



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI 504- Adapting Common Core for the Struggling Student**

**ONLINE COURSE**

| <b>Instructor Information:</b> |  |
|--------------------------------|--|
| <b>Instructor Name:</b>        | <b>Dr. Gretchen Sutherland</b>   |
| <b>Instructor Email:</b>       | gsutherland@sd170.com  |
| <b>MTI Email:</b>              | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>   |
| <b>Instructor Background:</b>  | <p>Dr. Gretchen Sutherland is an accomplished educational leader in a large urban school district located outside of Chicago, Illinois. In 2017, Dr. Sutherland earned her Doctoral Degree from the University of St. Francis with her published dissertation on Student Goal Setting Conferences. She is a national presenter, delivering presentations about Blended Learning and other successful intervention programs. She was recognized as Principal of the Year in 2013 for her work to promote community partnerships. Prior to becoming a Principal, she was a Special Education Teacher and Reading Specialist. Additionally, in 2012, Dr. Sutherland distinguished herself as one of the authors and designers of the Principal Evaluation tool used throughout the State of Illinois. Dr. Sutherland earned her bachelor's degrees in Special Education from Northern Illinois University. She also earned two master's degrees in School Administration and Reading Specialization</p> |

| <b>Course Information</b>   |  |
|---|--|
| <b>Course Format (distance learning, online, webinar, experiential onsite courses):</b> | <p><b>Online Course</b><br/>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.</p> |

|   |   |
|---|---|
|   | <p>Approximately 45 hours of instructional time is devoted to 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 <a href="#">Canvas 101</a>.</p> <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>.</p>  |
| <b>Prerequisites</b>  | <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. <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></p> |
| <b>Accrediting Partners</b>   | <p>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.</p>  |
| <b>Required Books and Materials</b>   | <ul style="list-style-type: none"> <li>● Textbook: Hierck, T., McNulty, B., and Gregg, L. (2014). <i>Navigating Achievement for Struggling Students with the Common Core State Standards</i>. Englewood, CA. Lead + Learn Press. ISBN# 978-1-935588-44-3 (<b>provided FREE with registration</b>)</li> <li>● Internet access</li> <li>● LMS- Canvas Account and Login</li> <li>● Lesson plans and unit plans</li> </ul>   |
| <p><b>Learning Outcomes/Competencies:</b><br/> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Determine what schools and teachers can do to better serve struggling students, InTASC 4</li> <li>2. Use background knowledge and enriching experiences to level the playing field for struggling students, InTASC 2, 5</li> <li>3. Effectively use classroom interventions for all students, InTASC 8</li> <li>4. Encourage our learners to have a growth mindset and be self-directed learners, InTASC 3</li> <li>5. Use feedback to effectively impact the growth of struggling students in our classrooms, InTASC, 6</li> <li>6. Use a step-by-step model of scaffolding instruction to support struggling learners, InTASC 7, 8</li> <li>7. Effectively use a variety of research-based vocabulary strategies to support all students, InTASC 2</li> <li>8. Understand the importance of differentiated instruction, InTASC 8</li> <li>9. Use multiple approaches for providing differentiated instruction for struggling learners especially at the secondary level, InTASC 8, 9</li> <li>10. Understand the key elements of effective instruction to provide highly effective Tier 1 instruction, InTASC 8, 9</li> </ol> |   |

11. Build a lesson plan to utilize the key elements of effective instruction, InTASC 5, 8
12. Gain an understanding of what can be done at the district and building level to effectively support struggling students, InTASC 10

**Course Description:** This course will encourage the educator to evaluate the challenges facing struggling students in regards to the rigor of the common core standards. The educator will learn how to use several tools for interventions and instruction to support the needs of struggling students. These tools include how to effectively teach using: background knowledge, research-based vocabulary instruction, a step-by-step approach to scaffolding instruction, and constructive and purposeful feedback. Educators will also learn how to use multiple approaches for differentiating instruction and how to use key elements of effective instruction to have a greater impact on Tier I intervention and instruction. Finally, educators will gain an understanding of what can be done at the district and building level to impact learning for struggling students and unify learning for all students.

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**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.

