



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI-571 - Rediscovering Your Passion For Teaching: Increasing Student Engagement**

**ONLINE COURSE**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	David Fazzini- M.Ed , Project Lead The Way (PLTW) Certified, General Administrative Endorsement
<b>Instructor Email:</b>	dfazzini@sd170.com
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	Mr. Fazzini has a Masters of Education specializing in Principal Leadership, from Concordia University. Mr.Fazzini is currently a middle school teacher in the subjects of coding and engineering and mathematics. Mr. Fazzini also has extensive training in “hacking” the classroom and engaging students in new and innovative ways that can reignite your passion for teaching.

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Online Course</b> 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 112.5 hours of instructional time is devoted to this course per the requirements from the Higher Learning Commission for extended studies.</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 <a href="#">Canvas 101</a>.</p>

	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> .
<b>Prerequisites</b>	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. <b>All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</b>
<b>Accrediting Partners</b>	For information about our accrediting partners, please visit our website at <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and click on partners to learn more about the choices available for you.
<b>Required Books and Materials</b>	<ul style="list-style-type: none"> <li>• Teach Like a Pirate, Burgess, Dave, Dave Burgess Consulting Inc, San Diego, California, 2012. ISBN# 9780988217607</li> <li>• <a href="#">15 Actionable Strategies for Increasing Student Motivation and Engagement</a></li> <li>• <a href="#">27 Ways to Increase Student Engagement in Learning</a></li> </ul>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences. InTASC 1, 2, 3 7, 8</li> <li>• Engage learners in assessing their strengths and learning preferences and identifies various ways to promote each student’s growth. InTASC 1, 2, 3, 5, 6</li> <li>• Manage the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. InTASC 1, 2, 3, 4, 5, 8</li> </ul>	
<p><b>Course Description:</b> This course will provide teachers with strategies and resources to understand different methods to engage their students and implementing those strategies within lessons for their classroom. Teachers will be guided to improve teaching and learning through collaboration, instructional design as well as reflecting on their current practices.</p>	
<p><b>Learning Strategies:</b> Professional literature analysis, personal reflection, project-based learning.</p>	
<p><b>Experiential Learning Opportunities:</b> 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>	

<b>Assessments</b>	<b>Approximate contact hours for each assessment</b>
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Introduction to using Canvas video and pre-survey		1 hour
Required reading from textbook.		20 hours
Additional course websites provided and reflection time.		5 hours
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	10 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	10 hours
Studying (time to reread and take notes)		4.5 hours
Application assignments (45 points each)	90 points	12 hours
Field experience in the classroom implementing and creating strategies for student success.		28 hours
Research project (planning, researching, and formulating)	100 points	12 hours
Final evaluation essay	100 points	10 hours
<b>Total</b>	<b>425 points</b>	<b>112.5 hours</b>
<p><b>Grading Scale: A (90-100%); B (80-89%)</b>  <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>		

<b>Answer and Discuss Rubric- 5 questions @ 9 points each</b>			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/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.
<i>Accuracy</i> ____/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.

<b>Grammar and Spelling</b> ____/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.
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<b>Reflect and Response Rubric- 10 responses @ 9 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal(1pt)</b>
<b>Supporting Evidence in Practice</b> ____/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.
<b>Accuracy</b> ____/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.
<b>Grammar and Spelling</b> ____/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.

<b>Application Rubric- 2 assignments @45 points each</b>			
<b>Category</b>	<b>Superior (15-13 pts)</b>	<b>Sufficient (12-10 pts)</b>	<b>Minimal(9-7pts)</b>
<b>Supporting Evidence in Practice</b> ____/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.
<b>Accuracy</b> ____/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.
<b>Grammar and Spelling</b> ____/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.

<b>Project Rubric-100 points</b>			
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal ( 15-14pts)</b>
<b>Understanding of web tool</b> ____/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.
<b>Practical evidence</b> ____/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.

<b>Completion</b> ____/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.
<b>Grammar and Spelling</b> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ____/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.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ____/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.
<b>Accuracy</b> ____/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.
<b>Grammar and Spelling</b> ____/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.
<b>Logical Sequencing</b> ____/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.
<b>Reflection</b> ____/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.

<b>Course Schedule</b>
<i>*All assignments must be completed the week assigned. In emergencies, please contact instructor.</i>
<b><u>Week 1 – Introduction to Course and LMS-Canvas Tutorial</u></b>
<ul style="list-style-type: none"> <li>● Syllabi/Assignment Review</li> <li>● Read pages 1-54.</li> </ul>

- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

### **Week 2 – CCSS Mathematical Practice**

- Read pages 55-86.
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

### **Application #1- Due Sunday end of week #2 (45 points)**

Create a PowerPoint or Google Slides presentation with the six qualities of a “PIRATE” and explain what they mean to you. Include with each quality how you exemplify that quality in your current practice.

- **P**assion
- **I**mmersion
- **R**apport
- **A**sk and analyze
- **T**ransformation
- **E**nthusiasm

### **Week 3 –CCSS Mathematics Content**

- Read pages 87-105.
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

### **Application #2- Due Sunday end of week #3 (45 points)**

Using the reading from week three, select one “hook” and write a lesson that utilizes that engagement technique. Use your school districts lesson plan format. Include a summary of how you think the lesson plan will go and include any potential roadblocks you may encounter

Make sure that your lesson plan includes at minimum the items listed below.

- Title
- Grade range
- Standards
- Any necessary materials
- Dialogue of the lesson (“The Teacher Will” (TTW) “The Student Will” (TSW))
- Assessment for the lesson
- A description of the “hook” you chose and how you applied it to this lesson.

### **Week 4 –Teaching-Assessing-Learning Cycle**

- Read pages 107-142.
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

**Research Assignment- Due Sunday end of week #4 (100 points)**

Research increasing student engagement and locate two relevant scholarly articles that relate to the course content. You will write an article review and personal reflection connecting the articles with this course content and your current school environment.

\*\* Please include a copy of your scholarly articles with submission of your work

\*\* Paper should be 3 to 5 pages in APA format.

\*\* Include personal experiences and perspectives.

\*\* Use several informative references to substantiate your paper.

\*\* Cite your work

**Week 5 –Response to Intervention**

- Read pages 143-176.
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

**Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)**

For your culminating assignment, choose 15 of the 32 “hooks” described in this book, that you would most likely use, and write a short description about each of them. After writing your description explain how you can apply each “hook” you chose in your classroom practice. Make sure to include the relevant standard that would go with your application. Write 3 to 5 pages.

**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.

**Academic Honesty**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in

cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

**Acts of Dishonesty Include:**

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

## **ADA Statement**

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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## **InTASC Principles**

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.

Week Number	Discussion Question
1	According to the author, what does it mean to show your passion? What subject are you passionate about? Why? (Pgs. 3-12)
2	According to Burgess, why is it beneficial to write out how your classes are perceived? (Pgs. 55 - 57)
3	Can we increase motivation and engagement by offering reasons to learn that go beyond “because it’s on the test”? How? (Pg. 104)
4	According to the author, if you are committed to teaching like a pirate, you should always be willing to adapt to the changing atmospheric conditions. How have you adapted to the current technological atmosphere? (Pgs. 125 - 132)
5	According to Burgess, “all pirates travel with a crew”. Who is a part of your crew and why are they helpful? (Pgs. 169 - 171)