MTI 541: The Role of GRIT: Embracing GRIT as an Educator

### Instructor Information:

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Mike Foster, M. Ed</th>
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<tbody>
<tr>
<td>MTI Grading:</td>
<td><a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a></td>
</tr>
<tr>
<td>MTI Email:</td>
<td><a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a></td>
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#### Instructor Background:

Mr. Foster started his education at Eastern Illinois University with a Bachelor of Science in Physical Education. To further his education he earned a Master of Science in Physical Education from Eastern Illinois University, where he was also a graduate assistant and served as an Intern to the Assistant Athletic Director of Compliance. He went on to complete his Type 75 endorsement and received a Master of Arts in School Leadership from Concordia University Chicago. With over 10 years of experience in education, Mr. Foster has gained valuable knowledge as an adjunct professor, speaker, high school teacher, assessment for learning committee member, at-risk reading program member, creator of the community coffee club (Special Services/L.I.F.E. Program), and road to reality committee member. His professional experiences as well as graduate level research provide him with extensive knowledge in education and leadership.

### Course Information

| Course Format (distance learning, online, webinar, experiential onsite courses): | Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. |
Approximately 45 hours of instructional time is devoted to this course.

Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. Directions on how to order an official transcript are available by going to [www.midwestteachersinstitute.org](http://www.midwestteachersinstitute.org) and clicking on transcripts.

All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.

| Formatting Requirements | All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:
| | ● Name
| | ● Home address
| | ● Email address
| | ● School district name, address
| | ● Date of submission
| | All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.
| | Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.

| Prerequisites and Credit Limits | 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. All courses are for 3 graduate semester hours (credits).

| | ● Lesson plans and unit plans
| | ● Administrator, department chair, or colleague to interview

| Learning Outcomes/Competencies: |
At the completion of this course, the learner will be able to:

1. Understand grit at a deeper level through research and examination. InTASC 1,4,6,9,10
2. Develop a culture within their classroom that promotes grit. InTASC 3,7
3. Identify areas within their own curriculum that can enhance self-discipline and self-control. InTASC 1,3,5,7,8
4. Understand the benefits of allowing students to choose their own long-term goals. InTASC 2,4
5. Develop language to use in the classroom that promotes a growth mindset. InTASC 3,5,7,8
6. Use grit to help students who are having a difficult time reaching their goals. InTASC 2,5,7,8
7. Understand the benefits of hopefulness for students. InTASC 1,4

Course Description: The course will take an in-depth look into the research conducted on grit and its correlation to success in academic and non-academic pursuits. In order to create a learning environment that teaches grit, educators must understand the demands and obstacles that need to be overcome when trying to pursue a long-term goal. Educators enrolled in this course will look at how expectations within their classroom, students taking ownership of their goals, and hopefulness will lead to their students pursuing long-term goals with passion and perseverance.

Learning Strategies: Personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).

Experiential Learning Opportunities: Educators will use this course to develop a learning environment that teaches grit in their own classrooms.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Approximate contact hours for each assessment</th>
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<tbody>
<tr>
<td>Textbook Reading/Analysis</td>
<td>Required</td>
</tr>
<tr>
<td>Text questions</td>
<td>90 points</td>
</tr>
<tr>
<td>Applications</td>
<td>90 points</td>
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<tr>
<td>Action research project</td>
<td>100 points</td>
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<tr>
<td>Final evaluation essay</td>
<td>100 points</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td><strong>380 points</strong></td>
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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.

<table>
<thead>
<tr>
<th>Text Question Rubric- 10 questions @ 9 points each</th>
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<tbody>
<tr>
<td>Category</td>
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<tr>
<td>Supporting Evidence in Practice</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Grammar and Spelling</td>
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<tr>
<th>Application Rubric- 2 assignments @ 45 points each</th>
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<tr>
<td>Category</td>
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<tr>
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<tr>
<td>Grammar and Spelling</td>
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<th>Project Rubric- 100 points</th>
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<tr>
<td>Category</td>
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<tr>
<td>Understanding of web tool</td>
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<tr>
<td>Practical evidence</td>
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<tr>
<td>Category</td>
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<td>--------------------------------</td>
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<tr>
<td>Supporting Evidence in Practice</td>
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<tr>
<td>Grammar and Spelling</td>
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<tr>
<td>Logical Sequencing</td>
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<td>Reflection</td>
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### Course Assignments

**Text Questions: Read and Reflect (90 points)**
1. Why do you think our society assumes that it is talent, rather than effort, that will decide long-term goals?

2. What is greatness to you? What does it mean? How do you reach greatness? Name someone who you think has reached greatness and briefly explain how they got there.

3. How gritty are you? Complete the Grit Scale on page 55 in the textbook and reflect upon the results. Did you score as you thought? Does the score reflect your teaching style?

4. The graph on page 85 shows Grit Scale scores by age. Why do you think the Grit Scores vary by age? How “gritty” are the students in your school? Do you notice a difference by grade level?

5. Grit is not just about the amount of time on task, but quality time on task. How do you currently spend quality time on task? How can you incorporate better time on task in your classroom?

6. Do you view your time in education as a job, career, or a calling? Do you see your view changing? Has it already changed through your time in education?

7. On page 182 there is a chart displaying reinforcement that would be deemed to undermine growth mindset or promote growth mindset. What type of language do you use? What type of language do you see others use? How can you change the culture to promote a growth mindset?

8. On page 241 the author discusses the “Hard Thing Rule”. Do you incorporate a form of this in your classroom? For yourself? Within your own family? If so please explain. If not what changes can you make to incorporate a form of this into teaching, life, or family?

9. What type of culture does your school or department have? Is it gritty? Why is it gritty? If not, how can you create a grittier culture in your school or department?

10. How can you use Angela Duckworth’s ideas about grit to improve your curriculum? What changes can be made? What do you currently do that teaches grit?

Application #1
Chapter 4 - On page 66 of the textbook, there is a story about Warren Buffett and his three steps to career goals. Complete the three steps:

1. Write down a list of 25 career goals.
2. Circle the five highest priority goals
3. Look at the 20 goals you did not circle and avoid them at all costs.

Explain what this exercise means. Did you list a number of mid-level goals? How did you prioritize? Were your goals related to one another? What is the reason for this exercise?

- 2-3 pages in APA format

Application #2
Chapter 7 - Design a lesson that incorporates deliberate practice. Include a number of “doable” goals for students to reach as they work towards the end goal. Be sure to include a clearly defined goal; immediate and informative feedback; and repetition with reflection and refinement that will allow students to learn from their mistakes. Develop a lesson that will challenge the students and allow them to fail and learn what they need to do differently.
Research project
Research articles online, in the newspaper, or from a magazine where talent is discussed. After reading the articles write a reflection discussing talent vs hard work. Did the author rush to deem the individual "talented"? Was talent overemphasized? Did more go into the success of the individual than talent? Does the article leave out the hard work that got this individual to achieve great things? Explain and defend your response.
- 3-5 pages in APA format

Evaluation assignment
Choose one of the two articles to read (links below). Then reflect on the article and how it relates to the course. What were you able to take away from this course that will be useful in your classroom? How will your mindset change? Why is grit important in education?
https://www.edutopia.org/blog/grit-social-emotional-truth-vicki-zakrzewski
https://www.edutopia.org/blog/true-grit-measure-teach-success-vicki-davis
- 3-5 pages in APA format
- Utilize the textbook and article in your response

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.

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.