and advanced level assignments, compare those levels to Blooms' Taxonomy of Objectives, and evaluate classroom assignments and assessments to analyze their level of challenge. They will discuss ways to raise basic level assignments to proficient or advanced.

Developing Common Expectations: Policies and Practices to Improve Student Achievement

Each team will analyze the degree to which they will implement policies and practices with regard to issues such as homework, grading practices, and re-doing work to a level of quality.

- Homework
- Grading Practices
- Re-doing Work

Setting High Expectations through Common Course Syllabi

The purpose of developing common course syllabi, the components of a course syllabus, and the criteria for an effective syllabus will be explored. Participants will review sample syllabi and discuss strengths and areas for improvement.

Developing a Common Syllabus

Teachers will work in groups and develop a common course syllabi based on the information presented today.

**High Expectations:
Where Are We and Where Would We Like To Be?**

Place a checkmark in the column under the number that best describes your level of implementation for each indicator.
1-Not Addressed 2-Planned 3-Early Stages of Implementation
4-Full Implementation

I. Clear Alignment to Standards				
	1	2	3	4
1. Each course has a defined set of standards that drive instruction and assessment and learning goals are posted in the classroom on a daily basis.				
2. Courses are aligned horizontally (across different sections of the same course) and vertically (across different grade levels) so that instruction and assessments support all students in reaching proficiency.				
3. Common unit plans and/or pacing guides are developed to support all students reaching proficiency on the standards.				
4. Common assignments and assessments are used to measure the standards.				
5. Common rubrics have been developed to measure students' proficiency on the standards.				
6. Examples of quality work that meets high standards are provided by teachers and posted in classrooms.				
7. Teachers work together to analyze data from assignments and assessments and determine ways to modify instruction to get more students meeting standards.				

II. Communication of Expectations to Students and Parents				
	1	2	3	4
1. Common course syllabi have been developed that outline content and assignments so that students and				

parents can see what students are expected to master in each course.				
2. The message has been conveyed that there is much important work to be accomplished, that students are capable of doing it, and that there will be support to help them accomplish it. This message is conveyed consistently in a variety of situations and communication opportunities, both oral and written.				

III. Assignments and Assessments That Will Provide Evidence of Proficiency in Relation to the Standards

	1	2	3	4
1. The assignments and assessments are broad enough in scope to provide adequate evidence that students have reached proficiency in the course standards.				
2. Assignments and assessments ask all students to work at the proficient level (application and analysis levels of Bloom's Taxonomy of Objectives).				
3. Assignments are designed to build the habits of a successful student —good study skills, notebooks, note-taking, and reflections on learning—that will help make students' efforts effective.				
4. The assignments include meaningful homework .				
5. Standards that cross content areas , such as literacy and numeracy, are integrated into assignments and assessments.				
6. Differentiated learning experiences are provided for students of varying learning needs.				

IV. Quality of Expected Work

	1	2	3	4
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1. Guidelines for quality work (rubrics or scoring guides) are provided for every project and assignment.				
2. Students are required to re-do work and/or given opportunities to re-take assessments that are not proficient (A, B, C, and Not Yet) to stress how important it is to reach proficiency in the standards.				
3. There is an expectation that all students will turn in work and specific consequences are in place that ensure students complete assignments and assessments other than merely receiving a zero for not turning anything in				

V. Clear Grading Practices and Communication of Progress				
	1	2	3	4
1. Grading practices ensure that the grades given on assignments and assessments reflect the degree to which students have reached proficiency on the standards.				
2. Each student clearly understands exactly what it takes to earn an A or a B in the class in both the amount and quality of work.				
3. Both formative and summative assessments are used to provide feedback and help students measure their progress in meeting standards.				
4. There is a plan to regularly communicate —at least weekly—with parents and students about the students' progress.				
5. There is a plan to involve parents in checking and responding to student work.				
6. Students receive feedback on their performance from the teacher or their peers in ways that will help them reach proficiency.				

VI. Intervention and Opportunities for Extra Help				
	1	2	3	4
1. Students receive information on when, where, and how extra help can be obtained and what the student must do to get it.				
2. Adequate time and additional instruction is provided (without penalty) for students to re-do work and/or re-take assessments until the standards are met.				
3. A standard procedure is used by all teachers when a student falls below a "C" in a course (parent contact, student alert form, prescribed extra help, conferences, and contracts for improvement).				
4. A comprehensive system of extra help provides time and additional instruction for students who have fallen behind, need to re-do work, and/or re-take assessments until the standards are met.				

Reflection

1. What are your **strengths** in setting high expectations for students in the classroom?

2. Where are your **areas for improvement**?

Indicators of High Expectations in a Course: Where Are We and Where Would We Like To Be?



Clear Alignment to Standards

- Does each course have a **defined set of standards** that drive instruction and assessment and are posted in the classroom on a daily basis?
- Are courses **aligned vertically** (across different grade levels) and **horizontally** (across different sections of the same course) so that instruction and assessments support all students reaching proficiency?
- Are **common unit plans and/or pacing guides** developed to support all students reaching proficiency on the standards?
- Are **common assignments and assessments** used to measure the standards in different sections of the same course?
- Have **common rubrics** been developed to measure students' proficiency on the standards?
- Are **samples of quality work** in relation to the standards reviewed by teachers and posted in the classroom for students?



Communication of Course Expectations to Students and Parents

- Have **common course syllabi** been developed that outline content and assignments so that students and parents can see what students are expected to master in each course?
- Has the **message** been conveyed that there is much to be accomplished and that students are expected to give their personal best at all times?



Assignments and Assessments That Will Provide Evidence That Students Are Proficient in Relation to the Standards

- Do assignments and assessments ask students to work at the **proficient level** (application and analysis level of Bloom's Taxonomy of Objectives)?
- Do the assignments establish **habits of a successful student**—good study skills, notebooks, note-taking, and reflection on learning?
- Do the assignments include meaningful **homework**?
- Are the assignments aligned with building-wide **literacy** goals (25 books/year, research papers in all classes, and weekly writing assignments)?
- Are the assignments aligned with building-wide **numeracy** goals (regularly assigned mathematics problems and mathematics problems on assessments)?



Quality of Expected Work

- Are **guidelines for quality work** (rubrics or scoring guides) provided for every project and assignment?
- Are students required to **re-do** work and/or given opportunities to re-take assessments that are not to quality (A, B, C, and Not Yet) to stress how important it is to learn everything that is taught?
- Do students understand that they may **revise** written work several times to improve quality?



