High Leverage Teaching Practices

**Strategies That Work**

*1 Graduate Credit WOU*

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Angela M. Spencer</td>
<td><a href="mailto:Angela.Spencer@albany.k12.or.us">Angela.Spencer@albany.k12.or.us</a></td>
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**Days and Times of Course**

Dates: February 11
- February 18
- February 25
- March 3rd
- March 10

Time: 5:00-7:00

**Course Objectives:**

- Become familiar with High Leverage Teaching Practices, their impacts on student learning, and how to use them in the classroom.
- Develop strategies that increase student engagement and performance.
- Apply and use critical reading strategies in any academic content area that provide access and understanding to rigorous academic content.
- Apply and use speaking and listening strategies in the classroom that will engage every learner.

**Required Text:**

- Doug Lemov and Norman Atkins (2015), *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*
Suggested Reading:
- John Hattie 2009 *Visible Learning and the Science of How We Learn*

Course Requirements and Grading
- Attendance: 100% attendance will be required for credit.
- Grading: The total number of possible points to earn in this class will be computed, and each student's point total will be established.

Assignments

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<th>Attendance and full participation</th>
<th>20 pts</th>
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<td>Assigned Readings and Reflections</td>
<td>30 pts</td>
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<td>One paragraph analysis of 10 different engagement (10 paragraphs) strategies tried in the classroom setting either from activities we have done in class or from <em>Expeditionary Learning</em></td>
<td>50 pts</td>
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Appendix: Protocols and Resources

NORMS:
- Ask Questions
- Engage Fully
- Integrate New Information
- Open Your Mind to Diverse Views
- Utilize What You've Learned

Course Schedule
February 11th: *Introduction to High Leverage Teaching Practices*
- Elevator Speeches
- Essential Questions: Focusing on the WHY
- Exploring High Leverage Teaching Practices-- Reading an excerpt from *Visible Learning* by John Hattie
Graphic Representations and Gallery Walk

February 18th: *Why Notes*

- Cornell Notes Basics
- Chapter #1 Setting High Academic Expectations *Teach Like a Champion*
- Interactive Cornell Notes
- Jigsaw

February 25th: *Critical Reading and Writing Strategies for Understanding*

- Critical Reading and Writing Strategies
- Marking and Interacting with Text: Reading Chapter #2 Planning that Ensures Academic Achievement
- Fishbowl

March 3rd: *Applied Critical Reading Strategies and Philosophical Chairs*

- Applied Interactive Cornell Notes: Read Multiple Articles about the Pros and Cons of Year Round School
- Speaking and Listening Strategies for full engagement
- 4 Corners
- Philosophical Chairs over Articles Read on Year Round School Debate

**Materials Provided:**
Copies of Articles and other documents
Sticky Note Chart Paper – one pad
3x5 sticky notes – one multiple pack
White Paper
Poster Markers (multi-colors)- one set for each table group
Pens/Pencils

**Respect for Diversity**
In this course, class discussions, projects/activities, and assignments will challenge students to think about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or increase their respect and understanding of such differences.
**Academic Misconduct**

Certain student behavior will result in the lowering of the course grade by at least one grade level. These behaviors include, but are not limited to: dishonesty (including cheating, plagiarism, or knowingly furnishing false information), intentional disruption, obstruction or interference with the process of instruction.

**Students with Disabilities**

Appropriate accommodations will be provided for students with documented disabilities.