The Power of Expectations

EDUO 9257E- Six Graduate Level Units/Credits

Developed By: Ryan Pickett
rpickett@dominicancaonline.com

Course Overview

Providing students with equitable access to challenging learning opportunities, along with the scaffolding they need to be successful does not require magical teaching. There are very real, smart, and deliberate strategies that can be utilized by educators to create this success. These strategies are all predicated on the powerful belief that, if given the right tools, every student can and should succeed. Through powerful readings and hands-on projects, educators will walk away from this course with the mindset needed to make all students believe in their potential as highly capable and unique learners.

Course Objectives

In this course, participants will have the opportunity to:

- Discuss and reflect on the power of high expectations in education.
- Learn practical ideas and strategies that will help students believe that they are highly capable and unique learners.
- Participate in lessons, activities, and projects that are designed to demonstrate the scaffolding needed to give students equitable access to challenging learning opportunities.
- Demonstrate the ability to create curriculum and learning environments that supports the mindset needed to provide higher levels of engagement and meaningful learning.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: http://www.cde.ca.gov/pd/ps/index.asp

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Student

How to Submit Coursework

You have nine months to complete this course from the day that you register. However, you are free to turn in all your work for a grade at any time after two weeks from the day that you registered. If you do not believe that you will complete the course in time, please reach out to your instructor prior to your due date.

Place each assignment (1-29) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

Course Assignments

1. **The Power of Expectations**

   a. Read the article titled *"The Power of Expectations"* This article can be found in the online resources section of this course at: https://dominicancaselfguided.com/course/view.php?id=669 . After reading the above article, discuss what surprised you the most and what made the most sense based on your experience in education.

   b. Write a paragraph or two communicating one thing that you do with your students that you believe promotes high expectations.

   c. Write a paragraph or two communicating one thing that you do that might lead to feelings of low expectations in your students.

2. **The Power of Expectations 2.0**

   a. Watch the video called "*The Power of Expectations 2.0"*. This video can be found in the online resources section of this course at: https://dominicancaselfguided.com/course/view.php?id=669 . After watching the video, write a paragraph discussing how important you believe high expectations are in the classroom.

   b. Indicate what you believe each of the following actions will promote, high or low expectations. While indicating if the action promotes high or low expectations, provide a one sentence explanation of your choice.

      - Asking open ended questions:
      - Praising correct answers:
      - Frequent formative assessments with feedback supportive of learning:
      - Rephrasing a question when a student answers incorrectly:
      - Using ability grouping to match instruction/activities to students:
      - Supporting high-achieving students with advanced activities:
      - Supporting lower-achieving students with a slower pace of instruction:
      - Providing a range of activities and giving student choice:
      - Providing a clear framework for learning:
      - Setting individual goals for students:

3. **Teaching Up!**

   a. Read the following three articles. These articles can be found in the online resources section of this course at: https://dominicancaselfguided.com/course/view.php?id=669

- *"Making the Choice to Teach Up"*
- *"A Protocol for Teaching Up"*
- *"Teaching Up to Help Generation Alpha Flourish"*

b. After reading all three articles, utilize the information presented to alter one of your current lessons so that it fits the concepts of "Teaching Up." If you do not have access to your lesson plans or do not have lesson plans due to your role in education, create a lesson using the ideas/methods from the articles or describe in detail how you can utilize the information given your role in education.

c. Now that you have "experienced" trying to "Teach Up", write a two-page paper about it. In your paper, be sure to define "Teaching Up" as well as discuss the benefits, anticipated challenges, and the ways you might scaffold materiel for all students.

4. **Habit Setting**

Watch the video *"Atomic Habits."* This video can be found in the online resources section of this course at: https://dominicancaselfguided.com/course/view.php?id=669 . After watching the video, decide on three habits that you need to develop to identify as an educator that has high expectations for all your students and/or one that instills the same expectations on yourself. While stating your three habits, briefly indicate what it may take to build each habit (i.e. change the environment, scale down, or master the entry point).

5. **Introduction to Student/Teacher Mindsets**

a. Watch the video called *"Nike: Find Your Greatness - Jogger"* and read the article, "*Finding Your Classroom's Greatness."* The video and the article can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 .

b. Create a poem relating both the article and the video to building a classroom of high expectations for all. You can also use the *"Atomic Habits"* video from assignment 4 as inspiration.

