



## **Proud Past, Successful Present, Growing Future**

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### **Examples to Support Teachers When Explaining Course Expectations**

*Secondary Teachers: Based on requests from some of our teachers, we have developed examples to support you in communicating your course expectations and standards-based practices with students. While it is an expectation that you communicate what grading and assessment looks like in your course, the statements below offer examples to assist you if needed.*

### **Examples of what you might say to students:**

- You are responsible for learning just as I am responsible for leading that learning and being your partner in that learning.
- You will need to provide quality evidence of your learning; I will help you know what quality evidence looks like. You may have good ideas on this too.
- If you do not do well on a test or assessment in this class, you will need to demonstrate relearning before you are allowed to be reassessed.
- Doing your practice work on time is the only way that I will be able to give you accurate and timely feedback on how you're doing in relation to the standards.
- What's really important to me is that you LEARN in this class. This means we are not going to be so focused on looking for points or wondering if certain work "counts." This also means I am not going to let you take the easy way out of being satisfied with a zero and moving on; the important thing is that you learn the material and show that you understand that material.
- Your behaviors in this class definitely do matter--make no mistake about that. It's just that they will be reported separately from your academic achievement. It's much clearer to you (and your parents) how you are really understanding your learning standards if behaviors are not mixed into your academic grades.