Clear Grading Practices and Communication of Progress

- Does each student clearly understand exactly **what it takes to earn an A or a B** in the class in both the amount and quality of work?
- Is there a plan to regularly **communicate**—at least weekly—with parents and students about the students' progress?
- Is there a plan to **involve parents** in checking and responding to student work?
- Is there time allowed for **teachers and peers to review** and provide feedback to work in progress?



Opportunities for Extra Help/Intervention

- Do courses balance the theme of students doing their personal best at all times with the theme that the teacher is willing to assist each student to master challenging assignments?
- Do students receive information on when, where, and how extra help can be obtained and what the student must do to get it?
- Is there a system of interventions that go into effect when a student falls below a “C” in a course?
- Is **adequate time and additional instruction** provided (without penalty) for students to re-do work and/or re-take assessments until the standards are met?

Making Assignments and Assessments at the Proficient Level

Content standards can be the basis for basic, proficient, and advanced level assignments.

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.

Making Assignments and Assessments at the Proficient Level

Moving Basic Assignments to Higher Levels

Description: Recognizing the quality of assignments is one thing: modifying basic level assignments to the proficient and advanced levels requires a different skill.

Given a sample assignment, determine the existing level of the assignment (basic, proficient, or advanced). If the assignment is a basic or proficient assignment, determine what you would do to revise it and make it at the next level.

Developing Common Expectations

Three Areas for Policy and Practice that Set High Expectations for Students

Homework

Students who are assigned and do one hour of homework across all subjects each school night tend to have the highest scores in reading, mathematics, and science on the *HSTW* Assessment.



Guiding Questions for Setting Homework Expectations

- Are your students assigned meaningful homework in their core academic subjects? In career/technical courses?
- What is the degree to which your students have developed study habits, such as putting forth good effort on homework that will help them be successful in high school and further learning?
- Are there any practices teachers use that can discourage doing homework?
- Should homework be graded? If so, how? Should it impact a students' term grade?

Grading Practices

Grading practices for term grades often vary widely among teachers in terms of the way a grade is computed and the weight that different kinds of student work figure in the grade itself. If the curriculum and assessment are standards-driven, the goal is to have the grade accurately reflect the degree to which a student has met/not met the standards for the course.



Guiding Questions for Setting Grading Practices

- What data should teachers use to determine a student's term grade?
- Should any of the data used to determine a student's term grade weigh more than other data?
- To what degree are the factors used to determine a student's grade reflective of whether or not the student has met the standards?
- How well do the students understand the procedure for determining term grades?

Re-Doing Work

Students who say that they teachers ask them to re-do work to a level of quality score higher on the *HSTW* Assessment.

Guiding Questions for Setting Expectations for Re-Doing Work

- What are the benefits of having students re-do work? The drawbacks?
- What kind of work should be re-done? What time frames should be established?
- How should re-doing work impact a student's grade for the assignment or assessment?

Developing Common Course Syllabi



Setting High Expectations through a Course Syllabus

A course syllabus is a great tool for communicating high expectations to students and parents. When teachers work together to develop a common syllabus across different sections of the same course or to develop syllabi that create good articulation over a sequence of courses (for example, English 9, English 10, etc.), then course syllabi also become a tool for answering important questions in **creating a culture of high expectations**:

- What does it mean to have high expectations in a course?
- What should we expect of students (assignments, tests, projects, etc.) to show that they have met the standards for a course?
- How should we assess what students know and assign a course grade for that work?

Developing a course syllabus is usually the next logical step after completing written curriculum that is aligned to state and national standards and includes sample learning activities and assessments. The course syllabus outlines particular assignments the teacher expects and how students' grades will be determined for the course.

There is no one "right" format for a syllabus, but when teachers discuss certain syllabus components it helps them focus in on issues related to high expectations. Possible components may include but are not limited to:

Course Description. A brief paragraph describing the aim of the course, topics to be covered, and the place within the total program of study. Length of time (semester, year, etc.) and prerequisites are also included.

Instructional Philosophy. A paragraph describing what it will be like to experience this course as a student, including the kinds of learning activities that will be used to actively engage students, expectations for student participation, and any special learning experiences (field trips, community projects, or work-based learning). Will students be expected to work with others? How is the classroom organized for learning?

Course Standards. The major standards (state or national) or "power standards" for the course, usually no more than 8 to 10 in number.

Major Course Projects and Assignments. A list of the assignments and major projects for the course that students will complete to demonstrate that they have mastered the standards for the course. If the school has a literacy and/or numeracy focus, there would also be reading, writing, and mathematics assignments.

It may be helpful to create a chart with each goal or standard for the course and the major projects, assignments, and assessments that will be used to determine whether the students are

proficient in each standard. Overall the projects, assignments and assessments should ask students to complete work that is at the proficient and/or advanced level in relation to the standards (apply, synthesize, analyze, and/or evaluate concepts, skills, and information).



Assessment and Grading Plan. A description of the assessment methods to be used (projects, tests, quizzes, notebooks, homework, etc.) and how those assessments translate into a grade for the course. For example, is there a system of total points or are grades averaged? A thorough grading and assessment plan should include:

- **A Grading Scale.** Identify the grading scale used by your school district, school building, or department for assigning letter grades.
- **The Components of the Grade.** Explain of the assessment methods that will be used and about what weight they will carry in the overall grade for the course and for the grading period. (For example, tests are 40 percent of the grade; projects are 30 percent; class work is 15 percent; and homework is 15 percent).
- **A Policy for Re-Doing Work.** Write a description of how you will ask students to re-do work that is not to expected levels of quality.
- **Opportunities for Extra Help.** Describe how students can access extra help for this course so that they can develop proficiency in the course standards.
- **An Overall Grading Rubric.** Write a general description of what each level of work looks like so that students will know what it takes to earn a grade of “A” or “B” in the class. As the course progresses, you may provide more specific rubrics for projects, assignments, and assessments.

The Grading Controversy

Most educators and non-educators assume that grades and grade point averages are precise indicators of what students know and can do in a subject area. Current grading practices date back to the 1700s, when Yale began using a four-point scale. Yet there is still little agreement as to the exact meaning of letter grades. National surveys show great discrepancies between how teachers determine letter grades.

Although all teachers seem to include what students know in the subject, elements such as effort, behavior, and attendance are also considered and weighted differently. Grades given by one teacher might mean something entirely different from grades given by another teacher, even though the teachers preside over two identical classes with identical students who are assigned identical work. For example, one teacher might count effort and cooperation as 25% of the grade; another teacher might not count these variables at all.

Developing a Common Course Syllabi

Course Description

Develop a clear, three-or four-sentence description that describes the aim of the course, its place within the program of study, topics covered, the length of the course, and any prerequisites.

