



MTI 508 W: 75 Ways to Be a Better Teacher Tomorrow

ONLINE INSTRUCTOR-LED COURSE

Instructor Information:	
Instructor Name:	NICK A. PEZZUTO, MAT, M.ED
Instructor Background:	Mr. Pezzuto has an M.Ed degree in Administrative Leadership from Olivet Nazarene University and a Masters of Arts in Teaching from Calumet College of St. Joseph. Mr. Pezzuto is an Administrator in Illinois currently serving as the Director of a STEM Magnet Academy. He has held numerous positions in education such as adjunct professor, curriculum developer, instructional designer and assisted the Calumet College NCATE accreditation committee in 2009. His graduate level research, vocation and experience focused on motivation, effective classroom management, differentiation, and teacher leadership. Mr. Pezzuto has extensive training in facilitating PLC's, CRISS strategies and Ruby Payne's models for education and poverty.
MTI Grading:	grades@midwestteachersinstitute.org
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Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 45 hours of instructional time is devoted to this course.</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, not the university granting credit, for this course.</p>

	<p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p>Required Books and Materials</p>	<ul style="list-style-type: none"> ● Breaux, Annette & Whitaker, Todd. <i>75 Ways to Be a Better Teacher Tomorrow: With Less Stress and Quick Success</i>. Routledge. ISBN 978-1-138-36338-0. ● 7 Effective Teaching Strategies for the Classroom ● Teaching Strategies
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop a framework that makes teaching enjoyable. InTASC 4,5,6,7,8 2. Analyze pedagogical approaches that encourage students to love and respect your classroom, and improve student achievement. InTASC 1,3,5 3. Identify practices that separates the best teachers from the rest of the teachers. InTASC 1,3,6,9,10 4. Implement strategies to increase teacher effectiveness in the classroom. InTASC 1,2,3,9,10 	
<p>Course Description: <i>75 Ways to Be a Better Teacher Tomorrow: With Less Stress and Quick Success</i> Highly effective teachers have something in common: They do simple things extraordinarily well—simple, uncomplicated things on a daily basis. In this new book by bestselling authors and presenters Annette Breaux and Todd Whitaker, you’ll learn the secrets of these tried-and-true techniques that will help to improve your teaching, your students’ learning, and your students’ behavior. Annette and Todd, who have years of experience working in schools across the globe, reveal 75 easily-implemented strategies that will improve teaching and instruction, classroom management, student motivation, student achievement, parent communication, and more--with no new programs! Each tip provides practical takeaways that can be used immediately and with remarkable success.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is

recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	8 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	8 hours
Application assignments (45 points each)	90 points	10 hours
Research project (planning, researching, and formulating)	100 points	9 hours
Final evaluation essay	100 points	10 hours
Total	425 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>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.</p>		

Answer and Discuss Rubric-5 answers @ 9 points each			
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	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

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Reflect and Response Rubric- 10 responses @ 9 points each

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- 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.

Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.

Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

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.

Course Schedule
<p><u>Week 1 – Introduction to Course and LMS-Canvas Tutorial</u></p> <ul style="list-style-type: none"> • Syllabi/Assignment Review • Read Chapters 1 through 15 in your textbook. • Discussion/Activity- Answer Week #1 Instructor Posted Question by Tuesday.

- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.

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Week 2 –

- Read Chapters 16 through 31 in your textbook.
- Discussion/Activity- Answer Week #2 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Application Assignment #1. Due by Sunday night end of week # 2

Application # 1 -(45 points)

Chapter 2 (pages 3-4) requires you to ask yourself five questions, answering with a “yes” or “no.” Develop those 5 answers into an essay. If you answered “yes,” give examples of things you do in the classroom to prove you are highly-effective. If you answered “no,” explain things you could do to make yourself highly-effective. Write 2 to 3 pages, APA.

Week 3 –

- Read Chapters 32 through 47 in your textbook.
- What Are The Pros and Cons to The Approaches.
- Discussion/Activity- Answer Week # 3 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Application # 2 due by Sunday Night end of week # 3

Application #2- (45 points)

In response to chapter 15, create a visual (digital poster) that you can hang up in your own classroom. The visual should finish the statement, “I am a teacher because...” See pages 29 & 30 for guidance.

Week 4

- Read Chapter 48 through 60 in your textbook.
- Discussion/Activity- Answer Week # 4 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Research project due by Sunday night end of week #4

Research Project

Research **two** articles on highly effective teaching methods and its effects on students’ learning and behavior. Compare the thoughts of Breaux and Whitaker (from your textbook) and those of your researched articles. Then, compare them to your own school district. In what ways are they similar? In what ways do they differ? You may complete your assignment in a 2 to 3 page research paper following APA format. Please include your article when submitting your work.

- Article must be recent, having been published within the last 5 to 7 years
- Cited, you must provide the web address or other identification for the research you conducted.

Include the date that it was published/retrieved, as well as the author(s).

Week 5 -

- Read Chapters 61 thru 75 in your textbook.
- Discussion/Activity- Answer Week #5 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Final Evaluation Assignment due by Sunday night.

Final Evaluation/Reflection

Summarizing what you have learned, write a persuasive paper for your colleagues and district to use the principles/strategies from this course. ***How would you persuade your district to consider implementing these new strategies?*** Write 3-5 pages APA format.

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.