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## MTI 599CL-TBT Columbus, OH (3) Teaching Beyond the Textbook On-Site March 7, 8, 14, 15

**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 their graduate credits accepted in all 50 states.

**Grades:** K-12

**INSTRUCTOR:** **Melanie Pizzino**

**Email:** **[mjpizzino@gmail.com](mailto:mjpizzino@gmail.com)**

Please include the following information in bold on the cover page when you turn your work in:

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Home Address \_\_\_\_\_  
Email Address \_\_\_\_\_ Grade/Subject Taught \_\_\_\_\_  
School District Name \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_  
Name of Class \_\_\_\_\_ Date Turned in to MTI \_\_\_\_\_

**Midwest Teachers Institute Contact Information:**

[www.info@midwestteachersinstitute.org](http://www.info@midwestteachersinstitute.org)

**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 ***at least a Bachelor's degree and two years of teaching experience.*** This is an Instructor led 45 hr. course. *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 and returned in the same order as they appear in the course packet.
2. All work must be completed. Any work left incomplete will be returned and will not receive a grade.
3. All completed coursework **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.

**EMAIL YOUR ATTACHMENT TO: [npezzuto@midwestteachersinstitute.org](mailto:npezzuto@midwestteachersinstitute.org) and copy Melanie**

### **Course Description**

The purpose of this class is to provide teachers with a variety of educational experiences outside of their regular classroom. More than ever, our students are visual learners who need to see what we are talking about to reinforce our classroom instruction. ***Teaching Beyond the Textbook*** is designed to help teachers understand how these sites can be beneficial to our students, and to make sure that they are familiar with the logistics of the locations. Many of our locations feature guided tours, educational resources for loan to schools, and a variety of other programs that can help you provide the best experience to your students.

### **Compliance with National Board of 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

### **Course Objectives: *These objectives align with NBPTS Core Propositions 1, 2, 3, 4 and 5.***

1. To provide teachers with locations that can reinforce information presented in their classrooms.
2. To examine locations that can give students a chance to see real-world applications of the content they learn in the classroom.
3. To help teachers develop a better understanding of the logistics for bringing a class to the locations, making the actual field trips during the year run smoothly.
4. To give teachers the tools to help the students understand the social, cultural, civic, and community benefits of field trips.
5. To develop professional relationships with field trip destinations throughout the area.

### **Grading**

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

Participation	15 points
Site Summaries	80 points
Lesson Plan	105 points
<u>Evaluation</u>	<u>100 points</u>
Total	300 points

The grading scale for the final grade is:

100-90%      A      300-269 total points

89-80%      B      268-239 total points

(Anything resulting in fewer than 239 points will not receive credit.)

### Site summaries rubric:

Category	Superior (4 pts)	Sufficient (3 pts)	Minimal (2 pts)	Below Standard (1 pt)
<b>Supporting Evidence in Practice</b> ____/4	Response shows strong evidence of ideas and insights from the site and how they are applied to the classroom.	Response shows evidence of ideas and insights from the site and how they are applied to the classroom.	Response shows some evidence of ideas and insights from the site and how they are applied to the classroom.	Response shows little evidence of ideas and insights from the site and there is little evidence 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.	Many of the supporting facts and statistics are inaccurately 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 numerous grammar and spelling mistakes.

### Lesson plan rubric:

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal (9-7 pts)	Below Standard (6 pts)
<b>Objectives</b> ____/15	Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable. At least 1 objective addresses higher order thinking skills.	Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable.	Some objectives are stated in terms of student behavior. Some are clear and some are not.	Objectives are written in terms of teacher behavior. They are imprecise and unclear.
<b>Curriculum and Standards</b> ____/15	The lesson plan provides clear and significant connections between the local curriculum and/or state standards. The target audience is clearly defined.	The lesson plan provides clear connections between the local curriculum and/or state standards. The target audience is defined.	The lesson plan provides some connection between the local curriculum and/or state standards.	There is no connection between the lesson plan and local curriculum or state standards.
<b>Pre-Activities</b> ____/15	Pre-activities are relevant to the objective and are motivating, allowing students to bridge the gap between old and new learning.	Pre-activities are relevant to the objective, but are not motivating and do not allow students to bridge the gap between old and new learning.	Pre-activities are disconnected from the objective and distract the students from learning.	No pre-activities are present.
<b>Activities During the Trip</b> ____/15	All activities are aligned with the objective, build upon each other, and developmentally appropriate. The activities are engaging, creative, and innovative.	All activities are aligned with the objective, build upon each other, and developmentally appropriate.	Activities are connected to the objective but disconnected from each other.	No activities during the trip are present.

<b>Post-Activities</b> ____/15	Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding. Students are active participants.	Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding, but are teacher centered.	Closing activities are poorly developed and are all teacher centered.	No post-activities are present.
<b>Materials and Resources</b> ____/15	All necessary materials and resources are identified and provided.	All necessary materials and resources are identified, most are provided.	Materials and resources are listed but not present.	Materials and resources are not listed or present.
<b>Methods for Measuring Student Achievement</b> ____/15	2 or more non-paper and pencil methods are used to measure student achievement. (Examples include presentations, demonstrations, experiments, portfolios)	1 non-paper and pencil method is used to measure student achievement.	Assessment is limited to just paper and pencil response(s).	No methods of assessment.

### Evaluation rubric:

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal (12-9 pts)	Below Standard (8 pts)
<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.

## PARTICIPATION

You are expected to participate in all activities at each site whether in person or online. Should any of the activities be too difficult for physical reasons, please inform your instructor and any necessary accommodations will be made. Failure to participate in activities will result in zero points for participation. This will be provided by your instructor. (15 points)

## **SITE SUMMARIES**

Write a site summary reflecting on your experience from each site, particularly how the site could be applied to your own class. Should the site not apply to your classroom, include how it could be connected to the curriculum of another subject(s). Also include travel considerations, meeting locations, and other factors that would influence your desire to use this site as a field trip destination.

Each site summary should be roughly 1-2 paragraphs. (10 points each)

## **LESSON PLAN**

Choose 1 of the sites that you visited and create a lesson plan that you would use for one of your classes. Be sure to include **all** the categories and information listed below, as well as any other information that may be pertinent to your lesson plan. Please consult the lesson plan rubric for guidance on each category. (105 points)

**Goals/objectives for the lesson:**

**Connection to your curriculum:**

**District/state standards supported by the lesson:**

**Pre-activities:**

**During the trip:**

**Post-activities:**

**Instructional materials and resources used (please include all diagrams, worksheets, etc):**

**How you will assess student achievement:**

## **EVALUATION/REFLECTION**

Choose one of the sites from the week and write a persuasive presentation. Choose who the audience is for your presentation, whether it be for the parents of your students, an administrator, or to your fellow teachers. The purpose is to convince them of the value that the site has for educational purposes. Include the activities that you will be experiencing and how they can enhance your curriculum. Write 2-3 pages. (100 points)

## 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](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

### MTI 599CL-TBT Columbus, OH (3)

#### Sites and Information- Sites may be added or changed

- Topiary Park
- Wexner Center
- Ohio Statehouse
- Ohio History Connection
- Ohio Craft Museum
- Ohio Railway Museum

**\*\*One week before the first day of class, your instructor will contact you with your course itinerary, explaining times with further details and information.**