Instructional Philosophy

The instructional philosophy describes what your students will experience as learning activities in the classroom. How will you organize the classroom for student learning? What do you expect of students in terms of participation? Will they work independently or with others? What instructional strategies will you use?

In the space below, *list in bullet form* some aspects that might be included in your instructional philosophy:

-
-
-
-
-
-

Use those bulleted ideas to write your instructional philosophy.

Course Goals or Power Standards

Identify standards for your career/technical or academic program. Write one power standard for *each of the major units of study* in the program.

Power Standards/Course Goals
1.
2.
3.
4.
5.

Add technical literacy and numeracy power standards to your course goals. Select those technical literacy and numeracy power standards that best match the content of your program.

Technical Literacy and Numeracy Standards
1.
2.
3.
4.

Developing Common Course Syllabi

Major Course Projects, Assignments, and Assessments

For each goal or standard for the course, list the major projects, assignments, and assessments you will use to determine whether the students are proficient in that standard. Briefly describe each project, assignment or assessment and what students will be asked to do. It may help to make a chart such as the one shown below.

Course Goal or Standard	Major Projects, Assignments, or Assessments That Will be Evidence of Proficiency Each Goal or Standard
1.	
2.	
3.	
4.	
5.	
6.	
7.	

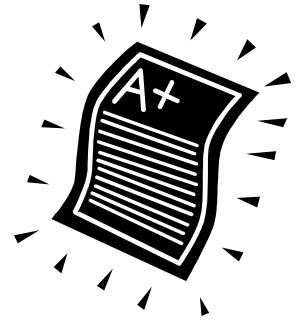
Reflection Questions:

- *Do these projects, assignments and assessments give students ample opportunity to demonstrate what they should know and be able to do for the course?*
- *Do the projects, assignments and assessments ask students to complete work that is at the proficient and/or advanced level in relation to the standards (apply, synthesize, analyze, and/or evaluate concepts, skills, and information)?*
- *Are there multiple ways students can “show they know?”*

Developing Common Course Syllabi

Course Assessment Plan

In the space below, describe how you determine a student's grade for the course. For example, do you use a system of total points or do you average grades? Referring to the chart on the previous page, list the major categories of projects, assignments, and assessments and how they weigh in the final grade for a grading period.



Components of the Grade

Category of Major Projects, Assignments, and Assessments	Weight in Marking Period Grade

Grading Scale

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and Below

Policy for Re-Doing Work

Write a description of how you will ask students to re-do work that is not to expected levels of quality.

Extra Help

Describe how students can access extra help for this course so that they can develop proficiency in the course standards.

Developing Common Course Syllabi

Overall Grading Rubric

Write a general description of what each level of work looks like so that students will know what it takes to earn a grade of “A” or “B” in the class. As the course progresses, you may provide more specific rubrics for projects, assignments, and assessments.

Grade	Performance Descriptors
A	
B	
C	
D	
F	

Reflection Questions:

- *Do students know what it takes to get an “A” in this course?*
- *What does it mean to get a “D”?*
- *To what extent should the grade for the course reflect whether or not students know the content they are expected to learn?*
- *To what extent should the grade for the course reflect a students’ attitude or participation in class?*

Five Literacy Goals:

- **All students will read the equivalent of 25 books per year across the curriculum to increase their understanding of the content of all classes. (Note: 1 book = about 100 pages)**

Do the Math

- ❖ Goal of 25 books
- ❖ Average reading rate of 250 words per minute
- ❖ 500 words per page
- ❖ 100 pages per book
- ❖ 175 school days

equals

less than 30 minutes per day to reach the goal!

- **All students will write weekly in all classes to help them understand and use the content of their classes.**

Types of Writing

- ❖ Writing to learn
 - The audience is the learner.
 - The purpose is to learn or process information.
- ❖ Writing to demonstrate learning
 - The audience is the teacher.
 - The purpose is to demonstrate learning.
- ❖ Authentic writing
 - The audiences are varied.
 - The purposes are “real world” or *beyond the classroom*.
 -

- **All students will use reading and writing strategies to help them understand and use the content of all classes.**

Proficient readers....

- make connections.
- self-question.
- visualize.
- determine what is most important.
- make inferences.
- synthesize.
- monitor comprehension.

- **All students will write research papers in all classes.**

To be most successful, school must design a school-wide research style guide, develop a research continuum and common rubric, share papers across classes, and alternate the schedule for when and by whom research papers are assigned.

- **All students will be taught as if they were in honors English classes.**

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12,
<http://www.sreb.org/programs/hstw/publications/pubs/LiteracyGuide.asp>

Criteria for Assessing High Expectations in a Course

Rate the specific criteria for each section of the syllabus on the following scale:

- 1=Does not meet this criteria
- 2=Meets the criteria somewhat
- 3=Meets the criteria in an average way
- 4=Meets the criteria very well
- 5=Meets the criteria in an exemplary way



I. Course Description: Does the course have a clear purpose within a rigorous program of high school study?

- ◆ Is there a clearly stated purpose for the course? 1 2 3 4 5
- ◆ Is there a description as to how this course fits into an overall program of high school studies with a rigorous academic core and a concentration? 1 2 3 4 5
- ◆ Is there a rationale for why this course is important to students' future success in further learning and the workplace? 1 2 3 4 5
- ◆ Are pre-requisites identified? 1 2 3 4 5

II. Instructional Philosophy: Will this course actively engage students in learning challenging content?

- ◆ Does the class environment described include active engagement strategies, such as 1 2 3 4 5
 - Hands-on activities
 - Laboratory experiences
 - Class discussion
 - Open-ended problem solving
 - Work-based learning
 - Project-based learning
- ◆ Does the course engage students in using technology, such as 1 2 3 4 5
 - Using computer-assisted research/assignments at least monthly?
 - Using processing at least weekly to complete an assignment or project?
- ◆ Does the course require students to work in cooperative groups weekly to deepen understanding of content? 1 2 3 4 5

III. Course Goals or Power Standards: Is the course based on national, state, and/or industry standards?

- ◆ Are students required to demonstrate the essential concepts, principles, and skills of the discipline? 1 2 3 4 5
- ◆ Are students required to apply academic skills that cross all curriculum areas, such as
 - Reading 1 2 3 4 5
 - Writing 1 2 3 4 5
 - Numeracy 1 2 3 4 5
 - Oral presentation 1 2 3 4 5
- ◆ Are students asked to demonstrate general workplace competencies, such as solving problems, using technology, and working as a team? 1 2 3 4 5

IV. Major Projects, Assignments, and Assessments: Does the course engage students in a variety of intellectually challenging work that will get students to proficiency with regard to the standards for the course?

