



## MTI 554: The New Art and Science of Teaching Reading & Comprehension

### ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY

| MTI Contact Information:      |  |
|-------------------------------|--|
| <b>MTI Email:</b>             | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>   |
| <b>Instructor Email</b>       | <a href="mailto:npezzuto@midwestteachersinstitute.org">npezzuto@midwestteachersinstitute.org</a>   |
| <b>Instructor Name:</b>       | <b>Nick Pezzuto</b>  |
| <b>Co-Teacher</b>             | <b>Angela Novak</b>  |
| <b>Instructor Email:</b>      | <a href="mailto:anovak@sd170.com">anovak@sd170.com</a>   |
| <b>MTI Email:</b>             | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>   |
| <b>Instructor Background:</b> | 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. |
| <b>Co-Teacher 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 in School Counseling from Governors State University, and a Language Arts middle school endorsement from the University of St. Francis. Along with her   |

|  |   |
|--|---|
|  | <p>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   |   |
|--|---|
| <p><b>Course Format (distance learning, online, webinar, experiential onsite courses):</b></p> | <p><b>Distance Course</b></p> <p>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 135 hours of instructional time is devoted to this course.</p> <p>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.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT ANDREWS UNIVERSITY</b> for this course.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within <u>one year</u> 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.</p> |
| <p><b>Formatting Requirements</b></p>  | <p>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:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Home address</li> <li>• Email address</li> <li>• School district name, address</li> <li>• Date of submission</li> </ul> <p>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</p>  |

|   |   |
|---|---|
|   | <p>to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>                        |
| <b>Prerequisites and Credit Limits</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. All courses are for 3 graduate semester hours (credits).</p> |
| <b>Required Books and Materials</b>   | <ul style="list-style-type: none"> <li>• Internet access</li> <li>• Textbook-<i>The New Art and Science of Teaching Reading</i>. Marzano, R., Simms, J. Solution Tree. Bloomington, IN. ISBN#:978-1-945349-67-6</li> </ul>  |
| <p><b>Learning Outcomes/Competencies:</b><br/>At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Explore in depth research-based reading-specific classroom strategies. InTASC 1,2,6</li> <li>• Gain reading-specific classroom strategies that foster specific student learning outcomes. InRASC 2,3,4,8</li> <li>• Fine-tune reading curriculum to ensure student success. InTASC4,6,7,8</li> <li>• Find tools, templates, and examples to guide implementation. InTASC 4,5,6,7,8</li> <li>• Reflect on current practice, assess performance, and measure progress. InTASC 1,6,7</li> </ul>  |   |
| <p><b>Course Description:</b> This course introduces teachers to a compelling model for the stages of reading development. The model is centered around five key topics: foundational skills, word recognition, reading fluency, vocabulary, and reading comprehension.<br/>By the end of the course, teachers will be able to:</p> <ul style="list-style-type: none"> <li>• understand how to best utilize the framework for teaching reading comprehension and other reading skills</li> <li>• explore a reading model that addresses how to articulate content, implement specific instructional strategies, and navigate reading-related issues that might arise in the classroom</li> <li>• understand which elements of instruction are best suited for teaching reading</li> <li>• explore how general strategies for teaching can be employed alongside specific strategies to enhance teaching, enrich learning and literacy development, and improve the classroom environment</li> </ul> |   |
| <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> |
|---|-------------------|--|
| <b>Required reading from the textbook</b>   | <b>90 pages</b>   | <b>6 hours</b>                                       |
| Text questions-(Ten questions at 9 points each)   | 90 points         | 20 hours   |
| Studying (time to reread and take notes)  |                   | 12 hours   |
| Applications- 2 @ 45 points each  | 90 points         | 20 hours   |
| Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.  | 60 points         | 33 hours   |
| Action research project   | 100 points        | 14 hours   |
| Research on classroom instruction strategies and theory   |                   | 15 hours   |
| Final evaluation essay  | 100 points        | 15 hours   |
| <b>Total points possible</b>  | <b>440 points</b> | <b>135 hours</b>                                     |
| <b>Grading Scale: A (90-100%); B (80-89%)</b><br><b>*Anything below a B will not receive graduate credit and receive a failing grade of F.</b><br>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>Text Question Rubric- 10 questions @ 9 points each</b> |  |   |  |
|---|--|---|--|
| <b>Category</b>   | <b>Superior (3 pts)</b>  | <b>Sufficient (2 pts)</b>   | <b>Minimal (1 pt)</b>  |
| <b>Supporting Evidence in Practice</b><br>___/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><br>___/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><br>___/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 applications @ 45 points each</b> |
|--|
|--|