6. **Student and Teacher Mindsets**

a. Read the following two articles that can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669

- *"Reframing Student Self-Talk"*
- *"The Power of a Growth Focus"*

b. Watch the following 10 video lessons on Atomic Habits. Each video is about 3 minutes, and they can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669

- *"Lesson 1: Identity-Based Habits"*
- *"Lesson 2: The Two-Minute Rule"*
- *"Lesson 3: Make It Obvious"*
- *"Lesson 4: Place Based Routines"*
- *"Lesson 5: Make Habits Automatic"*
- *"Lesson 6: Make it Rewarding"*

- *"Lesson 7: Rewards and Mistakes"*
- *"Lesson 8: Habit Tracking"*
- *"Lesson 9: Find Your Tribe"*
- *"Lesson 10: Moving From Two-Minutes to Mastery"*

c. Write a brief summary of each article and video.

d. Create a comic, story board, or short story that depicts the teacher and student mindset needed to create high expectations in the classroom. Although you are free to use outside sources in creating your story, be sure to also utilize the information presented in the articles/videos.

e. Design a plan for how you will create student mindsets that will empower high expectations. You can adopt a particular program like the "Find Your Greatness Campaign", "Growth Mindset", or "Atomic Habits." You can also create your own plan, picking and choosing any combination of ideas you believe will work for you.

7. **Introduction to Learning Environment/Classroom Culture**

a. Watch the following two videos, which can be found in the online resource section of the course at https://dominicancaselfguided.com/course/view.php?id=669 .

- *"How Schools can Harness the Power of Relationships"*
- *"The Power of Relationships in Schools"*

b. After watching the videos, discuss the importance of building relationships in school while creating a good learning environment/classroom culture.

8. **Learning Environment/Classroom Culture**

a. Read the following six articles. These articles can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669

- *"5 Tips to Help Students with Disabilities Feel Like They Belong"*
- *"4 Schools Use Connections to Give Every Student a Reason to Attend"*
- *"My Students "Flow" Their Way to Joyful Learning. Yours Can Too"*
- *"Intellectual Humility: What is it and Why Schools Need It"*
- *"All Learning, No Questioning: how Schools Smoother Curiosity"*
- *"The Vital Role of Joy for Educators"*

b. Write a paper, create a newsletter, a blog, or even a vlog regarding the importance of the learning environment/classroom culture in setting up a classroom with high expectations and a high level of engagement. Be sure to reference the articles within your work. In addition, include what you currently do and/or how you can improve the culture in your classroom.

c. Create a picture collage depicting your opinion of the information that you learned in the six articles. This collage can be made with digital imagery or with pictures cut and glued from magazines. If you choose a non-digital method of creating your collage, take a picture of the collage to turn in. After making your collage, write a summary of your opinion.

d. Outline a plan that can support teachers in creating a classroom environment and culture that promotes high expectations and success for all. Your plan must include concepts from all six articles.

9. **Standards**

Identify a group of standards that you are responsible for teaching and begin planning lessons that will teach those standards while promoting the concepts covered in this class. For this assignment, you only need to turn in the standards you have chosen and explain why you choose them. After completing this course, however, you are encouraged to complete lessons for the standards that you choose.

10. **Find Your Greatness**

Watch the video *"Nike: Find Your Greatness – Diver."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

11. **Introduction to Curriculum Content/Rigor**

Without doing any research, discuss and define Productive Struggle, Content Knowledge, and Rigor as it relates to education.

12. **Curriculum Content/Rigor**

a. Read the following three articles and watch the video that corresponds with the third article. The articles and video can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669

- *"Thriving in the Zone of Productive Struggle"*
- *"How Content Knowledge Can Unlock Learning"*
- *"Rigor is More Than Hard Work"*
  - *"Corresponding Video: Instructional Insights"*

b. Using separate word documents, create a mini book report for each of the three articles. Since the video is part of one of the articles, you do not need a separate book report. Each mini report should include the following: 1) the title and author(s) of the article or video, 2) at least three images or drawings that represent the concepts in the article or video, 3) a summary of the article or video (a paragraph is fine), and 4) ideas for how the concepts in the articles could promote high expectations and improve learning.

c. Using the concepts in the articles, alter a lesson plan or project that you currently use with your students so that it produces productive struggle and increases rigor. If your role in education is such that you do not have a lesson to alter, you can create one. It does not need to be in a particular format.

d. Now that you have completed most of assignment 12, have your definitions to Productive Struggle, Content Knowledge, and Rigor changed? Explain how they have changed or why not and discuss their importance to education.