- ◆ Do the projects, assignments, and assessments described ask students to produce work at the proficient or advanced level (apply, synthesize, analyze, and/or evaluate concepts, skills, and information)? 1 2 3 4 5
- ◆ Are students required to work on an extended major project that lasts a week or more at least once a semester? 1 2 3 4 5
- ◆ Is at least one short writing assignment given weekly? 1 2 3 4 5
- ◆ Are students required to complete a research paper? 1 2 3 4 5
- ◆ Does this course make appropriate contribution to helping students read 25 or more books—or their equivalent—across all classes each year? 1 2 3 4 5
- ◆ Is meaningful homework assigned? 1 2 3 4 5

V. Assessment Plan: Does the plan provide for a thorough assessment of the standards for the course?

- ◆ Are there adequate projects, assignments, and assessments to determine whether or not students are proficient in the standards for the course? 1 2 3 4 5
- ◆ Does the plan include a variety of clearly defined, expanded assessment methods, such as
 - Tests with essay and open-response questions? 1 2 3 4 5
 - An end-of-course exam that is common across different sections of the same course? 1 2 3 4 5
 - A portfolio of student work? 1 2 3 4 5
- ◆ Does the syllabus clearly indicate the amount and quality of work necessary to get an A or a B? 1 2 3 4 5
- ◆ Does the syllabus specify the policy for redoing work to quality? 1 2 3 4 5
- ◆ Does the syllabus explain where and when students can receive extra help? 1 2 3 4 5



Additional Criteria for Content Areas

The following questions are developed from the *HSTW* document, *Benchmarks for New and Maturing HSTW Sites*. They represent indicators of challenging courses that promote higher student achievement in each subject area.

English

- ◆ Are students asked to read 10 or more books each year?
- ◆ Do students have to complete at least one short writing assignment for a grade weekly?
- ◆ Are students asked to draft, rewrite, and edit writing assignments at least monthly before receiving a grade?
- ◆ Do students have to write a research paper on a subject of their choosing at least once a year?

Mathematics

- ◆ Do students use graphing calculators to complete assignments at least weekly?
- ◆ Do students have to complete a written report on a major mathematics project at least once a semester?
- ◆ Do students work in groups to brainstorm how to solve a mathematics problem at least once or twice a month?
- ◆ Do students solve mathematics problems other than those found in the textbook at least weekly?

Science

- ◆ Are students asked to use science equipment to do science activities in a lab with sinks and tables at least twice a month?
- ◆ Do students have to read an assigned book (other than a textbook) or article dealing with science at least monthly?
- ◆ Do students have to complete a laboratory assignment that addresses a problem found in the community at least once a semester?
- ◆ Do students report having completed research projects in science that involve designing an experiment and preparing an oral report of the results at least once a semester?

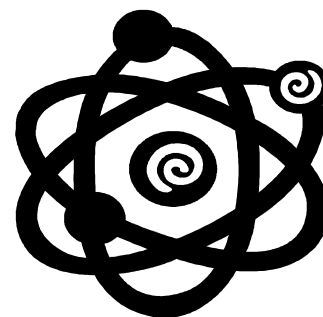
Career/Technical

- ◆ Are students asked to read a career-related article twice a month and demonstrate understanding of the content?
- ◆ Are students asked to do more than one hour of homework weekly for career/technical classes?
- ◆ Are students asked to read technical manuals at least weekly?
- ◆ Do students complete short writing assignments of at least one to three pages weekly?
- ◆ Do students have to use mathematics to complete career/technical assignments at least weekly?
- ◆ Are students asked to keep a portfolio of a last of books or articles read, writing samples, and products or pictures of products made?
- ◆ Are students asked to use a database or spreadsheet to complete an assignment or project at least once a semester?
- ◆ Do students have to meet standards on a written exam to pass the course?
- ◆ Do students have to prepare a written report/research study at least once a semester?
- ◆ Do students have to take a performance test containing industry standards they had to meet to pass the course?

Integrating Academic and Career/Technical Content

- ◆ Do students have to do joint projects directed by both an academic and a career/technical teacher that require
 - reading
 - writing
 - mathematics
 - science

Physical Science Course Syllabus



Course Description

Physical science, a required year-long course for all ninth grade students, is designed to form the foundation of further study of science through an understanding of scientific ways of knowing, scientific inquiry, and how technology is used in science. The course content focuses on the structures of matter and its interaction with energy. Principles of physics are explored through the study of wave phenomenon, electromagnetism, sound, light, and electricity. Chemistry principles are also included in the course: atoms and the periodic table of elements, physical and chemical changes and reactions, solutions, acids and bases, and nuclear changes. Students who master the course content will be prepared for the state science assessment and have foundational understanding to apply scientific principles to further study and the real world.

Instructional Philosophy

Students will be engaged in a variety of challenging real-world projects and assignments to show how science is used in everyday life and in the world of work. They will be held to high expectations regarding their quality of work and personal behavior. Students will be given opportunities to redo major assignments until they meet standards. Laboratory technique and experimental design, which include data collection, interpretation, and manipulation will be consistent components of this course. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work. There will be frequent opportunities to use technology as students use scientific equipment, calculators, and express their findings using a variety of computer software—spreadsheets, word processing, and desktop publishing.

Course Standards

1. Understand the impact of scientific concepts on individuals and families, the community, the workplace and the world.
2. Demonstrate an understanding of scientific reasoning and inquiry by applying a logical sequence to solving problems and designing experiments with variables and controls.
3. Read and interpret scientific information and literature.
4. Develop communication skills and abilities in writing, listening, and speaking.
5. Use technology to collect and analyze data and communicate scientific ideas and findings.
6. Demonstrate an understand of the following scientific concepts through written and oral language, graphic representation, data analysis, and simulation:

<ul style="list-style-type: none">• science safety• history of science• nature and structure of matter• atoms and the periodic table of elements• physical and chemical changes and reactions• nuclear changes (radioactivity, fission, and fusion)	<ul style="list-style-type: none">• weather and climate• earth cycles• forces and motion• simple machines• energy and energy transformations• waves (light and sound) and the electromagnetic spectrum
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Major Projects and Assignments

Weekly Labs and Lab Reports and/or Analysis

Each laboratory experience will include a written plan that illustrates the use of scientific reasoning and inquiry and a written analysis interpreting the data and findings of the study. Findings will regularly be presented to the entire class.

Daily Classwork, Homework, and Portfolio of Work

Students will complete in-class assignments daily and homework assignments about twice a week. To encourage reflection on learning, students will answer questions on class notes and regularly complete exit slips and “Do Nows.” All work will be collected in a student portfolio on which students will regularly be asked to reflect on the quality of their work.

