



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI 540: The Art of Teaching: Getting the Most Out of Students**

**ONLINE COURSE**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	Angela Novak, M.Ed
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<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	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.

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar,</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

<b>experiential onsite courses):</b>	<p>course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 112.5 hours of instructional time is devoted to this course per the requirements from the Higher Learning Commission for extended studies.</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>● Lemov, D. (2010). <i>Teach like a champion 2.0: 62 techniques that put students on the path to college</i>. San Francisco: Jossey-Bass. ISBN 978-1-118-90185-4</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. Argue the essential elements necessary to plan for successful instruction. InTASC 3,7</li> <li>2. Assess the effectiveness of teaching techniques outlined in the area of academic ethos and their measured impact on their own classroom practice. InTASC 1,6,7,8,9</li> <li>3. Compare techniques outlined in the ration unit to those researched in academic journals. InTASC 5,6,7,8</li> <li>4. Evaluate a plan of action that will foster a classroom of character and trust, and will set the standard for higher levels of expectations. InTASC 3,9</li> </ol>	
<p><b>Course Description:</b> This will be a class that provides participants with a balance between theory and practice with the emphasis, on what is eminently useful, usable, pragmatic, and practical. The course will purport to give the participants foundational, tested, and researched based techniques that are easily and immediately employable in their respective classrooms. The class will include discussions on why these techniques are so effective and how to best employ them not just on an individual basis but also how they could contribute to total school reform.</p>	
<p><b>Learning Strategies:</b> Group discussions, professional collaboration, personal reflection, interviews, individual assignments (applications, research projects and evaluation essays).</p>	

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

## 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>
Introduction to using Canvas video and pre-survey		1 hour
Required reading from textbook.		34 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4.5 hours
Application assignments (45 points each)	90 points	9 hours
Field experience in the classroom implementing and creating strategies for student success.		28 hours
Research project (planning, researching, and formulating)	100 points	8 hours
Final evaluation essay	100 points	8 hours
<b>Total</b>	<b>425 points</b>	<b>112.5 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> ____/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)
<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.

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

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
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<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

### Week 1

- Read part 1 (Check for Understanding).
- 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

- Read part 2 (Academic Ethos).
- 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**

Part 2 deals with a little discussed aspect of teaching: developing a positive rhythm in your classroom. This application will require you to observe another teacher's classroom and be observed by another teacher. In your observations, be sure to implement the strategies outlined in Chapter 6, specifically

Every Minute Matters and Work the Clock. Write a summary of how the classes went when you taught (and what you observed) using these strategies.

2-3 pages APA format

### **Week 3**

- Read part 3 (Ratio): chapters 7, 8, 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**

- Chapters 10, 11, and 12 outline the classroom management philosophy of the text. Specifically, chapter 12 is all about building not just a positive rapport with your students but fostering an atmosphere of character and trust. How does Lemov suggest teachers build such an environment or create this kind of atmosphere in their classrooms? Summarize your ideas in a minimum of two pages, paying special attention to Technique 58, Positive Framing. (Feel free to comment on the other techniques listed in the chapter, #s 59 through 62).
  - 2-3 pages APA format

### **Week 4**

- Read part 4 (5 Principles of Classroom Culture).
- 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. Must be completed by Sunday night end of week #4

### **Research project**

Research and choose an article from an online source, book, or professional journal that discusses increasing the rigor in the classroom and the level of participation. Then compare and contrast the article to the book. Discuss topics that you agree and disagree with. Discuss areas that you implement in your class already, that you will implement in the future, or if you became an administrator. Be sure to include all relevant data, as well as your interpretation of the impact on the data.

- 3-5 pages APA format
- Utilize the textbook
- Cite all sources

## **Week 5**

- Read part 4 (Five Principles of Classroom Culture).
- 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**

Analyze one or more curriculum maps for your particular subject area and look for evidence of the techniques presented in the textbook, specifically those detailed in Part 2 and Part 3 of *Teach Like a Champion 2.0*. Investigate your curriculum maps for the expectations of effective teaching presented in Doug Lemov's text. Discuss similarities, differences, areas of strength and deficiency, etc. Finally, discuss your position on the techniques described in the book.

- 3-5 pages APA format
- Utilize the textbook
- Cite all 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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**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.