

Course Syllabus Planner

Teacher: _____

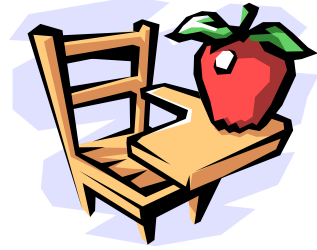
Course: _____

Components of a Course Syllabus	
Component	Description
1.	
2.	
3.	
4.	
5.	

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:

Writing Power Standards

Identify power standards for your course. Write one power standard for each of the major units of study in the course. Most courses will have about six to eight power standards.

Academic or Career Technical Power Standards
1.
2.
3.
4.

How to Use Power Standards to Improve Student Performance

1. Make standards highly visible. Syllabus and classroom.
 2. Post samples of exemplary student work related to the standards.
 3. Ask students to explain what proficient work means.
 4. Post the explicit expectations for proficient work in advance of every assignment, project, or test.
 5. Evaluate students according to the standards and scoring guides.
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1. Ask students to redo work when it does not meet the criteria for proficiency.

Major Course Assignments and Projects

Choose one course you are teaching and list the major course assignments and projects in which students will demonstrate what they are learning. Describe each assignment or project and what students will be asked to do.

Assignment or Project	Description
1.	
2.	
3.	
4.	
5.	

Reflection Questions:

- Do these assignments and projects give students ample opportunity to demonstrate what they should know and be able to do (the standards) for the course?
- Do the assignments and projects ask students to read and demonstrate an understanding of what was read, write, and give oral presentations?
- Do the assignments and projects ask students to apply what they are learning to real world problems or situations?

Course Assessment Plan

List the assessments for your career/technical course, a description of that assessment, and the weight the assessment contributes to the students' grade.

Assessment	Description	Weight

Reflection Questions:

- Are there multiple ways students can “show what they know?” Are these methods appropriate for the standards for the course?
- Do you include open-ended response and essay items on tests?
- Is there a final exam? Is it comprehensive?
- Do the assessments you’ve listed give you a complete picture of whether or not students have mastered the content of the course?
- Would students be required to redo work until it meets a standard of quality on any of these projects or assignments?

Determining a Grade for a Course

In the space below, describe how you determine a student's grade for one of the courses you teach. 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 assessments and how they weigh in the final grade for a grading period.

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?

To what extent should the grade for the course reflect attendance?