



## MTI 626: The Future of Smart: Transforming Young People to Thrive

### DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Name:</b>	<b>Nick Pezzuto</b>
<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.

Course Information	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<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 112.5 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</p>

	<p>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 COLORADO STATE- PUEBLO</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 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.</p>
<b>Formatting Requirements</b>	<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 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>• Textbook-<i>The Future of Smart: How Our Education System Needs to Change to Help All Young People Thrive</i>. Hansen, U. J. Capucia, LLC. York, PA. ISBN#:978-1-954920-13-2.</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>• Understand ideas that will unleash the potential of all students. InTASC 1,2,9,10</li> <li>• Gain tools to engage in critical conversations about education and culture. InTASC4,9,10</li> <li>• Be empowered to make meaningful strides to transform students' ways of being, knowing, speaking, thinking, and engaging with the world. InTASC 2,6,7,8</li> </ul>	

- Create a holistic, learner-centered approach in the classroom. InTASC 1,3,7
- Implement educational design models that best facilitate learning for all students. InTASC 1,2,3,7,8

**Course Description:** This course explains how we can build an education system to nurture the unique, human capabilities of each child, and lay the groundwork for a more equitable, just and humane future. The course text, *The Future of Smart: How Our Education System Needs to Change to Help All Young People Thrive*, explains the disconnect between what we want for our children, and what education today provides. Being “smart” today is still about sorting kids based on how well they absorb and retain knowledge. We need education to reflect a different set of values: interdependence, community, diversity, and deep, dynamic learning. We need it to align with human development, facilitate learning for different kinds of brains, and prepare young people for a changing society and evolving workplace.

**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
Required reading from textbook	220 pages	22 hours
Additional course websites provided and reflection time.		10 hours
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		10 hours
Applications- 2 @ 45 points each	90 points	9.5 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	17 hours
Action research project	100 points	12 hours
Research on learning motivation strategies and theory		10 hours
Final evaluation essay	100 points	12 hours
<b>Total points possible</b>	<b>440 points</b>	<b>112.5 hours</b>
<b>Grading Scale: A (90-100%); B (80-89%)</b> <b>*Anything below a B will not receive graduate credit and receive a failing grade of F.</b> 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.

### Text Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<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 applications @ 45 points each

Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
<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.	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> ____/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> ____/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> ____/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>	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

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<b>Action Research 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><i>Review of Literature</i></b> ___/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><i>Appropriate and Accurate Results/ Findings are Described</i></b> ___/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><i>Grammar and Spelling</i></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><i>Methods and Procedures</i></b> ___/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><i>Conclusions</i></b> ___/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><i>Supporting Evidence in Practice</i></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><i>Accuracy</i></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><i>Grammar and Spelling</i></b>	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.

___/20				
<b>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 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. Think about the societal definitions you might have internalized that limit the way you express yourself or try new things in the world. Think of a way to challenge those definitions, and rather than worrying about the outcome, simply enjoy the process. Share your ideas.
2. What does the term indigenous evoke for you?
3. Think of one or two adults you know casually. How would you describe them to a friend? What details about them would you emphasize? Are those the most important details about who they are? Are some related to accomplishments, status and comparison to others, while others are related to interests, character and idiosyncrasies?
4. Scientists are working to prove that adolescence- especially early on- is a comparable period of brain plasticity when neural pathways can be shaped in profound ways through active engagement with the world and development of social and emotional capabilities, including self-regulation. Consider and share how these discoveries might influence how we structure learning experiences for young people.
5. Feminist, Regina Tomasheur's, belief is that the unique aspects of ourselves are gifts to be shared, and therefore to brag is not to gloat or push others down but to allow oneself to shine. Share a brag!
6. How did you feel about the level of autonomy students were given in the examples and the adult-student relationships in these schools? What is inspiring about them? What makes you uncomfortable? Can you trace those responses back to core beliefs you have about learning, education, society and hierarchy?

7. In a world in which speech-to-text and text-to-speech capabilities are rapidly improving, do you think we should continue to prioritize reading and writing over performance, storytelling and visual modes of communication?
8. Think about why people might be uncomfortable with the idea that every student leaves school with achievements and skills that are different from those of other students?
9. Consider a time in your life when it was worth it to “go slow to go fast”. Explain.
10. Think about your sphere of influence when it comes to transforming education. How can you be a power broker-initiate conversations, persuade people, direct resources or mobilize support?

### **Application #1- (45 points)**

2-3 pages, APA

We often talk about the significance of brain hemispheres in behavior, referring to people as “left-brained” or “right-brained” to suggest a tendency toward more logical or more creative approaches. But the neuroscience about brain hemispheres has evolved significantly in the past few decades, and now that we know the role of the hemispheres in thought and experience is more complex. The neuroscientist Iain McGilchrist created an animated video entitled “The Divided Brain” that further explains his ideas about how brain hemispheres work. Watch the video on YouTube and consider what is new to you about his approach. If he’s right, what are the implications of how we engage in the world?

### **Application #2-(45 points)**

2-3 pages, APA

Populace and Gallup found that less than 10 percent of Americans define success for themselves in terms of status, comparison to others, or competition for resources, yet the vast majority believe that *other* people define success in those terms. Think about how you understand that gap. What did school teach you about what it means to be successful? What does the world tell us? Consider how those align with what you actually believe today.

### **Research Project- (100 points) 3-5 pages, APA**

Research the future of education and choose at least two articles to discuss in comparison with Dr. Ulcca Hansen’s views. Do others share her beliefs about our current education system? Share your own beliefs and how they agree or disagree with the articles and Dr. Ulcaa Hansen.

- Articles 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 - (100 points) 3-5 pages, APA**

Step into the shoes of your principal: Do your best to create time and space for your educators to work in transformative ways. Consider advisories as a schoolwide structure. Explain your approach, how different it would look from the current status of your school, and how you would address push back. (Big Picture Learning is a great resource for this).

### **Journal entries**

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. 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.

### CSU-Pueblo's Policies

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities 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 impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center 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 & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:** 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. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).



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 CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

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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.

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### **STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1