13. **Find Your Greatness 2.0**

Watch the video *"Nike: Find Your Greatness – Flower Marathon."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

14. **Introduction to Differentiation**

Watch the video dyscalculia video. The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching the video, discuss your experience differentiating for students that struggle in math. If you do not teach math, discuss how you differentiate for students in general.

15. **Differentiation**

a. Read the following four articles. The articles can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 .

- *"4 Tools for Doable Differentiation*
- *"Engaging Newcomer Students in Deeper Learning"*
- *"Talking to Students About Their Learning Differences"*
- *"How Teachers Can Motivate and Engage Neurodiverse Students"*

b. Write a compare and contrast paper of at least one page on the four articles above.

c. Indicate what you believe to be the 3 most important concepts you learned about neurodiversity and differentiation from the above articles as well as the 3 strategies that you will most likely utilize to support your students.

d. Alter on of your current lessons so that it is more accessible to all students. If you do not have a lesson to alter given your role in education, explain how you will utilize this information to support students at your school.

16. **Find Your Greatness 3.0**

Watch the video *"Nike: Find Your Greatness – Baseball."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

17. **Content Differentiation**

a. Read the article, *"Elevating Elementary Math Instruction,* which can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After reading the article, write a brief summary with an emphasis with how it relates to "teaching up."

b. Spend about two hours researching differentiation for success. Basically, you are to look for information on teaching up with the proper scaffolding for each student to be successful. However, do not conduct a general search. You are to focus on the academic subject of your choosing. Although you are free to choose history, art, pe, etc., it will be easier to find information on the more basic subjects of reading, writing, math, or science. Narrow your research down to two resources that you believe will benefit your role in education the most. After deciding on the two best resources, write one paragraph for each resource comparing it to the 3 most important concepts you learned about neurodiversity and differentiation from assignment 15.

18. **Habits Revisited**

Reflect on the three habits you chose to help you identify as an educator that has high expectations for all your students and/or one that instills the same expectations in your students as well as yourself. Keeping "Atomic Habits" in mind, write a one-page paper discussing this reflection. In your reflection, make any changes to your habits that you feel are necessary given what you have learned thus far. For example, do you need to do some habit stacking, make it more obvious, and/or easier?

19. **Find Your Greatness 4.0**

Watch the video *"Nike: Find Your Greatness – Wheelchair Racing."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

20. **Introduction to Grading/Assessments**

Read the article, *"The Unwinnable Battle Over Minimum Grades"*. This article can be found in the online resource section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After reading the article, write two to three paragraphs summarizing the article as well as the state of grading and assessments in education today.

21. **Grading/Assessments**

a. Read the following three articles. The articles can be found in the online resource section of this course at https://dominicancaselfguided.com/course/view.php?id=669

- *"What is Standard-Based Grading, and How Does it Work?"*
- *"All States Allow Competency-Based Learning: Will it Become Reality in Schools?*
- *"It's Hard to Shift to Competency-Based Learning: These Strategies Can Help"*

b. Write a one-page paper indicating what your district, school, and grade/subject team currently do with respect to grading and assessments.

c. Brainstorm ideas on how to improve grading and assessments in your grade levels/subject area while aligning with the ideas presented in this course. Where could you start? What would the challenges be? How could you overcome them? You can record your brainstorm in any format you want (i.e. outline, diagram, etc.) as long as it can be turned into the appropriate drop box.

22. **Find Your Greatness 5.0**

Watch the video *"Nike: Find Your Greatness – Ultra Runner."* The video can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

23. **Atomic Habits**

a. Read the parenting appendix for the book Atomic Habits and listen to the podcast on Atomic Habits for Students and Teachers. Both the appendix and podcast can be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669

b. Create an infographic utilizing the rules of behavior change from Atomic Habits. This infographic should illustrate how you will get your students to identify as one of the following: a reader, a scientist, a mathematician, or an author.

c. Pretend that your infographic went viral on Pinterest. Due to this achievement, you are asked to join a famous educational podcast for a live event. During this event, you are to discuss the infographic with an audience that can ask questions. Write an opening statement for the audience. The podcaster also informed you that the audience wants you to expand on your ideas to building the systems and habits necessary for students to expect greatness from themselves and each other through working hard and taking it one step at time. To prepare, write a script of some questions from the audience and your responses.

