



MTI 500-Teachers Toolbox: Proven Strategies for Student Success ONLINE

Instructor: Nick Pezzuto

Instructor email: npezzuto@midwestteachersinstitute.org

Midwest Teachers Institute contact information: www.info@midwestteachersinstitute.org

Credits: 3 hours from Calumet College of St. Joseph

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the **Higher Learning Commission**, a member of **North Central Association (NCA)** 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440. *CCSJ is also NCATE Accredited making our courses accepted in all 50 states.*

Grades: 3-12

Credit Limits:

All students taking graduate courses through Midwest Teachers Institute are limited to the following maximum number of classes:

Fall Semester	9 credit hours
Spring Semester	9 credit hours
Summer Semester	12 credit hours
Total maximum for year	30 credit hours

Requirements for Taking Courses through Midwest Teachers Institute

All MTI courses are designed for educators who already have at least two years of prior teaching experience.. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.

Formatting Requirements

1. All assignments must be completed by the dates in the syllabus. Late work

2. All work must be completed. Any work left incomplete will be returned and will not receive a grade.
3. All assignments **must be turned in via internet attachments**. Please name your attachment with your course number and your full name (ex. **100JohnSmith**) and submit it as a Microsoft Word document. **All assignments will be turned in directly to your instructor.**

Course Description

The purpose of this course is to provide teachers with a variety of strategies designed to help students succeed. All of the strategies have been proven to succeed based on research conducted in the classroom. Throughout this course the educator will learn practical ways to use all nine of the strategies provided by the authors. The goal of this course is to show every educator the research and theory that can help their students.

Compliance with National Board for Professional Teaching Standards (NBPTS)

NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community. **This course is in compliance with all Five NBPTS Core Propositions.**

Course Objectives

Following the completion of this course, the student should be able to:

1. Identify research based concepts and teaching strategies that have been proven to work.
2. Understand the best way to provide support for student's effort and feedback for future improvement.
3. Use the 9 categories of strategies for classroom planning.
4. Develop and incorporate higher level questioning in the classroom.

Required Reading

Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Grading

The total grade will be determined by adding the points from the following 5 categories:

Discussion posts	45 points
Discussion responses	90 points
Quizzes	20 points
Applications/projects	90 points
<u>Evaluation</u>	<u>100 points</u>

Total 345 points

The grading scale for the final grade is:

100-90% A 345-311 total points

89-80% B 310-276 total points

(Anything resulting in fewer than 276 points will not receive credit.)

Schedule

Week 1

- Read chapters 1 and 2.
- Post a reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Read through the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Quiz over chapters 1 through 2. Must be completed by Sunday night.

Week 2

- Read chapters 3 and 4.
- Post a reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Read through the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application assignment #1. Must be completed by Sunday night.

Week 3

- Read chapters 5 through 7.
- Post a reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Read through the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Quiz over chapters 3 through 7. Must be completed by Sunday night.

Week 4

- Read chapters 8 through 10.
- Post a reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Read through the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application assignment #2. Must be completed by Sunday night.

Week 5

- Read chapters 11 through 13.
- Post a reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Read through the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Quiz over chapters 8 through 13. Must be completed by Sunday night.
- Evaluation assignment. Must be completed by Sunday night.

END OF COURSE SURVEY

Now that you are finished with your class, please take the time to help us improve. In order to make sure that we are providing the best possible service, please go to:

http://www.midwestteachersinstitute.org/course_survey_12.html. Take the course survey, **which is required for you to receive your grade**. We at MTI appreciate and value your feedback.

GRADING RUBRICS

Discussion/response rubric:

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application rubric:

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)	Below Standard (6-4pts)
Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.

Accuracy ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Evaluation rubric:

Category	Superior (20-17pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.