### 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.

| <b>Assessments</b>   |           | <b>Approximate contact hours for each assessment</b> |
|--|-----------|--|
| <b>Answer and Discuss-</b> Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question. | 45 points | 6 hours  |
| <b>Reflect and Respond</b> to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.  | 90 points | 9 hours  |

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|--|-------------------|-----------------|
| <b>Application Assignments#1 and #2 (45 points ea)</b> | 90 points         | 10 hours        |
| <b>Research Project- Due end of week # 4</b>           | 100 points        | 10 hours        |
| <b>Evaluation/Reflection Paper- Due end of week #5</b> | 100 points        | 10 hours        |
| <b>Total</b>   | <b>425 points</b> | <b>45 hours</b> |

**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.

### Answer and Discuss Rubric- 5 questions @ 9 points each

| Category   | Superior (3 pts)   | Sufficient (2 pts)  | Minimal(1pt)   |
|--|--|---|--|
| <b>Supporting Evidence in Practice</b><br>____/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><br>____/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><br>____/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)   |
|--|--|---|--|
| <b>Supporting Evidence in Practice</b><br>____/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><br>____/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><br>____/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)  |
|---|--|---|--|
| <b>Supporting Evidence in Practice</b><br>____/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><br>____/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><br>____/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>            |   |  |   |
|---|---|--|---|
| Category                                    | Superior (20-18 pts)  | Sufficient (17-16 pts)   | Minimal ( 15-14pts)   |
| <b>Understanding of web tool</b><br>____/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><br>____/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><br>____/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><br>____/20      | Includes no mistakes in grammar or spelling.  | Includes few grammar and spelling mistakes.  | Includes numerous grammar and spelling mistakes.  |
| <b>Sequencing</b><br>____/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>              |  |   |  |   |
|---|--|---|--|---|
| Category  | Superior (20-17 pts)   | Sufficient (16-13 pts)  | Minimal(12-9pts)   | Below Standard (8 pts)  |
| <b>Supporting Evidence in Practice</b><br>____/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><br>____/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.   |

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|--|---|--|---|--|
| <b>Grammar and Spelling</b><br>____/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><br>____/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><br>____/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

*\*All assignments must be completed the week assigned. In emergencies, please contact instructor.*

### **Week 1 – Background Knowledge and Feedback**

- Syllabi/Assignment Review
- Read Chapters 1-2 in your textbook.
- 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 – Scaffolding Instruction and Vocabulary**

- Read Chapters 3-4 in your textbook.
- 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)**

Choose an upcoming or previous lesson plan you will be teaching. Use the scaffolding sequence provided in Chapter 3 to scaffold this lesson for your classroom. Provide explicit examples of how the lesson will be scaffolded for each step of the process. At the end of the scaffolded sequence, provide feedback about whether or not this process will impact how you conduct your lesson planning for common core.

### **Week 3 – Differentiated Instruction**

- Read Chapter 5 in your textbook.
- 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)**

Students today must be prepared with 21<sup>st</sup> century skills. These skills highlight different skills than those that have been traditionally taught in the classroom in the past. Chapter 5 highlights three skills that are essential for 21<sup>st</sup> century learners: learning and innovation skills, information, media, and technology skills, and life and career skills. Using the information provided in the text about each of the essential components of the skills, evaluate your district, school, or classroom to determine whether or not they are providing 21<sup>st</sup> century skills for all of its students. Provide specific examples that support 21<sup>st</sup> century or ideas of how it can be better incorporated into your district, school or classroom.

**Week 4 – Direct Instruction**

- Read Chapter 6 in your textbook.
- 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)**

Data is important for educating students with and without disabilities. Research the 3 best ways data impacts student achievement for your current grade level. Determine whether or not your district implements data effectively. Make suggestions for improvement if applicable.

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

\*\* Use personal experiences and examples.

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

\*\* Cite your work

**Week 5 –Data Collection**

- Read Chapter 7 in your textbook.
- 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)**

Chapter 7 provides examples of how educators and administrators can support struggling learners at the district, school, and classroom level. Six practices were identified as being essential for positively influencing progress across all grade levels and varieties of students. The six practices are: (1) use data well and in an ongoing way, (2) focus your goals, (3) select and implement shared instructional practices, (4) implement deeply, (5) monitor, provide feedback, and provide support, (6) inquire and learn. Using information from the text about each of the six practices, evaluate whether or not your district implements each of the six practices to support struggling students. Provide specific examples and recommendations for new ideas for each of the six practices.

**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.