“Science in the News”

Twice each month, students will locate and read about past, present, and future science discoveries and theories in science magazines or newspapers. An oral or written report (alternating) will be made summarizing the article and discussing the implications of the information for individuals and families, the community, the workplace, and the world.

Projects

- *Famous Science Inventors*. Students will write a computer-generated research report on a science inventor and analyze the implications of the inventor’s work on individuals and families, the community, the workplace, and the world.
- *Building a Weather Station*. Students will assemble tools to measure wind speed, humidity, and rainfall, collect and analyze the data, and attempt to make accurate weather forecasts.
- *Roller Coasters*. Students will delve into the workings of potential and kinetic energy by designing a roller coaster.
- *Element Brochure*. Students will create a brochure explaining an element from the periodic table.
- *Wind Chimes*. Students will explore the phenomena of waves and sound by using different materials to create a set of wind chimes. Frequency and wavelength will be measured.

Tests and Quizzes

Quizzes are given weekly over the course content. Unit tests are given approximately three to five times per grading period and will include essay and open-response questions. A semester exam and a final exam are also given and are comprehensive.

Assessment Plan

All assignments are designed to show whether students have met the standards for the course. Any unit test, project, lab report, or “science in the news” report assessed as “poor quality” will be expected to be REDONE for higher credit.

Distribution of Grading Components

Grades are determined by dividing the points earned by the total number of points available in the grading period. Each major project and assignment commands an approximate percentage of the total points for the grading period as follows:

Lab Plans and Reports	25%
Homework, Classwork, and Course Portfolio	10%
“Science in the News”	5%
Projects	25%
Tests, Quizzes, and Exams	35%

Description of Grading and Quality Work in Physical Science

Grade	Scale	Description of Work
A	93-100%	Consistently demonstrates an exceptional level of quality and effort. Having all work in on time and completed to exceed expectations. Mastery in evaluating, synthesizing, and applying the principles of physical science.
B	85-92%	Consistently demonstrates proficient knowledge with a good effort and quality of work. All assignments are complete and on time. Demonstrates the ability to evaluate, analyze, synthesize and apply the principles of physical science.
C	70-84%	Demonstrates proficient knowledge and the ability to apply and analyze physical science principles. Work shows average effort. A few assignments may be missed or late.
D	62-70%	Work shows minimal effort and some assignments are late. Demonstrates a basic understanding of recalling or comprehending physical science principles.
F	Below 62%	Understanding is below basic in relation to physical science principles. Work is of poor quality and does not meet standards or expectations.

Extra Help

Extra help is available after school Tuesday through Thursdays in the Homework Center and during lunch periods each day. Any student who falls below a C (the proficient level) will receive a parent phone call and an explanation of the reasons for the drop in grade. Students who persist in doing work that is below the proficient level will be asked to develop a specific contract for the improvement in the course grade and quality of work. Parents will be involved in that process and will sign the improvement contract.

English 1 Course Syllabus Lackey High School

Course Description

English I is a year-long course that provides an intensive study in the acquisition of independent reading and writing strategies that the student can apply to other school subjects. Writing instruction will focus on grammar skills and the internalization of different writing processes. Through the reading of novels, plays, poems, and short stories, students will use a variety of instructional strategies to provide analysis of various genres of literature. By the end of the school year, each student will have created a collection of writing that consists of several types of essays including two formal essays and two research papers. Students should be able to use the reading, writing, and research skills acquired in this class to help them find success in their other courses and in subsequent English classes.

Course Goals and Objectives

Goal 1: The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

- The student will use during and after reading strategies for the purposes of visualizing, making connections, questioning, summarizing, comparing, contrasting, synthesizing, and drawing conclusions.
- The student will analyze plot, character, setting, conflict, and point of view for purpose and contributions to a text.
- The student will examine the effectiveness of figurative language and how each contributes to the author's purpose.
- The student will identify and explain connections between themes and styles of texts.

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, using specific forms, and selecting appropriate language suitable for a particular audience and purpose.

- The student will select and organize ideas for specific audiences and purposes.
- The student will revise and edit texts for effectiveness and proper language use.
- The student will use traditional and electronic resources to edit texts for language use and effectiveness.
- The student will identify sources of information on a selected topic.
- The student will use a variety of prewriting strategies to generate ideas.
- The student will compose for a variety of purposes.

Goal 3: The student will demonstrate the ability to control language by applying the standard conventions of the English language.

- The student will determine the grammatical function of words and phrases.
- The student will differentiate between sentences and non-sentences and will expand and complete inappropriate sentence fragments.
- The student will compound sentence elements to link or contrast related ideas.

Goal 4: The student will demonstrate the ability to evaluate the content, organization, and language of texts.

- The student will differentiate connotative from denotative meanings of words.
- The student will identify diction that reveals the author's purpose in text and evaluate the text for effectiveness and audience effect.
- The student will alter the tone of a text by revising its diction for purpose and audience effect.

Major Projects and Assignments

Novels

<i>Of Mice and Men</i>	<i>Night</i>
<i>A Raisin in the Sun</i>	<i>Romeo and Juliet</i>
<i>The Odyssey</i>	<i>The Autobiography of Miss Jane Pittman</i>

Collection of Writing

- Research papers: by the end of the year students will write two five-page formal research papers.
- Compare and contrast essays
- Narrative essays
- Expository essays
- Literary analysis
- Brief constructed response (BCR) is a written piece that analyzes reading comprehension and literary content
- Extended construction response (ECR) is a written essay that analyzes writing elements (i.e., tone, grammar, structure, diction, word choice, supporting details, and elaboration of ideas)
- Revisions: selected essays will require up to three revisions for high quality standards; all formal essays will be required to be typed.

Quarterly Independent Reading: For each quarter students will be required to read one novel outside of class.

- One novel is the equivalent of at least 100 pages of text.
- Students will complete a double entry reading journal for the novels in first and second quarter. A one-two page essay will be required to accompany the double entry reading journal in third and fourth quarter.
- All novels must be pre-approved by the teacher; teacher approval is necessary for creating writing texts, magazines, and technical manuals.

Assessment Plan

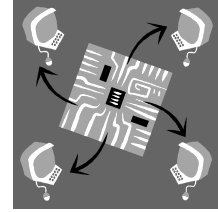
Any assessment, research/project, or independent reading assignment assessed as “poor quality” will be expected to be REDONE for higher credit. Assignments not turned in on time will be assessed a late penalty of 25%.

