

COURSE TITLE: TEACH LIKE A CHAMPION: Field Notes From The Masters

WA CLOCK HRS: 60

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

OREGON PDUs: 60

PENNSYLVANIA ACT 48: 60

INSTRUCTOR: Shaila Bora
kharisma.bora@gmail.com

COURSE DESCRIPTION:

This useful course for K-12 educators shows and explains, in simple concrete terms, winning techniques of master teachers. From field notes and observations, Doug Lemov has compiled and named our common protocols and practices in his action packed book, Teach Like a Champion, which comes with a DVD as well. If you are a teacher who wants to improve your craft, then this course offers a language and actions to do that. Start today and stir up an alchemy that transforms learning for your students, yourself and your colleagues. Let the magic begin!

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Expanded their repertoire of daily techniques to include those practiced by great teachers.
2. Acquired a common language for discussing best practice with support staff, colleagues, students, parents, and administrators.
3. Uncovered techniques necessary to revealing the hidden talent in every student.
4. Developed an inventory of print and video resources that support the equation of opportunity.
5. Reflected on their own teaching routines to focus on bringing out specific, concrete, actionable master techniques each and every day.
6. Customized and implemented in a learning environment, some of these winning techniques.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
-
-

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This

information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Lemov, Doug. *Teach Like A Champion*. 2010. Jossey-Bass. San Francisco, CA. \$3 + for used textbook on amazon.com ISBN 976-0-470-55047-2

& for 500 level

Thornburg, David. *From the Campfire to the Holodeck*. San Francisco, CA. Jossey-Bass. 2014. ISBN 97811186333939

None. All reading is online.

MATERIALS FEE

Text, Doug. Teach Like A Champion, is approximately \$3 from Amazon.com For those taking the course at the 500 level, you will purchase the additional book, "From the Campfire to the Holodeck", which is approximately \$16 from Amazon.com

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction and Motivation

In a brief Introduction state the date of your H.S. graduation, describe your current professional situation and share why you chose this course.

Post your response.

Assignment #2: Looking At Transitions

- Starting with the bold header, read pages 4-7 in the Introduction.
- View "See It In Action," Clip 13.
- Continue the follow through reading onto page 9.
- The concept for this assignment focuses on transitions of which paper passing is an example. How are papers passed around in your classroom? In 1-2 pages elaborate on how this masters' technique might be adapted in your learning environment or describe how to revamp another transition so that it is more efficient.

Post your response.

Assignment #3: No Opt Out- Technique #1

- Read pages 27-31 up to the No Opt Out Clip 1 box.
- View "See It In Action," Clip 1 on the DVD.
- Review the 4 different formats of No Opt Out.
- In your own words, explain the main idea of No Opt-Out and then continue to talk about how any, some or all of the formats may be adopted or modified for you and your students.

Post your response.

Assignment #4: Right Is Right- Technique #2

- Watch “See It In Action,” Clips 2 and 3 on the DVD.
- Read pages 34-41.
- In a 1-2 page paper propose possible modifications for your practice based on this technique of the Masters.

Post your response.

Assignment #5: Cold Call- Technique #22

- Watch “See It In Action,” Clips 8, 7, and 9 on the DVD.
- Read pages 111-123.
- Reflect on your own practice of facilitating a participatory learning environment.
- In a 1-2 page paper discuss how to normalize Cold Call (question, pause, name or attribute) as your default for engaging participation. Discuss how to keep Cold Call predictable and positive; how to make it systematic, and how to build classroom culture by breaking up larger questions into a series of smaller ones for distribution among more learners. When will you use Hand-Up Cold Calling? Hands-Down? How will you manage the pause? Will you use Narrated Wait Time? How might you change the pace? When might you encourage Turn & Talk? and How might you Time the Name? whole class, individual, sections of the class (by attribute)?

Post your response.

Assignment #6: Wait Time - Technique #25

- Watch “See It In Action,” Clip 11 on the DVD.
- Read about Technique #25, pages 134-136.
- Observe the application of Wait Time either in a classroom or in a conversation.
- Compose a 1-2 page written report of your observations. Summarize recommendations you would feel comfortable sharing with the observed.

Post your response.

Assignment #7: Aisles and Alleys- Technique #11

- Read Draw the Map, pages 67-69.
- Make an Action Plan for your classroom environment by responding to the questions in Sections A through C of #4 on page 70.

Post your response.