| Category  | Superior (15-14 pts)   | Sufficient (13-12 pts)  | Minimal (11-10 pts)  | Below Standard (9 to 0)   |
|---|--|---|--|---|
| <b>Supporting Evidence in Practice</b><br>____/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. |
| <b>Accuracy</b><br>____/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.   |
| <b>Grammar and Spelling</b><br>____/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.   |

| Journal Rubric- 10 journal entries @ 6 points each |  |   |  |
|--|--|---|--|
| Category   | Superior (3 pts)   | Sufficient (2 pts)  | Minimal (1 pt)   |
| <b>Supporting Evidence in Practice</b><br>____/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>Grammar and Spelling</b><br>____/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.   |

| Action Research Rubric- 100 points   |  |  |  |   |
|--|--|--|--|---|
| Category   | Superior (20-18 pts)   | Sufficient (17-16 pts)   | Minimal (15-14 pts)  | Below Standard (13 to 0)                                  |
| <b>Review of Literature</b><br>____/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.   |
| <b>Appropriate and Accurate Results/ Findings are Described</b><br>____/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.                           |
| <b>Grammar and Spelling</b><br>____/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>Methods and Procedures</b><br>____/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. |
| <b>Conclusions</b><br>____/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.                          |

| <b>Evaluation Rubric- 100 points</b>              |   |  |   |   |
|---|---|--|---|---|
| <b>Category</b>                                   | <b>Superior (20-18 pts)</b>   | <b>Sufficient (17-16 pts)</b>  | <b>Minimal (15-14 pts)</b>  | <b>Below Standard (13 to 0)</b>   |
| <b>Supporting Evidence in Practice</b><br>____/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><br>____/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><br>____/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>Sequencing</b><br>____/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><br>____/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 the instructor.*

### **Week 1**

- Syllabi/Assignment Review
- Read Chapter 1 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**

- Read Part I: Feedback (*Chapters 2 & 3*) 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)**

Apply one of the assessments discussed in Chapter 3 (formal or informal) to multiple classes that you teach. In 2-3 pages (APA), explain how it went with those classes, and more importantly, how did it affect your instruction?

### **Week 3**

- Read Chapters 4 & 5 (*Conducting Direct Instruction Lessons and Conducting Practicing and Deepening Lessons*) 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)**

Chapters 4 and 5 covers lessons in direct instruction, and lessons to practice and deepen understanding of new Reading knowledge. In 2-3 pages (APA), explain how you could incorporate 3 of the 6 elements in your instruction of content.

### **Week 4**

- Read Chapter 6 and 7 (*Conducting Knowledge Application Lessons and Using Strategies That Appear In All Types of Lessons*) 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)**

Marzano and Simms briefly discuss intrinsic and extrinsic motivation in the Reading classroom by offering simple techniques to motivate students to read. Research at least two articles or online journals, and explain the impact of motivation (intrinsic and extrinsic) on student achievement. 3-5 pages, APA

### **Week 5**

- Read Part III: Context (*Chapters 8, 9, 10, 11, 12*) 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)**

Reflect on the three categories of design discussed in the text: feedback, content, and context. In which ways could you make changes to your current Reading framework of instruction to align with Marzano and Simms' model?

WRITE A 3 TO 5 PAGE PAPER, 12 PT FONT DOUBLE SPACED.

### **Journaling**

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.



## 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.