Assignment	Description	Weight
Classwork	Any assignment that is completed inside the classroom with appropriate teacher guidance. This could include worksheets, reading questions, ECRs, BCRs, writing process activities, reading strategy practices, and/or structured notes.	40%
Assessments	Tests and quizzes administered in the classroom	20%
Research/Projects	Includes the formal research papers, oral presentations, quarterly projects, and writing portfolio items.	20%
Independent Reading Assignment	Self-selected reading projects done outside of the classroom; assessed by a double-entry reading notebook and possible essay.	10%
Homework	Any assignment that is completed outside the classroom without much teacher guidance. This could include worksheets, reading questions, ECRs or BCRs.	10%

Grading Rubric for English 1 What Does An “A” Look Like?

	A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 59% or below
Classwork 40%	Consistently on time Exceeded stated expectations High quality work Mastered appropriate skills	Consistently on time Occasionally exceeded stated expectations Good quality work Mastered appropriate skills	Usually on time Met stated expectations Average quality work Mastered most appropriate skills	Rarely on time or completed Met minimum state expectations Poor quality work Mastered some appropriate skills	Rarely on time or completed Did not meet stated expectations Poor quality work Did not master appropriate skills
Assessments 20%	Consistently scored high	Occasionally scored high	Rarely scored high	Scored below average	Failed or scored below average
Research/ Projects 20%	High quality product Exceeded stated expectations Consistently on time Worked independently	Good quality product Occasionally exceeded stated expectations Consistently on time Usually worked independently	Average quality product Met stated expectations Usually on time Worked independently with some guidance	Poor quality product Met minimum stated expectations Rarely on time or completed Did not work independently	Poor quality product Did not meet minimum stated expectations Not on time or completed Did not work independently
Independent Reading 10%	High quality project Exceeded stated expectations Consistently on time Mastered reading skills	Good quality project Occasionally exceeded stated expectations Consistently on time Mastered most reading skills	Average quality project Met stated expectations Usually on time Mastered some reading skills	Poor quality project Met minimum stated expectations Rarely on time or completed Mastered minimum reading skills	Poor quality project Did not meet stated expectations Rarely on time or completed Did not master reading skills
Homework 10%	Consistently on time Rarely missed assignments Demonstrated independent work skills	Consistently on time Rarely missed assignments Usually demonstrated independent work skills	Usually on time Occasionally missed assignments Worked independently with some guidance	Rarely on time or completed Missed most assignments Did not demonstrate independent work skills	Rarely on time or completed Consistently missed assignments Did not demonstrate independent work skills

Electronics Course Syllabus



Course Description: Students will be introduced to the field of electronics, direct current motors and circuitry. The student completing the course will be able to demonstrate an understanding of careers within the electronics field, testing and safety procedures, electronic components, motors, and generators. This course is the first of four electronics courses students must take to complete an electronics technology career major and is a prerequisite for the other courses. It is recommended for all students who may want to prepare for further study in a range of electronics fields at the postsecondary level, whether or not the students pursue a career major in high school. It is a semester-length course presented in a 2 1/2-hour block or a one-year course presented one hour per day. Algebra I is a prerequisite.

Instructional Philosophy: This course requires extensive student research and completion of experiments and computer simulations. The instruction will be heavily laboratory- and application-based with a minimum of lecture and demonstration. Students will work in teams to complete several projects that enable them to learn how to work independently to plan, construct and trouble-shoot a variety of electronic systems. Assignments will require students to draw upon academic skills in mathematics, science and language arts.

Student assessment will be based on group work, individual completion of project journals and portfolios, project presentations, written reports, and tests of students' knowledge of important electronics concepts and demonstrations of important skills. In carrying out projects, students will explain how they thought through the assignment and considered various alternatives to complete the product.

Students will be expected to confer with appropriate business representatives from the community to obtain information for some course assignments. Library research and consultations with teachers from other courses will be required. If necessary, students will be given more than one opportunity to complete assignments to meet course standards, but all students will complete all course requirements at a minimum 90 percent level of specified quality to pass the course. To help meet this requirement, students will learn how to evaluate their own progress and make adjustments as needed throughout the course.

Course Goals

1. Use testing and safety procedures associated with electronic and electrical apparatuses.
2. Plan, connect, assemble and test electronic components.
3. Trouble-shoot, analyze and calculate electronic circuit characteristics--loads and faults.
4. Connect, operate and explain the theory of operation of a DC motor, generator and locking circuit for motor control.
5. Read, understand, and communicate in the language of the electronics field.
6. Use a variety of sources to read, research, and organize information, such as the wide range of career opportunities in the electronics field.
7. Use mathematical skills and processes to solve problems related to the electronics field.

Major Course Projects and Assignments

1. **Technical Performance Projects:** Throughout the course, the students will assemble the following:
 - ◆ a light-emitting diode circuit.
 - ◆ a wire preparation display board.
 - ◆ a solder and pressure connector display board.
 - ◆ a printed circuit (PC) board and read and record voltage, amperage and wattage loads at indicated points.
2. **Applied Academics Projects:**
 - ◆ Write a three- to four-page written report to describe heat transfer, melting points, conductivity of wire, composition of insulation and composition of solder and pressure connectors.
 - ◆ Write a three- to four-page written report on when to use a digital volt meter (DVM) and on how to use computer-simulated programs to trouble-shoot circuit faults.
 - ◆ Research and prepare a three- to five-page written report and an oral presentation on a potential career using electronics technology, including how electronics is used on the job, the level of skills needed for employment and advantages and disadvantages of working in the field.
 - ◆ Solve a weekly math problem related to the electronics field.
 - ◆ Select and prepare an oral or written report on a professional journal article once every two weeks.
3. **Problem Solving Projects:**
 - ◆ Design, assemble, connect and report on a simple DC electric motor that is controlled by a push button-locking relay circuit, pulls a generator and powers a light bulb or other device.
 - ◆ Construct a circuit board that includes a simple series, a parallel and a combination circuit, including resistors and points for measurements, and demonstrate understanding of the underlying mathematics concepts using Ohm's law.
 - ◆ Build an audio amplifier or a color light organ as a final project. To complete the project, plan, record steps and construct the device; test and record voltage loads at selected circuit points; and produce a written report and make an oral presentation to an electronics professional describing how the device operates.

Course Assessment Plan

Performance Standards: Grades for the course will be based on the following levels of performance:

Grade Performance Standard

A Independent Learner

Did research, designed and planned; applied academic skills; evaluated work and made adjustments; did quality work; needed little help from the teacher; sought and found resources independently; demonstrated knowledge with a grade of 90 or higher; produced a quality portfolio.

B Semi-Independent Learner

Did research, designed and planned; needed some help from the teacher; did quality work with a few flaws; needed feedback from the teacher to realize work did not meet standards; redid work to meet standards; demonstrated knowledge with a grade of 80 or higher; produced a better-than-average portfolio.

