



**Midwest Teachers Institute**  
Teachers Helping Teachers

[www.MidwestTeachersInstitute.org](http://www.MidwestTeachersInstitute.org)

## MTI 501 - Measuring Effective Teaching

### Instructor Information:

<b>Instructor Name:</b>	Thomas A Hocker MA
<b>Instructor Email:</b>	tah223@gmail.com
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	Mr. Hocker has an M.Ed degree in Administrative Leadership from Governors State University and a BA in European History from Purdue University. Mr. Hocker teaches Social Studies in Illinois and was previously a District Administrator for History and Foreign language in the South Suburbs of Chicago. He has presented at numerous conferences on innovative methods of social studies instruction as well as using video games in education. He has been a certified district level trainer for project CRISS and has been published in School Library Journal.

### Course Information

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</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 you have not received an invitation, please email us at the MTI email address listed above.
<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. You may choose which partnering university you would like your transcript from when you register.</b>

<p><b>Required Books and Materials</b></p>	<ul style="list-style-type: none"> <li>• <i>Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. NY, NY: Routledge. ISBN 978-0-415-69015-7 (provided FREE with registration)</i></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> At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Identify which teaching strategies produce the best results according to research.</li> <li>• Understand how to implement the best strategies in their own classrooms.</li> <li>• Understand how effect size is calculated to measure student outcomes.</li> <li>• Calculate effect size for his or her own lessons.</li> <li>• Provide effective feedback that aids student learning.</li> <li>• Understand the eight Mindframes that promote effective teaching within a school.</li> </ul>	
<p><b>Course Description:</b> This course is designed for teachers and administrators who wish to understand what evidence based research has revealed about teaching strategies effects on student achievement. The most effective strategies will be examined as well as the methodology for showing what is most effective. The text not only presents a synthesis of educational research but also presents actual case studies that show the most effective methods used in real classrooms. This class provides a balance between presenting strategies that are linked directly to achievement with the theory that explains why they are effective and how we know.</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>
<p><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.</p>	45 points	6 hours
<p><b>Reflect and Respond</b> to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.</p>	90 points	9 hours

<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>
<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>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>			
<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>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.

## Course Schedule

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

### **Week 1 – Introduction to Course and LMS-Canvas Tutorial**

- Syllabi/Assignment Review
- Read Chapters 1, 2, and 3 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 –Preparing and Initiating Effective Lessons**

- Read Chapters 4 and 5 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)**

List the 10 most important concepts you teach. Write clear learning intentions and success criteria based on the SOLO model introduced in chapter 4. Look at table 4.2 on page 55 as an example. you should have an intention and criteria at each of the three levels for each concept.

### **Week 3 –The Flow of the Lesson**

- Read Chapters 6 and 7 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)**

Design a lesson that incorporates rapid formative assessment as introduced on page 126.. Include the assessment you would use to monitor progress and several activities you would use to address problems that the assessment might identify.

**Week 4 –Effective Assessment of Academic Outcomes**

- Read Chapter 8 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)**

Research this course topic and locate a relevant article that relates to the course content. Ideally you would use one of the articles from the reference section that relate to subject from the text you wish to learn more about. You will write an article review and personal reflection connecting article with this course content and your current school environment.

\*\* Please include a copy of your article with submission of your work

\*\* Reflection 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 –Mindframes in Schools**

- Read Chapter 9 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)**

Choose one of the strategies identified as having an effect size of .4 or higher. Find an article/author/theory that deals with that strategy. You must cite the article/author you use for this assignment. Develop a lesson using the strategy you researched as well as two other highly effective strategies that you read about in Visible Learning for Teachers.

- The Lesson plan should be in a clear, understandable format with specific objectives and measurable outcomes for each .
- Utilize your book and at least 2 other sources.
- Cite your sources

## 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.