



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

**Name:**

**Date:**

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

<b>Course Name</b>	Teach Like A Champ: Effective Strategies for an Engaged Classroom
<b>Course Number</b>	OL 5683
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

Take time to stop, reflect, and analyze why you run your classroom the way that you do. Are you spending too much time managing, and not enough time teaching? Are your students getting the most out of your instruction? This course will renew educators in the quest for efficient, engaging, and effective teaching strategies that demand the best of all students. Realign the focus to a flow of content and learning instead of housekeeping and maintaining order by utilizing techniques that speak to all aspects of instructional framework. Whether this is your first or your fifteenth year in the classroom, you will be enlightened and reminded why you are good at what you do, and how students can thrive in your space.

### **Goals and Objectives:**

As a result of participation in this course, participants will:

1. Use provided prompts specific to effective classroom management techniques to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design activities that empower students to take academic risks in the classroom.
3. Prepare an activity to collaborate with a colleague to apply effective and engaging classroom management strategies.
4. Implement strategies to improve the classroom experience for all learners.
5. Develop an action plan to challenge the status quo related to the principles of classroom culture, planning, and pacing.

### **Required Text/Reading:**

Text: Lemov, D. (2021), *Teach Like a Champion 3.0*. San Francisco, CA: Jossey-Bass.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

## Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Aguilar, E. (2018). *Onward. Cultivating emotional resilience in educators.* New York. Wiley.

Birnie, B. (2017). *A teacher's guide to successful classroom management and differentiated instruction.*

Lanham, MD: Rowman and Littlefield.

Brown, B. (2018). *Dare to lead. Brave work. Tough conversations. Whole hearts.* New York, NY. Random House.

Conley, A. (2017). *Teachers, mindset, motivation, and mastery: Research translated to K-12 practice.*

Lanham, MD: Rowman and Littlefield.

Ferlazzo, L. (2017). *Lesson plans for building intrinsic motivation, growth mindset, and more.* London,

UK: Routledge.

Hayes Jacobs, H., Hubley Alcock, M. (2017). *Bold moves for schools: How we create remarkable learning environments.* Alexandria, VA: ASCD.

Marzano, R., Warrick, P., Cameron, L., Rains, Dufour, R. (2018). *Leading a high reliability school: Use data-driven instruction and collaborative teaching strategies to boost academic achievement.* Bloomington, IN. Solution Tree.

Stobaugh, R. (2019). *Fifty strategies to boost cognitive engagement: Creating a thinking culture in the classroom.* Bloomington, IN. Solution Tree.

All coursework is to be completed in the Teaching Channel online environment.

## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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## Module 1

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about the Teach Like a Champion 3.0 techniques.
2. Summarize your previous knowledge or experience with Teach Like a Champion 3.0 techniques.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

Begin the course by listening to this podcast from The Teaching Channel (11:00) featuring Teach Like a Champion 3.0 author Doug Lemov as he answers questions from Dr. Wendy Amato, Chief Academic Officer at Learners Edge and The Teaching Channel. (see the online course)

### 3. Investigation: Read and Respond

The textbook author, Doug Lemov explains that watching teachers in action is a wonderful learning tool! As you read the book's chapters, *Lemov calls attention to specific videos* that demonstrate the techniques he discusses.

All coursework is to be completed in the Teaching Channel online environment.

When answering the questions below, *we encourage, but do not require*, you to broaden your understanding of the *Teach Like a Champion 3.0* techniques by watching the videos that correspond with the chapters from the course textbook and that Lemov recommends.

To access the videos, go to [www.wiley.com/go/teachlikeachamp3](http://www.wiley.com/go/teachlikeachamp3) Password: consider

Please respond in an organized paragraph five sentences or longer for each of the questions below.

- A. In Chapter 1, Lemov covers "Five Themes (Principles): Mental Models and Purposeful Execution." After reviewing all five, explain your general understanding of them, and the anticipated impact you think they will have on your professional practice. (Note: You will refer back to this question in Module 3)
- B. In *Teach Like a Champion 2.0*, the author focused on how to *plan* effective lessons. In *Teach Like a Champion 3.0*, the author focuses on *preparing* to teach lessons. After reading Chapter 2 in *Teach Like a Champion 3.0* and watching any of the corresponding videos for that chapter, summarize what the author explains is the difference between "plan" a lesson and "prepare" a lesson.
- C. Make the case for using a data-driven approach in teaching. Then, discuss how you have used data in your classroom successfully, or how you plan to use data to make instructional decisions.
- D. Summarize the difference between "I taught it," and "they learned it," as explained in Chapter 3, then share one thing you will do to ensure information is not taught, but *learned*.
- E. While reading about Technique 19: Without Apology in Chapter 4, consider the different apologies educators make--for content, and for students. Choose one of the apology types then discuss a time when you made or experienced this type of apology and what could be done differently.
- F. Describe the most effective Exit Ticket (Technique 26) you have used and why.
- G. Information about "Online Lessons" have been added throughout the *TLAC 3.0* text. When comparing engagement in online and face-to-face learning, the author states, "Students who are bored or feel no connection to the lesson can't walk out of a classroom." Based on *Pacing* in Chapter 6, describe one idea for keeping students engaged when teaching online.
- H. Lemov is a champion of Technique 34: Cold Call. Summarize your position on the Cold Call.
- I. Many educators are familiar with "SLANT," an acronym Lemov designed to guide students. Recently, Lemov changed the acronym from SLANT to STAR. Based on your learning of Technique 48 in Chapter 10, summarize your understanding of STAR and why Lemov updated it.
- J. Building student motivation and trust are necessary under all teaching circumstances. Share your top take-away about student motivation and trust from Chapter 12.