C Dependent Learner

Needed help to research, design and plan or had to be given a plan; relied a great deal on the teacher; had to be given procedures for performing tasks; required significant help to produce a quality product; needed help to evaluate a product; final product still did not meet standards; demonstrated knowledge with a grade of 70 or higher; produced an average portfolio.

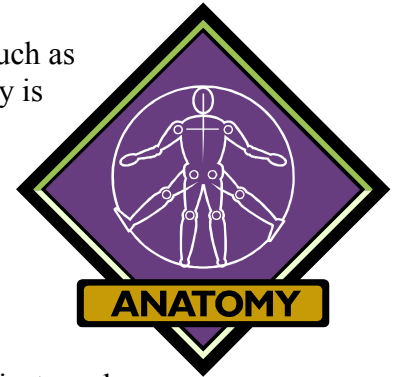
F Failure

Did not complete projects; if projects were completed, they were of such low quality that they did not pass; failed to document procedures; did not show criteria for determining quality; scored less than 70 on knowledge tests; produced a poor portfolio or none at all.

Evaluation Criteria	Method of Evaluation	Percent
Project Portfolio	Project work, written and oral presentations, quality of finished products	40
Applied Academics	Written reports, weekly math problems, and reading assignments	15
Tests	Unit tests, quizzes	25
Final examination	Comprehensive, oral and written items	20

Anatomy and Physiology Course Syllabus

Course Description: Success in all medical fields and in other career areas such as childcare and cosmetology requires a thorough understanding of how the body is structured and how it functions. This anatomy and physiology course focuses on the study of cellular functions and advances to the study of body systems and the effects of disease processes. For success in anatomy and physiology, students would benefit from having completed a biology or introductory health science course. Anatomy and physiology is available beginning at the 10th grade. Length of the course is one semester.



Instructional Philosophy: Students will be given challenging real-world projects and assignments typical of the health field. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving. Major projects will be presented to the class and in some situations, to health professionals or health consumers. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work. Assessment methods will include written exams, tests, and quizzes; oral and written research reports; reading assignments; and projects.

Course Goals:

1. Demonstrate a thorough understanding of body systems, the diseases associated with each body system, and the treatments and prognoses of those various diseases.
2. Read, understand, and communicate in the language of the health care field.
3. Use technology such as word processing, desktop publishing, presentation software, and on-line research skills to complete projects related to the health care field.
4. Use a variety of sources to research and organize information to solve a problem or diagnose a case study typical of the health care field.
5. Use numeracy skills and processes to collect, analyze, and present data as it relates to a health care problem.

Major Course Assignments and Projects:

Project # 1: Daily Log

Since anatomy and physiology involves the study of the body and its functions, personal insights, feelings and reflections are crucial to full understanding. Students will complete a daily log, reflecting on what they have learned, what they have experienced in class or the community, and how what they are learning relates to their own understanding of their health and the health of others.

Project #2: Disease Case Study

Each student will be presented with a medical case of a specific disease to diagnose. The student will research the symptoms and diagnose the disease, providing a rationale for their conclusion. A research paper of 10 to 12 pages will be completed. The paper will describe the etiology, prognosis, diagnosis, symptoms, and treatment of the disease. Students must do a visual aid (poster, power point or slide presentation, or student-prepared video) that will be used in an oral presentation to present the diagnosis in this case and information about the disease to a medical professional.

Project #3: Children's Book

The students will design a children's book for early elementary school age children on a body system, the main parts of that system, and how it functions. Correct terminology will be used in regard to the age level of the child. The book must be a minimum of ten pages and be developed using desktop publishing software with pictures and illustrations. The theme or story line of the book must be age appropriate. The students will present their books to elementary school children and ask for their feedback in assessing the work.

Project #4: Reading Assignment

Each week, students will choose an article on a health-related issue and complete an assessment sheet that includes the title and publication date, a summary and personal opinion of the article. Over the course of a semester, students must choose no less than four newspaper articles, four magazine articles, two internet article and one (report) from television or the media.

Project #5: Cardiovascular Project/Hypertension

Students will be presented with an opportunity to assess the cardiovascular health of a specific population through blood pressure readings and health history and provide educational information to help the group improve cardiovascular health. They will develop a pre-survey form of medical background data including activity level, individual and family history of disease, age, medical history, and diet. They will take an initial reading of the group's blood pressures to provide baseline data, followed by regular readings for a period of weeks. Students will record the data on spreadsheets, analyze the results of the data collected, and create charts/graphs. A five page summary report of research, data and graphs is required. The report should include initial findings, significance of the time of day the readings were collected, interpretation of graph/charts, and any information or facts that are needed to develop an educational follow-up with the group. During this research, students will collect information on hypertension, create an informational pamphlet, brochure, or powerpoint presentation for the group. They will present their research and information material to the group. Sometime before the end of the semester, students will create a follow-up survey form of lifestyle changes to see if any group members altered their behavior as a result of the cardiovascular project.

Assessment Plan:

10%	Daily Journal
15%	Reading Assignment
35%	Major Projects
20%	Tests/Quizzes
20%	Final Examination

Grading Scale:

A	94-100	Exceeds expectations
B	85-93	Meets health care standards and expectations
I		Has not yet met expectations
C	75-84	Passing grade but does not meet some standards
D	65-74	Passing, but only meets the minimum standards
F	Below 65	Failing, does not meet the minimum standards

Organizing Staff to Look at Student Work and Teacher Assignments/Assessments Checklist of Considerations

_____ **Forming Teams: What Staff Work Together?**

_____ **Kinds of Teams:** Develop a **system of teams** who will look at student work and teacher assignments. Teachers may serve on more than one team. Include administrators on teams.

_____ **Finding Time for Teams to Meet: When and Where?** Establish **meeting time** for teams. Do not intrude on this time, but expect accountability.

_____ **Providing Training: What Do Staff Need to Know and Be Able to Do?**

_____ **Nature of Teaming/Working Together:** Ask teams to develop a **mission statement** for their team and to set **goals** concerning what they will do. Develop written action plans each school year. A mission statement might read, “To review assignments and student work for the purpose of raising expectations and student achievement.” In terms of group goals, a group may agree to review samples of student work twice per month and report to the entire staff on their findings twice per year. Have each team write a set of **operational guidelines and rules of interaction** (where they will meet, when, who will facilitate, and what members agree to do to be respectful and stay on task).

_____ **Processes Teams Will Use: Train the teams** in the processes they will use such as action research/study processes or protocols for looking at student work.

