MTI 553: PLC 2.0: Effective Collaboration

ONLINE SELF-PACED COURSE FOR CALUMET COLLEGE OF ST JOSEPH

Course Information	
Online Self-Paced Course	The LMS for delivering the course will be Canvas. An invitation will be sent to you within 1 week of signing up for your course along with your textbook (if required for the course). If you have not received an invitation after 1 week, please email us at info@midwestteachersinstitute.org with the course title and your name. 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 *help* tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*. You are required to complete all of the assessments with a total grade of an A or B in order to receive credit for the course.
How Do I Turn in Work?	Once you have completed your assessments, email us at grades@midwestteachersinstitute.org and our graders will assess your work.
Who Are These Courses Designed For?	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. They are a way to gain skills and experience without another Master's Degree. Each course is for 3 graduate semester hours/credits. Always check with your district office to ensure the credit will be accepted from our partners.
Course Standards	All MTI courses are written by educators who have a minimum of a Master's Degree, have experience in the area of expertise, and are written using the InTASC Model Core Teaching Standards. Each learning outcome is linked to these standards.
Required Books and Materials	● Birk, C. and Larson, G. (2019). *PLC 2.0: Collaborating for Observable Impact in Today's Schools.* FIRST Educational Resources. ISBN 978-1733239004 ● PLC 2.0 Toolkit
Learning Outcomes/Competencies:	

At the completion of this course, the learner will be able to:

1. Create an observable vision of a learner in their classroom. InTASC 1,7
2. Reflect on and improve student and adult actions in a PLC. InTASC 7
3. Develop and implement a set of tools that allow teachers to solve current challenges in the classroom. InTASC 1,3,5,6,8
4. Increase student engagement in the classroom. InTASC 1,2

Course Description: In this course teachers will seek to create a high functioning PLC for their departments/schools. Teachers will look at their current challenges in the areas of: creating observable visions of their learners, investigating evidence-based reality, exploring their learning, experimenting and observing students, reflecting, then customizing their activities. No matter what level they are at, there is an appropriate tool that can be utilized to move their PLC forward.

Assessments		Approximate contact hours for each assessment
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	8 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	8 hours
Application assignment @- (45 points each)	45 points	10 hours
Research project (planning, researching, and formulating)	100 points	9 hours
Final evaluation essay	100 points	10 hours
Total	**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.

Answer And Discuss Questions: All of the answer and discuss questions are designed to have students connect what they have learned in the course to their own classrooms. All of the answer and discuss questions will be available on Canvas after you register for the course.

Answer and Discuss Rubric- 5 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
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.

Reflect and Respond: Students will reflect on ideas and strategies provided by other students and provide their own thoughts. Reflecting on learning is a way to consolidate skills and knowledge gained throughout the course. Students will respond to at least 2 other student responses for **each** answer and discuss questions posted.

Reflect and Response Rubric- 10 responses @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
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 Assignment: Students are able to apply their learning to their own school experience. Each assignment will require the student to provide evidence that they have learned the content from the course and are able to use it to improve student achievement.

Application (45 points)
Examine the PLC that you are currently a part of in your school. Think about where you currently are in the PLC development cycle as a group after reading sections 1-3. Look at the chart at the end of each section (pages 38, 49, and 64). Each one asks you to examine what your current challenge is, then a tool that can help your PLC. After examining each section, determine where your PLC is,

identify the appropriate tool(s) and how the tool(s) can help you. What benefits and obstacles do you foresee for each section and the appropriate tool. You should be examining your PLC in the areas of co-creating the overservable vision of a learner, investigating evidence-based reality, and exploring our learning. Reflect on your thoughts for each section in 2-3 paragraphs. *(2-3 paragraphs for section 1, 2-3 paragraphs for section 2, and 2-3 paragraphs for section 3).*

Application Rubric- 2 assignments @ 45 points each			
Category	**Superior (15-13 pts)**	**Sufficient (12-10 pts)**	**Minimal(9-7pts)**
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.
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.
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.

Project:
Choose one of the tools provided for sections 1-6 (examples include "*Professional Learning for Observable Impact Tool*", *Surface, Deep, Core Tool*", or any of the other provided tools in the Toolkit). Complete the activity with your PLC, or if you don't have a PLC complete the activity on your own. Provide a copy of the tool along with your input. Depending on the tool chosen and the time of the year, use the tool in your class(es) and reflect on it's impact (*you may just write a few paragraphs at the bottom of the tool if appropriate*).

Project Rubric-100 points			
Category	**Superior (20-18 pts)**	**Sufficient (17-16 pts)**	**Minimal (15-14pts)**
Understanding of web tool ___/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.
Practical evidence ___/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.
Completion ___/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.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

Sequencing ___/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.

Final Evaluation Assignment (100 points)

For your final assignment, consider how your students and teachers could benefit from a more purposeful and structured approach to PLC's, such as what was presented in PLC 2.0. Explain the benefits, as well as any possible drawbacks, from such an approach. Then consider what the next steps would look like, both in implementing this plan and in moving beyond the plan. How can you use this to spread the concepts and strategies to other departments or schools in your district? 3-5 pages.

Evaluation Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
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.
Logical 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.

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.