Assignment #8: 5 Techniques of Personal Interest

- Browse through the Table of Contents and the DVD Clips. Select five (5) techniques of interest.
- Part 1. Create a 2-column table. The first column will contain excerpts referencing each chosen technique and will include the text page number(s) at the end of each excerpt. The second column will contain your annotations.
- Part 2. Use these annotations and your learning from the course to explain how the selected techniques might augment your professional practice and be of benefit to learners.
- Submit Part 1 & Part 2.

Post your response.

Assignment #9: Table Talk

- Develop a discussion with colleagues at your school, perhaps a lunch table discussion, focusing on techniques from this course that may be of value when implemented across a grade or grades or content area, within a building or by all teachers K-12.
- In a 1-2 page write-up, summarize key takeaways and present one mutually agreed upon first step, along with a suggested timeline, for its implementation.

Post your response.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #10: Observation

- Observe a learning environment and its participants. Look for and record evidence of the techniques from Assignment #8 and/or those mentioned in Assignments #2-7.
- Write a concise analysis of your observations and include suggestions and comments for anyone observed.

Post your response.

Assignment #11: Try on a Technique!

- Choose one (1) technique from Assignment #8, to try out in your professional situation.
- Practice the technique in your learning environment for one (1) week and keep a log of your developing mastery as well as student responses and feedback.
- Pause and consider how you may continue to use this technique in your learning environment. In 1 to 2 pages share your experience and ideas.

Post your response.

Assignment #12: Fun, Fun & Fun!

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A)

PowerPoint Presentation

Prepare a PowerPoint presentation for colleagues or another group. Feature your favorite techniques learned in this course. On the final slide propose "A Call to Action" to engage the audience.

OR

Option B)

Room Makeover

Read the first five (5) Chapters in David Thornburg's book: *From the Campfire to the Holodeck*. (The reading is quick and engaging!) In 500-750 words respond to this question: If I wanted to makeover one space in our classroom it would be... here's why... and here's how....

OR

Option C)

Another assignment of your own design with prior approval of the instructor.

Post your response.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?

3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
-
-

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Shaila Bora, M.A. is currently working toward her PH.D. in Philosophy. Courses offered by Shaila are designed to tap into the creative potential and intuitive knowledge that each of us carries within. Through light touch supervision, we will open a dialogue that encourages experimentation with new techniques, and ways of being and doing that are already latent and waiting to be called forth. Nurturing this unique artistic spirit entails reflecting on and acting from your own experiences, observations, suggestions, questions, relationships, and perhaps a gentle nudge from a supportive someone else. So go ahead and choose the adventure that commands your thoughts and liberates your energy. Are you ready to try something new now? Come on, jump in, and let the magic happen.

BIBLIOGRAPHY

TEACH LIKE A CHAMPION: Field Notes From The Masters

Allen, Richard Howell. *Impact Teaching.* Boston, MA. Allyn & Bacon. 2002.

ISBN 0-205-33414-8

A text no teacher's library should be without. Contains ideas and practical techniques for teachers to maximize the impact they have student learning as well as a superb section on giving effective directions.

Though rarely discussed in teacher training, the ability to give directions is a major support of learning.

Collins, Jim. *Good to Great.* Paradigm Press. Boulder, CO. 2004.

ISBN 978-1-932100-66-2

This worthwhile read explores the way good organizations can be turned into ones that produce great, sustained results. The book contains oodles of stories and examples from the great and not so great. It also offers a road map to excellence that our schools would do well to consider.

Lemov, Doug. *Teach Like A Champion.* San Francisco, CA. Jossey-Bass. 2010.

ISBN 978-0-470-55047-2.

Text for this course.

Longman, Longman Advanced American Dictionary, Pearson Education Limited: Essex, England. 2005.

ISBN 1 405 82111 6

A rave review for a dictionary that offers help for learners of academic English, the language of opportunity that all learned people speak and write.

Thornburg, David. *From the Campfire to the Holodeck.* San Francisco, CA. Jossey-Bass. 2014.

ISBN 97811186333939

Campfires, Watering Holes, Caves, and Life: If your learning environment doesn't have them it should. Find out why in this compelling book.

Wilson, Kenneth L., *Tools for Energized Teaching,* Teacher Ideas Press: Westport, CT. 2006.

ISBN 0-325-00770-5.

A collection chock full of practical suggestions for mixing up teaching techniques to peak and maintain student interest across all disciplines and age levels.