24. **Find Your Greatness 6.0**

Watch the video *"Nike: Find Your Greatness – Water Polo."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 . After watching this video, briefly indicate how this video made you feel. You can communicate this in any way you choose as long as it can be turned in via the appropriate drop box.

25. **High Expectations/ Teaching Up revisited**

a. Create either one big infographic or a set of infographics that illustrate the power of expectations in school and what it entails. The infographic(s) must touch on teaching up, mindset, environment/culture, curriculum, differentiation, and grading.

b. Express what you have learned in this course any way you choose as long as it can be turned into the appropriate drop box. For example, you can write an article or newsletter entitled The Power of Expectations, create a blog or podcasts on the same topic. You are not to just recreate your infographics in a different way.

26. **Find Your Greatness 7.0**

    a. Watch the video *"Nike: Find Your Greatness – Olympics."* The video be found in the online resources section of this course at https://dominicancaselfguided.com/course/view.php?id=669 .

    b. After watching this video, write a 200-word paragraph summarizing the "Find Your Greatness" Campaign and how you can utilize it in your classroom to raise expectations.

    c. Rewrite the above paragraph, but with only 100 words.

    d. Summarize your 100-word paragraph with a paragraph of only 25 words.

    e. Summarize your 25-word paragraph with a 6-word sentence.

27. **High Expectation Consulting**

    Pretend that you just started an educational consulting business with an emphasis on the power of high expectations. Your business has been hired by a new school with the same philosophy. Like your business, the new school believes that, given the right tools, every student can and should succeed. They have been hard at work building the systems that will lead to equitable access to challenging learning opportunities, along with the scaffolding needed for all students to be successful. However, they are having trouble figuring out how to market themselves and they need your help.

    You will need to name the school as well as a create plans for how to recruit the needed staff and families to form a strong school community. To accomplish this, you are to create three different recruitment plans, one for each audience (i.e., teachers, administrators, and families). In your efforts to recruit the different groups, you must communicate how the school will promote an atmosphere of high expectations. This includes information on teaching up, student and teacher mindsets, the learning environment/culture, curriculum, assessments, and differentiation. Keep in mind that you may need to emphasize different things based on the audience. For each recruitment plan, you must create at least one advertisement to present with your plan. This could be a radio spot, a TV commercial, a brochure, a magazine/newspaper ad, or a job listing.

    In addition to the recruitment plans, you are to create a presentation that includes all three of your target audiences at the same time. This presentation should outline how your school will accomplish its goals while following its philosophy. During this presentation, you should cite research that supports your ideas. To make your presentations and recruitment plans convey the goals and philosophies of your school, be creative and think critically while utilizing the information that has been presented in this class.

28. **Standards 2.0**

    Reflect on the standards you created for future curriculum planning in assignment 9 of this course.

    a. Would you make any changes now that you completed most of this course? If so, what? Explain.

    b. Summarize your progress on this curriculum, if any, and create a brief outline and/or brainstorm session on what the curriculum you create (based on the standards you choose) might look like.

29. **Self-Reflection**

As part of this course, you decided on habits to develop that would lead towards being an educator with high expectations for all your students as well as instill these high expectations in your students and yourself. Write a one-page self-reflection paper covering not only your progress on developing the habits you set for yourself, but also your journey in this course. As part of this reflection, write about something that represents what you have accomplished and explain how it represents your journey. It can be a book, a song, a poem, an article, etc. The only exception is that you cannot choose material presented or created during this class.

Course Assessment Rubric

Exemplary: A to A-	**Acceptable**: B+ to B-	**Unacceptable** Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You have nine months to complete this course from the day that you register. If you need more time, be sure to contact your instructor prior to your due date.
- Course questions? Contact the developer by email. rpickett@dominicancaonline.com
- For questions involving your registration, please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- To change your address, link to your Dominican account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login