



**Calumet College
of St. Joseph**

MTI 507 H: Habits of Mind To Empower Personalized Learning

ONLINE INSTRUCTOR-LED COURSE FOR CALUMET COLLEGE OF ST. JOSEPH

Instructor Information:	
Instructor Name:	Angela Novak, M.Ed
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Instructor Background:	<p>Angela Novak is a middle school teacher at a diverse school in the southern suburbs of Chicago. She teaches Reading and Writing courses to students in both seventh and eighth grades. She earned a Bachelor's in English Secondary Education from St. Xavier University, a Masters of School Counseling from Governors State University, and a Language Arts middle school endorsement from the University of St. Francis. Along with her teaching duties, she is the team leader for the academy's PLC meetings and has over four years experience developing, organizing and facilitating them. She has helped other educators clarify their personal vision for the PLC and align daily practices with their goals. She continually explores strategies for cultivating individual and team-level autonomy within a culture of accountability and high expectations. Not only does she care about her colleagues professionally, Angela loves to capture the interest and stimulate the imagination of students with the use of meaningful Reading and Writing resources.</p>

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 CCSJ, 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>
Prerequisites	<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>
Required Books and Materials	<ul style="list-style-type: none"> ● Kallick, B. & Zmuda, A. (2017). <i>Students At The Center: Personalized Learning With Habits Of Mind</i>. Alexandria: ASCD. ISBN 978-1-416-62324-3 ● Personalized Learning with Habits of Mind ● The Four Attributes of Effective Personalized Learning
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the roles and habits of mind that empower student-driven practice. InTASC 2,3,5 2. Develop goals and an instruction plan to transition the classroom from teacher-directed to student-directed. InTASC 3,4,5 8,9,10 3. Assess the current state of your district’s learning environment and envision a dream state. InTASC 1, 8, 9, 10 4. Present a compelling argument that the implementation of personalized learning will benefit both students and educators. InTASC 3,4,5,9,10 5. Create a culture of personalized learning. InTASC 9, 10 	
<p>Course Description: This class is designed to help teachers and school leaders effectively implement personalized learning with habits of mind. Educators will learn ways to increase the say students have in their own learning by reexamining goal setting, lesson planning, assessment, and feedback practices. Educators will learn how to prioritize voice, co-creation, social construction, and self discovery in order to help students develop the intellectual and social strength of character necessary to succeed in the world.</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	10 hours
Final evaluation essay	100 points	9 hours
Total points possible	485 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 ___/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.

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

Week 1

- Read chapters 1 & 2 (Empowering Students to Find Their Own Way; Toward a More Student-Driven Practice).
- Discussion/Activity - Please reply to the week 1 discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.

Week 2

- Read chapters 3 & 4 (Beginning With the End in Mind: Goals & Inquiry/ Idea Generation; How Students Can Show What They Know: Task and Audience, Evaluation, and Cumulative Demonstration of Learning).
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read 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.

Application #1

Figure 1.2 on page 10 explains “The 16 Habits of Mind.” Choose *at least* 4 habits of mind and discuss how you plan to apply them in your own classroom. Then, explain how they are conducive to a student-centered environment. Write 2 to 3 pages, APA.

Week 3

- Read chapter 5 (What Personalized Learning Looks Like, Feels Like, and Sounds Like: The Instructional Plan).
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read 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.

Application #2

“When you move from a traditional classroom to a more personalized learning situation, it’s important to have not only a picture of what it looks like, feels like, sounds like but also a consistent focus on educating the whole child” (100). In 2-3 pages explain in detail your vision for what personalized learning looks like, feels like, and sounds like in your own classroom.

Week 4

- Read chapter 6 (Promoting Student Growth: Feedback).
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.

- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Research Project due. Must be completed by Sunday night end of week #4

Research project

Research and choose an article from an online source, book, or professional journal that discusses the roles and habits of students and teachers within personalized learning. Then, compare and contrast the article to the book (check out the Appendix on pages 144-147 as a guide). Discuss areas that you implement in your class already, or that you will implement in the future.

- 2-3 pages APA format
- Utilize the textbook
- Cite all sources

Week 5

- Read chapter 7 (Creating a Culture of Personalized Learning).
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Evaluation Assignment. Must be completed by Sunday night.

Evaluation assignment

For your final assignment, you are required to “step into your school leader’s shoes” as he/she is transitioning to a personalized learning school environment. Anticipate your staff concerns (Figure 7.4 offers many *Yes, But*s) and address those in 3-5 page essay. Ultimately, what will you say to ensure the staff that implementing personalized learning is necessary for student success?

- APA format
- Cite any sources

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.