



**Calumet College
of St. Joseph**

MTI 513 FE: Collective Efficacy

**THIS 3 CREDIT GRADUATE COURSE IS IN PARTNERSHIP WITH
THE COLLECTIVE EFFICACY INSTITUTE
February 12th and 13th, 2020 | Orlando, FL**

SELF-PACED COURSE FOR CALUMET COLLEGE OF ST JOSEPH

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by CAEP, formerly NCATE of Washington, DC. and also the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer masters, baccalaureate and associate degrees, certificates, and diplomas by the Higher Learning Commission, a member of The North Central Association** (NCA) 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440 . The college has been approved by the Indiana Professional Standards Board for the training of elementary and secondary teachers and holds membership in a number of state, regional and national educational and professional associations including the Independent College of Indiana, The Indiana Conference of Higher Education, and the National Catholic Educational Association.

Course Information	
Self-Paced Course	You are required to complete all of the assessments with a total grade of an A or B in order to receive credit for the course.
How Do I Turn in Work?	Once you have completed your assessments, email us at grades@midwestteachersinstitute.org and our graders will assess your work.
Who Are These Courses Designed For?	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. They are a way to gain skills and experience without another Master’s Degree. Each course is for 3 graduate semester hours/credits. Always check with your district office to ensure the credit will be accepted from our partners.
Course Standards	All MTI courses are written by educators who have a minimum of a Master’s Degree, have experience in the area of expertise, and are written using the InTASC Model Core Teaching Standards . Each learning outcome is linked to these standards.
Required Books and Materials	Donohoo, Jenni. <i>Classroom Efficacy: How Educators’ Beliefs Impact Student Learning</i> . Corwin Publishing, Thousand Oaks, California 2017

Learning Outcomes/Competencies:

At the completion of this course, the learner will be able to:

1. Devise a plan to persuade other educators that collective efficacy has a measurable impact on student learning. InTASC 8,9,10
2. Examine and reflect on current district strengths and weaknesses on enabling conditions for teacher efficacy. InTASC 3
3. Develop a plan to implement appropriate teacher professional development activities. InTASC 9,10
4. Research and reflect on collective efficacy in their own classrooms. InTASC 3

Course Description: Collective efficacy takes a hard look at issues that impact our schools today. Educators who show high efficacy set high expectations for their students, create students who are highly motivated, and encourage other teachers to collaborate to bring out the best in everyone involved in educating children. Protocols and tools are explored, as well as advice for school leaders and decision makers.

Assessments		Approximate contact hours for each assessment
2 days of attending conference		16 hours
Application #1 Assignment	45 points	8 hours
Application #2 Assignment	45 points	8 hours
Final evaluation essay	100 points	13 hours
Total	190 points	45 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Application Assignments: Students are able to apply their learning to their own school experience. Each assignment will require the student to provide evidence that they have learned the content from the conference/textbook and are able to use it to improve student achievement.

Application #1 (45 points)

Devise a way to share your findings on **the consequences of collective teacher efficacy** that you learned about in this chapter or on your own. Persuade your peers of the impact that they have in the areas associated with Table 2.1 (and highlighted throughout the chapter). Create a detailed handout, PowerPoint/Slides presentation, or some other similar method to demonstrate what you have learned. Minimum 6 slides.

Application #2 (45 points)

Examine the 6 enabling conditions for collective teacher efficacy from chapter 3. After reading through the chapter, rate your current (or past) school in the 6 areas defined. Write a paragraph for each of the six, detailing strengths and weaknesses, or providing other thoughts on each area.

Application Rubric- 2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
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.
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.
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.

Final Evaluation Assignment (100 points)

For your final assignment, you are to find at least 2 articles on the internet, in a book, or another format that deals with collective efficacy. You must cite your sources for the articles that you will use for this assignment. Once you have finished reading the articles, compare the thoughts and strategies with those from this book. Then develop a plan to improve your district in the area of collective efficacy. What could your district do better, how could it improve? Write 3-5 pages, APA format.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	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.

End of Course Survey
Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our survey . We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.