_____ **Managing and Sustaining Teacher Teams: How Do We Keep the Momentum and Learning Going?**

_____ **Productive Meetings and Facilitation: Challenge teams** to continuously learn—by providing them with school-wide data or essential questions to guide their discussion.

_____ **Progress Reports:** Collect summaries of what was reviewed and discussion points. Ask teams to **regularly report** their progress and what they have learned to the site team. This could be as often as monthly.

_____ **Sharing Across Teams and with the Whole Staff:** Establish a **site team** made up of representatives from each team. Create communication channels for reporting how teams are doing and disseminating information to teams. Provide opportunities for representatives of the team to **share practices and findings** with the rest of the staff, particularly to draw conclusions and celebrate what was learned at the end of the school year.

Developing Common Course Syllabi

Tuning Protocol

Description: A format for presenting and receiving *feedback* for the purpose of *improving* work in progress.

Process

1. **Select members to play important roles in the protocol.**

Facilitator: Manages the protocol and keeps the group on task

Timekeeper: Helps the group adhere to the time schedule

2. **Ask a focus question, depending on school improvement goals or focus for improving instruction.** For example, “How can we continue to raise expectations for students?” or “How can we continue to improve students’ reading and writing skills?”

3. **Follow a specific procedure for the protocol.**

Presentation of Work (5-10 minutes)

The presenters describe the work. Be specific and describe the work in detail. The more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

Clarifying Questions (2-3 minutes)

Participants ask questions eliciting more information needed to give feedback. Questions should be short, and so should answers. This is not the time to start giving feedback.

Reflection Time (1 minute)

Participants write down their input.

Feedback

Warm Feedback (5 minutes): Participants share warm feedback only and presenters listen, taking notes. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters’ request for feedback.

- The supporting perspective
- What are the strengths, features, and highlights of this work?

Cool Feedback (5 minutes): Participants share cool feedback only and presenters listen, taking notes. Time proceeds as with warm feedback.

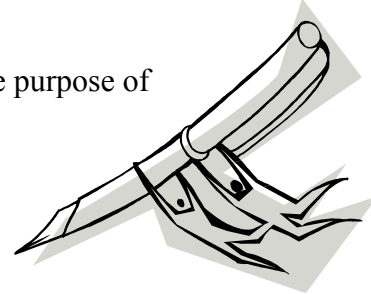
- The questioning perspective
- What could be improved, changed, refocused about this work?

Presenters’ Response (3 minutes)

Presenters respond to feedback.

Debrief (3-5 minutes)

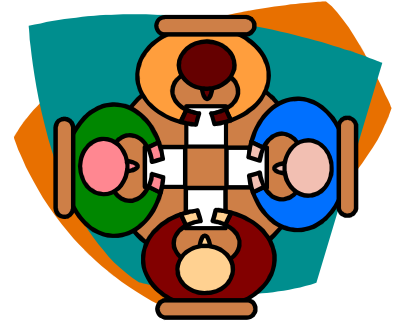
Critique the experience: What was helpful? What wasn’t? What did we learn? What might be done differently or more thoroughly?



Developing Common Course Syllabi

Consultancy

Two teams will pair up for this activity. To ensure that both groups have adequate opportunity to talk, each step of the process will be timed. The group facilitator will time activities and give directions for each step of the process.



Step 1: 8 minutes

Team 1: Form an inner circle of chairs. Talk with others on your team as Team 2 “listens in” about an assignment or assessment being designed or given by one or more members of your team. Discuss the ideas and strategies that you believe might improve student work related to the assignment or assessment.

Team 2: Form an outer circle of chairs around Team 1’s inner circle. Listen carefully as Team 1 talks. Do not interrupt to make comments or ask questions. Take notes on the attached feedback form. Be prepared to give feedback.

Step 2: 5 minutes

Team 2: Switch chairs so that you are now in the inner circle. Talk with others on your team as Team 1 “listens in” to your conversation about (a) the things you heard that were positive about the assignment or assessment and (b) questions, ideas, and suggestions you have for their consideration.

Team 1: Switch chairs so that you are now in the outer circle. Listen carefully and take notes as your Team 2 colleagues talk. Do not interrupt to answer their questions, respond to their suggestions, or discuss their ideas.

Step 3: 5 minutes

Team 1: Switch chairs so that you are now in the inner circle. Talk with your team about what you heard—things that you might try, that you might consider, that you would like to think about.

Developing Common Course Syllabi

Praise • Question • Polish*

Presenting Team: _____ **Listening Team:** _____

Date: _____ **Discussion Topic:** _____

Directions: As you listen to the team’s reflection on an assignment, record your notes on the form below. Jot down key ideas associated with each category for use in the feedback session to follow.



Praise: Ideas we heard that we think are promising; analysis that seems especially on target and insightful.



Question: Questions you have; things to be clarified or expanded upon.



Polish: Suggestions and ideas for consideration. (May be posed in the form of questions.)

* Praise, Question, Polish. The “praise, question, polish” format is presented by Gloria A. Neubert in PDK Fastback 277, *Improving Teaching Through Coaching*, 1988. The form presented by Neubert has been adapted by AEL, P.O. Box 1348, Charleston, WV 25325, www.ael.org, 800-624-9120.

Adapted from: Southern Regional Education Board, Leadership Curriculum Modules, *Creating a High Performance Learning Culture*, November 2003.

Standards in Practice

Standards in Practice (SIP) is a process for aligning teacher assignments to grade-level standards, including the development of scoring guides or rubrics. The process, developed by Ruth Mitchell of the Education Trust, requires teachers to work a problem or assignment. At the high school level, results have shown this works best in departments.

1. **Present the assignment or problem.**
2. **Complete the assignment.** Each participant completes the problem or assignment alone. Time dependent upon the assignment
3. **Analyze the demands of the assignment.** Each individual lists the skills and knowledge they believe essential to completing the problem or assignment. This usually takes about 5 minutes. Then the team discusses these to agree on a master list.
4. **Identify the standards that apply to the assignment.** This requires the teachers to have access to their standards. Often times this discussion is very positive because it forces teachers to know the standards and have the ability to articulate how a problem addresses that standard.
5. **Generate a rough rubric or scoring guide for the assignment.** Most teams use a four point rubric with three meeting the standard and four exceeding. Although many different workshops give various formats for the rubric development, most agree that the team should start with the level 3 – meets the standards.
6. **Score the student work using the rubric or scoring guide.** If a rubric was provided (i.e. review of state assessment work) that rubric should be used. If not, use the one created by the team.
7. **Analyze the student work and plan a strategy for improving students' performance.** This step requires teachers actually do three steps: compare their rubric one provided (if available) and compare their scoring to the actual score. Finally, they would think about to adjust instruction, assignments or assessments to help students meet this standard.