All coursework is to be completed in the Teaching Channel online environment.

## Module 2

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Innovate

Doug Lemov explains *TLAC 3.0* focuses on the *mental model of teaching*, stating, "What does a classroom look like when it's working right and what are some of the principles of learning I should be thinking about as my students interact with the content?"

For this application, think of yourself as a *TLAC* innovator, then complete one of the options, below.

#### Option 1: Lesson Preparation

If completing this option, review the resources below, then complete the assignment that follows:

- Review Chapter 2 in the course textbook
- Review Ms. Torres' lesson packet: [www.wiley.com/go/teachlikeachampion3](http://www.wiley.com/go/teachlikeachampion3)
- Watch Clip 005: Christine Torres Keystone

Note: If this is your first time watching a *TLAC 3.0* video clip, see instructions at the top of this page under "Readings and Viewings."

Now, respond to each of the questions below in one paragraph or more

- A. Share your observations about Ms. Torres' exemplar planning (pp. 40-41). How does her planning ensure her lessons are "consistent in quality, engagement, and energy"?
- B. Summarize how you would revise a lesson by incorporating any of the strategies Ms. Torres uses *to maximize the level of participation* in her classroom. (Hint: Cold Call, Turn and Talk, Stop and Jot, the number of minutes you want an activity to take, Back Pocket Questions [BPQ], etc.)
- C. Briefly explain your ideas about lesson preparation. For example, is it possible to over-prepare? Why or why not?
- D. What is "innovative" about Ms. Torres' teaching?

#### Option 2: Exemplar Planning

If completing this option, review the resources below, then complete the assignment that follows:

- Review Chapter 2 in the course textbook
- Watch Clip 005: Christine Torres/Keystone and
- Watch Clip 006: Sarah Wright/Tio Luis

All coursework is to be completed in the Teaching Channel online environment.

Note: If this is your first time watching a TLAC video clip, see instructions at the top of this page under "Readings and Viewings"

Now, respond to each of the questions below in one paragraph or more.

- A. The author explains the similarities between Christine Torres' and Sarah Wright's lesson preparation (pp. 45-49). Summarize the meaning of his statement on page 46: "You can't be fully present unless you're prepared."
- B. Share why Ms. Wright is able to "respond quickly and nimbly and to be fully present while teaching because far more of her working memory is allocated to perception than a comparable teacher who is also using working memory to remember things." (p. 48).
- C. After reading about lesson preparation and lesson exemplars in Chapter 2, summarize what you would add or change about your lessons.
- D. What is "innovative" about Ms. Wright's teaching?

### 3. Application: Implement

The course textbook is filled with 63 techniques, "that put students on the path to college."

Teachers who have implemented techniques from *Teach Like a Champion* agree teaching is an art. And, like any art, teaching with this philosophy takes time, practice, and the willingness to learn.

With that in mind, please:

- Select 3 of the 63 techniques in the text you are looking forward to learning and trying with students
- Review the bounty of grab and go Free Resources from TLAC designed to assist educators in understanding the TLAC techniques, including colorful infographics to reinforce understanding.
- Optional: Watch the corresponding videos of the 3 techniques you selected on the TLAC website: <https://www.wiley.com/WileyCDA/Section/id-832524.html> (Password: consider)

Next, for each of the 3 TLAC 3.0 techniques you selected, complete the following:

- The name of the technique
- The page number where the technique is described in the course textbook
- Any video clips you watched and how they supported your understanding of the technique
- A summary of your own understanding of the technique, and why you chose to learn more about it
- How you will \*use the techniques with students or in your professional practice (\*Or, you are welcome to submit 3 mini-lessons\* that demonstrate how you will use the techniques with students)

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\*If creating mini-lessons, you are welcome to incorporate any of the "grab & go" TLAC resources into the 3 mini-lessons you create, or to use the TLAC lesson templates when creating the mini-lessons)

#### 4. Application: Collaborate

Collaboration is an imperative part of teaching! Think about how colleagues could benefit from learning about any of the TLAC techniques. To support the collaborative process and to meet this requirement, please complete the following to meet this application requirement:

Initiate a 15-minute face-to-face or virtual conversation with a colleague about the three techniques you studied in your completion of Application 4, above.

