



**Midwest Teachers Institute**  
Teachers Helping Teachers

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

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

**Instructor Information:**

<b>Instructor Name:</b>	<b>Mike Foster, M. Ed</b>
<b>Instructor Email:</b>	<b>mikefoster18@gmail.com</b>
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	<p>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.</p>

**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 from our partnering universities. You can choose which university to receive your graduate credits when you register.</b>
<b>Required Books and Materials</b>	<ul style="list-style-type: none"> <li>● Course Book: Duckworth, Angela (2016). <i>Grit: The Power of Passion and Perseverance</i>. London, UK: Vermilion.</li> <li>● Lesson plans and unit plans</li> <li>● Internet access</li> <li>● Administrator, department chair, or colleague to interview</li> </ul>
<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. Understand grit at a deeper level through research and examination. InTASC 1,4,6,9,10</li> <li>2. Develop a culture within their classroom that promotes grit. InTASC 3,7</li> <li>3. Identify areas within their own curriculum that can enhance self-discipline and self-control. InTASC 1,3,5,7,8</li> <li>4. Understand the benefits of allowing students to choose their own long-term goals. InTASC 2,4</li> <li>5. Develop language to use in the classroom that promotes a growth mindset. InTASC 3,5,7,8</li> <li>6. Use grit to help students who are having a difficult time reaching their goals. InTASC 2,5,7,8</li> <li>7. Understand the benefits of hopefulness for students. InTASC 1,4</li> </ol>	
<p><b>Course Description:</b> 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.</p>	
<p><b>Learning Strategies:</b> Group discussions, professional collaboration, personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).</p>	
<p><b>Experiential Learning Opportunities:</b> Educators will use this course to develop a learning environment that teaches grit in their own classrooms.</p>	

<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
<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>
<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>  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.		

<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.

### Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<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.

### Application Rubric-2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/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.
<i>Accuracy</i> ____/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.
<i>Grammar and Spelling</i> ____/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.

### Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal ( 15-14pts)
<i>Understanding of web tool</i> ____/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.
<i>Practical evidence</i> ____/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.

<b>Course Schedule</b>
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Read chapters 1 and 3.</li> </ul>

- Discussion/Activity - Please reply to the week 1 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.

### **Week 2**

- Please read chapter 4 and 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**

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

### **Week 3**

- Please read chapters 7 and 9.
- 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**

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.

- 2-3 pages in APA format

#### **Week 4**

- Please read chapters 10 and 11.
- 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 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

#### **Week 5**

- Please read chapters 12 and 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.
- Evaluation Assignment. Must be completed by Sunday night.

#### **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.