



**Midwest Teachers Institute**  
Teachers Helping Teachers

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## MTI 572- Fostering Resilient Learners: Creating a Student-Sensitive Classroom

### Instructor Information:

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<b>Instructor Background:</b>	<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

<b>Course Format (distance learning, online, webinar, experiential onsite)</b>	<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
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<b>courses):</b>	<p>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>	<p>Souers, K. Hall, P. <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. ASCD. ISBN 978-1-4166-2107-2.</p>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate the effect of trauma on school children (physically and chemically); thus, altering their learning styles and preferences. InTASC 1,2,3,5,6</li> <li>2. Develop a framework for integrating trauma-sensitive strategies into traditional curriculum. InTASC 4,5,6,7,8</li> <li>3. Analyze pedagogical approaches for teaching students with a history of trauma. InTASC 1,3,5</li> <li>4. Identify the signs of trauma and detail the process for developing unit plans that address the traditional curriculum while cultivating strategies for creating a trauma-sensitive classroom. InTASC 1,3,9,10</li> </ol>	
<p><b>Course Description: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</b> will help teachers cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. The authors—a mental health therapist and a veteran principal—provide proven, reliable strategies to help you:</p> <ul style="list-style-type: none"> <li>● Understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom.</li> <li>● Build strong relationships and create a safe space to enable students to learn at high levels.</li> </ul>	

- Adopt a strengths-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles.
- Head off frustration and burnout with essential self-care techniques that will help you and your students flourish.

Educators face the impact of trauma in the classroom every day. This book is a guide to seeking solutions rather than dwelling on problems, to building relationships that allow students to grow, thrive, and—most assuredly—learn at high levels.

**Learning Strategies:** Group discussions, professional collaboration, personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).

**Experiential Learning Opportunities:** Educators will reflect on their current practices and improve as a leader in the classroom.

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

<b>Total</b>	<b>425 points</b>	<b>45 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>		

**Answer and Discuss Rubric - 5 answers @ 9 points each total 45 points**

<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal(1pt)</b>
<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.
<i>Grammar and Spelling</i> ____/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 for 90 points**

<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal(1pt)</b>
<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>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	Response demonstrates some	Response demonstrates a	Response demonstrates no

	in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.
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**Course Schedule**

**Week 1**

- Read Part I: Trauma (chapters 1 & 2).
- Discussion/Activity - Please reply to the week 1 discussion questions 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 Part II: Self-Awareness (chapters 3-6).
- 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**

With the knowledge you have acquired about “cement shoes” in chapter 3, create your own mission statement-a statement that encapsulates what drives you- based on your answers to the questions located on page 50. The paper should be 2-3 pages long, double spaced following APA format.

**Week 3**

- Read Part III: Relationship (chapters 7-10).
- 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**

Envision your student’s perspective: based on the content discussed in chapter 9, develop your answers to the Reflective Questions (1, 2, and 3) into a 2-3 page paper, double spaced following APA format.

#### **Week 4**

- Read Part IV: Belief (chapters 11-13).
- 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 by end of Sunday night

#### **Research project**

Research **two** articles on childhood trauma and its effects on school children. Compare the thoughts of Kristin Souers and Pete Hall (from your textbook) and those of your researched articles. Then, compare them to your own school district. In what ways are they similar? In what ways do they differ? You may complete your assignment in a 3 to 5 page research paper following APA format. Please include your article when submitting your work.

- Article must be recent, having been published within the last 5 to 7 years
- Cited, you must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

#### **Week 5**

- Read Part V: Live, Laugh, Love (chapters 14-16).
- 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**

Summarizing what you have learned, write a persuasive paper for your colleagues and district to use the principles/strategies from this course. ***How would you persuade your district to consider making changes to the traditional curriculum based on what you learned?*** Write 3-5 pages APA format.

#### **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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**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.