MTI 506 CV: Teaching in the Post-Covid Classroom

DISTANCE COURSE FOR DOMINICAN UNIVERSITY

MTI Contact Information:	
Instructor Name:	**Nick A. Pezzuto, MAT, M.ED**
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Instructor Background:	Mr. Pezzuto has an M.Ed degree in Administrative Leadership from Olivet Nazarene University and a Masters of Arts in Teaching from Calumet College of St. Joseph. Mr. Pezzuto is an Administrator in Illinois currently serving as the Director of a STEM Magnet Academy. He has held numerous positions in education such as adjunct professor, curriculum developer, instructional designer and assisted the Calumet College NCATE accreditation committee in 2009. His graduate level research, vocation and experience focused on motivation, effective classroom management, differentiation, and teacher leadership. Mr. Pezzuto has extensive training in facilitating PLC's, CRISS strategies and Ruby Payne's models for education and poverty.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Distance Course** 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. ALL questions, customer service, grades and transcript questions are to be directed to MTI, **NOT Dominican University,** for this course. 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).
Required Books and Materials	Stevens, Grace.Teaching in the Post-Covid Classroom: Mindsets and Strategies to Cultivate Connection, Manage Behavior and Reduce Overwhelm in the Classroom, Distance and Blended Learning. Red Lotus Books. ISBN 978-0-998-70196-7.

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

1. Design an effective distance learning plan that makes teaching and learning enjoyable. InTASC 4,5,6,7,8
2. Analyze curriculum that engages students and reduces busy work. InTASC 1,3,5
3. Identify mindsets to eliminate overwhelm and manage workload. InTASC 1,3,6,9,10

4. Implement strategies to positively manage behavior in class and online. InTASC 1,2,3,9,10

Course Description: *Teaching in the Post-Covid Classroom: Mindsets and Strategies to Cultivate Connection, Manage Behavior and Reduce Overwhelm in the Classroom, Distance and Blended Learning* explains the mindsets and strategies needed to move forward in this new educational environment. The information in this class will help you address the fundamental challenges of in class and online education:
- How do we manage behavior and accountability in class and remotely?
- How do we form a sense of community and collaboration between a group of students who we have maybe never met?
- How do we create lesson plans and leverage technology to make sure we are not just using new tools to do "old work"?
- How do we stay energized in such a dynamically changing environment and avoid burnout?

Regardless of when this course is taken, the strategies will always apply because although the apps and devices may change, the principles remain the same.

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: 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.

Assessments		Approximate contact hours for each assessment
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Applications- 2 @ 45 points each	90 points	10 hours
Action research project	100 points	12 hours
Study and reflection time		3 hours
Final evaluation essay	100 points	10 hours
Total points possible	**380 points**	**45 hours**

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.

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Text Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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 applications @ 45 points each

Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ___/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.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/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.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/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.	Response includes numerous grammar and spelling mistakes.

Action Research Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/ Findings are Described ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.

Grammar and Spelling ___/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.
Methods and Procedures ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.
Sequencing ___/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.
Reflection ___/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 Assignments

Text Questions: Read and Reflect (90 points)
Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. Be a "joy detective". List the things that please you in life and work. Then, reflect on whether or not it was a difficult task to focus on the positive things in life.
2. Briefly describe an effective distance learning plan using appropriate technology.
3. During the onset of the pandemic (March-June), as it applies to the school year, did you still find ways to celebrate your students? If so, how? If not, how will you do so moving forward?
4. What does your back-to-school plan normally look like? How will it differ this year, especially if your district is hybrid or 100% distance learning?
5. Discuss the five critical skills to teach the first weeks of school. Do you find them relevant? Are there any other skills you may add to the list?
6. Which of the "quick tips for minimizing work flow" is your favorite?
7. Reflect on the 7 C's of an effective classroom. Rate them in order of importance, based on your personal opinion.
8. What are some classroom management strategies that you could use for distance learning?
9. How do you set boundaries on your space and time?
10. What routine will you/ have you adopted to be more productive in the post-covid classroom?

Application #1- (45 points)
The world is overwhelmed with the fear of the unknown. Educators are struggling to understand what "back to school" will look like under the CDC guidelines and restrictions. As Stevens explains, "The story we tell ourselves matters," so for this assignment you will rewrite the narrative you tell yourself. Instead of focusing on all of the negative, share the positives outcomes of this pandemic- both personally and work-related. Write 2 to 3 pages, APA.

Application #2- (45 points)
Stevens explains, "These are my truths. These are the things that, in my experience and in my heart, I know to be important and they serve as my North Star. They keep me on track when I start to lose my way." Define your own teaching North Star and reflect on your own teaching truths: truths about what students need to feel and truths about teaching. Write 2 to 3 pages, APA.

Research Project
Research **two** articles that describe the effect Covid 19 has had on students' mental health and emotional wellness. What mindsets and strategies has Stevens discussed that will help students overcome these effects and be successful in the classroom? Write 3-5 pages APA format.

● 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).

Final Evaluation/Reflection

The education world is stressed and overwhelmed by the post-covid classroom: how it will look, sound, and feel. Address their concerns with Stevens' positive mindsets and practical strategies. The purpose of this evaluation is to show that the author's ideas will help create a classroom that includes energized students with 100% participation whether your school is remote, hybrid, or in the building. 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.

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.