When submitting your work, include a 2 paragraph or more summary of the notes you took during your 15-minute conversation, or a screen shot of the actual notes from your conversation. Be sure your summary/notes include the following:

- The role of the person with whom you had the conversation
- How the information was received (excitement, skepticism, encouragement, etc.)
- Questions your colleague posed about the TLAC techniques (were you able to answer them?)
- Any "a-ha!" moments that occurred as a result of your conversation
- Any other information to ensure we understand how the collegial conversation went

#### 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

All coursework is to be completed in the Teaching Channel online environment.

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

### Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

Challenging the status quo is an important way to push ourselves into learning new ideas, to try new techniques, and to embrace challenges! For this application, complete one of the options below.

Option 1: Intrinsic Look-Five Principles

Review your response to the first question you answered in Module 1/Read and Respond/Question A, and included here:

*Chapter 1 includes, "Five Themes (Principles): Mental Models and Purposeful Execution." After reviewing all five, explain your general understanding of them, and the anticipated impact you think they will have on your professional practice.*

After looking back at your response from Module 1/Question A., and all 5 of the Principles, to complete this option, begin by ranking yourself using the following scale:

1= This is my first time learning about the Principles

2=I continue to learn about the Principles and I am beginning to understand them

3=I understand the Principles and plan to add them into my professional practice

4=I have added some of the Principles to my professional practice

5=I have added all of the Principles in my professional practice

Next, in a total of one-paragraph or more, summarize the following:

- The number you ranked yourself, and why
- How satisfied you are with your knowledge of the Principles
- How you will incorporate the five Principles into your professional practice
- Describe how any of the Principles challenge the status quo

All coursework is to be completed in the Teaching Channel online environment.

## Option 2: Extrinsic Influence-Classroom Environment

The culture of a school or classroom can make a difference in students' success and *Teach Like a Champion 3.0* is an advocate of this belief! Take this opportunity to challenge the status quo by thinking about the culture of your classroom environment, including how students enter, interact with, or leave your classroom.

To complete this application, begin by watching the video "Creating a Positive Classroom Environment" from Edutopia, below,

Video: Creating a Positive Learning Environment from Edutopia (see the online course)

Then read the article, "On Cold Call and 'Voice Equity,' a TLAC Excerpt,"

Now that you've watched the video and read the article, in a total of one-paragraph or more, summarize the following:

- Which of the techniques from *TLAC 3.0* will you use to ensure students feel welcome and included in your classroom?
- Do you agree with the author's assessment about "Cold Call and Voice Equity" in the article, above? Why or why not?
- How you think any of the *TLAC* techniques will *challenge the status quo* in your classroom?

## 3. Application: The Power of Text Selection

Text selection is a powerful influence on students' reading success. For this application, review the resources linked below, then complete the requirement that follows.

- Text Selection from TLAC, about how the books we pick for students impact learning
- "9 Resources for Building a Classroom Library," from Book Source Banter, includes new and reliable strategies
- "Disrupting Your Texts," by Tricia Ebarvia from DisruptTexts.org. Learn how educators can use the power of stories and counter-stories to center underrepresented perspectives and disrupt bias
- "Guide for Selecting Anti-Bias Children's Books," by Louise Derman-Sparks from Teaching for Change. As you evaluate your classroom library and search for new texts, consider these guidelines to ensure texts affirm student identities and/or develop positive attitudes about diverse lived experiences
- This Worksheet for Selecting Native American Children's Literature from the Smithsonian's National Museum of the American Indian will assist educators looking to examine their library for authentic and accurate depictions of Indigenous peoples

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After reviewing the resources above, complete one of the following:

- In two-paragraphs or more, summarize how you select texts for students, or for your classroom library. In your summary, include how the resources you have reviewed above, will impact the way you select books in the future.
- Take 2 or more photos of the books you've selected for students, or for your classroom library. Along with the photos, include a one-paragraph summary about how the books were selected. In your summary, include how the resources you have reviewed above, will impact the way you select books in the future.

#### 4. Application: Glow and Grow

In Module 1, you listened to Episode 44 of The Teaching Channel Podcast with Doug Lemov discussing *Teach Like a Champion 3.0*. In the podcast, he talks about the opportunity technology provides to meet virtually, and therefore frequently, for quick conversations about teaching. Virtual meetings, he explains, "reduce the transaction cost of getting together."

For this requirement, follow the author's advice and gather virtually with 2-3 colleagues you "love and trust" to discuss these two teaching moments:

- A GLOW moment--a time when you were at your best while teaching and ideas for replicating it
- A GROW moment--a time when things didn't go as planned, or an area where you want to approach something in a new way

When submitting your work for this module, include:

- A one-paragraph summary about the discussion of your GLOW moment (i.e. What ideas did you generate for replicating it? How did you know it was a GLOW moment?--student reactions, etc.)
- A one-paragraph summary about the discussion of your GROW moment (i.e. What about the moment gave you the impression things weren't going "as planned"? What ideas were generated about trying something in a new way?, etc.)
- Include the role of those who joined you (co-teacher, administrator, etc.) in the conversation and any professional advice or encouragement they provided regarding your GLOW or GROW moments
- Comment on if you will you meet again? If so, how often? If not, why not?
- Tell us if the conversation was worthwhile and why, or why not

#### 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

All coursework is to be completed in the Teaching Channel online environment.

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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