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**MTI 509- Effective Strategies for Leading Small-  
Group Guided Reading**

This course is offered in conjunction with the Smekens Education Solutions Two-Day Workshop: **Effective Strategies for Leading Small-Group Guided Reading.** Attendees will receive three (3) nationally accredited semester hours of graduate credit for completing the workshops and the assignments listed in this syllabus. Teachers **must attend both days of the workshop.**

**All work, course questions, and transcript information is to be directed to MTI.**

**\*\*DO NOT** **CONTACT\*\*** SMEKENS Educational Solutions for questions about this syllabus or the assignments. **Contact Nick Pezzuto at Midwest Teachers Institute,** [**npezzuto@midwestteachersinstitute.org**](mailto:npezzuto@midwestteachersinstitute.org)**.**

**Credits:** 3 Graduate Credits From Calumet College of St. Joseph, Whiting, Indiana

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association.  CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the **Higher Learning Commission**, a member of **North Central Association (NCA)** 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440. **CCSJ is also accredited by** **CAEP** ([Council for the Accreditation of Educator Preparation](http://caepnet.org/)), formerly NCATE **making them accepted in all 50 states.**

**Instructors: Kristi McCullough**

**Email: For questions about this syllabus and its assignments, email:**

[**npezzuto@midwestteachersinstitute.org**](mailto:npezzuto@midwestteachersinstitute.org)**.**

**Target Audience:**

K-5 Teachers  
K-5 High-Ability Teachers,  
Teacher Leaders or Building-Level Coaches  
Title I, Remediation, Special Education, & ELL Teachers  
Building or District-Level Literacy Coordinators  
Elementary Principals  
Curriculum Directors

**Midwest Teachers Institute Contact Information:**

www.midwestteachersinstitute.org

[www.info@midwestteachersinstitute.org](http://www.info@midwestteachersinstitute.org)

**Phone: 1-866-854-2700**

**Fax: 1-888-831-0139**

**Credit Limits:**

All students taking graduate courses through Midwest Teachers Institute are limited to the following maximum number of classes:

Fall Semester 9 credit hours

Spring Semester 9 credit hours

Summer Semester 12 credit hours

Total maximum for year 30 credit hours

**Requirements for Taking Courses through Midwest Teachers Institute**

All MTI courses are designed for educators who ***have at least a bachelor’s and two years of teaching experience.***  *Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase, professional development, and /or state re-certification.*

**Formatting Requirements**

1. All assignments must be completed and returned in the same order as they appear in the course packet.
2. All work must be completed. Any work left incomplete will be returned and will not receive a grade.
3. All completed coursework **must be turned in via internet attachments**. Please name your attachment with your course number and your full name (ex. **599FLJohnDoe**) and submit it as a Microsoft Word document.
4. ***ONCE ALL ASSIGNMENTS ARE COMPLETED, SIMPLY EMAIL THEM TO BE GRADED AT***: [grades@midwestteachersinstitute.org](mailto:grades@midwestteachersinstitute.org).

Once your work has been submitted, it will take **two weeks** for our assessment department to grade it. You will receive a **grade report by EMAIL** with instructions on how to order your transcript. Your first transcript **is FREE**.

**Course Description**

The purpose of this course is to reflect, evaluate, and implement the strategies learned during the two-day Workshop, **Effective Strategies for Leading Small-Group Guided Reading.**

**Day 1**: In this powerful workshop, teachers will learn how to plan and conduct differentiated small-group

reading sessions that result in improved student achievement. During the workshop, Kristi McCullough will show teachers how to support students at their developmental level, how to engage students in authentic text, and how to provide students with targeted lessons to increase their comprehension in both literature and informational texts. **Day 2**: Once the planning and mechanics are in place for leading small-group guided reading, the next step is to utilize this instructional time for targeted and intentional teaching that addresses the unique needs of each child. Kristi McCullough will provide K-5 teachers with a four-step process for utilizing multiple data sources to differentiate instruction during guided reading.

By completing the assignments for this course, educators will gain a deeper understanding of teaching reading and how to implement effective strategies for leading small-group guided reading and ideas involved, all while earning three (3) nationally accredited semester hours of graduate credit from Calumet College of St. Joseph, Whiting Indiana

**Compliance with National Board of Professional Teaching Standards (NBPTS)**

NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

**Course Objectives: These objectives align with all (5) NBPTS Core Propositions. At the end of the Workshop and the completion of the assignments, the educator will be able to:**

* Use small groups to support and deepen mini-lesson skills first taught during whole-class direct instruction.
* Introduce a new text to students in a way that provides support for them to be able to decode *and* understand the text.
* Increase the amount of time students spend reading the whole text.
* Cultivate student interaction with the text during reading.
* Organize your space and supplies to make small-group instruction both efficient and effective.
* View with confidence assessment data you already collect.
* Combine the data you already collect to construct a triangulation of data for each child.
* Examine reader behaviors to address strengths and needs.
* Utilize data to determine where students fall in the scaffold of literacy skills.
* Motivate reluctant readers to enjoy texts.

**Grading**

The total grade will be determined by adding the points from the following 5 categories:

Participation 15 points

Daily Summary 80 points

Lesson Plan 105 points

Evaluation 100 points

Total 300 points

The grading scale for the final grade is:

100-90% A 300-269 total points

89-80% B 268-239 total points

(Anything resulting in fewer than 239 points will not receive credit. Your work will be returned, and you will be allowed to correct and resubmit for a higher grade).

**Lesson-plan rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | Superior (15-13 pts) | Sufficient (12-10 pts) | Minimal (9-7 pts) | Below Standard (6 pts) |
| **Objectives**  **\_\_\_\_/15** | Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable. At least 1 objective addresses higher order thinking skills. | Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable. | Some objectives are stated in terms of student behavior. Some are clear and some are not. | Objectives are written in terms of teacher behavior. They are imprecise and unclear. |
| **Curriculum and Standards**  **\_\_\_\_/15** | The lesson plan provides clear and significant connections between the local curriculum and/or state standards. The target audience is clearly defined. | The lesson plan provides clear connections between the local curriculum and/or state standards. The target audience is defined. | The lesson plan provides some connection between the local curriculum and/or state standards. | There is no connection between the lesson plan and local curriculum or state standards. |
| **Pre-Activities**  **\_\_\_\_/15** | Pre-activities are relevant to the objective and are motivating, allowing students to bridge the gap between old and new learning. | Pre-activities are relevant to the objective, but are not motivating and do not allow students to bridge the gap between old and new learning. | Pre-activities are disconnected from the objective and distract the students from learning. | No pre-activities are present. |
| **Activities During the Lesson**  **\_\_\_\_/15** | All activities are aligned with the objective, build upon each other, and developmentally appropriate. The activities are engaging, creative, and innovative. | All activities are aligned with the objective, build upon each other, and developmentally appropriate. | Activities are connected to the objective but disconnected from each other. | No activities during the trip are present. |
| **Post-Activities**  **\_\_\_\_/15** | Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding. Students are active participants. | Closing activities are relevant to the objective and provide a clear opportunity to make a final check for student understanding, but are teacher-centered. | Closing activities are poorly developed and are all teacher-centered. | No post-activities are present. |
| **Materials and Resources**  **\_\_\_\_/15** | All necessary materials and resources are identified and provided. | All necessary materials and resources are identified; most are provided. | Materials and resources are listed but not present. | Materials and resources are not listed or present. |
| **Methods for Measuring Student Achievement**  **\_\_\_\_/15** | 2 or more non-paper-and-pencil methods are used to measure student achievement. (Examples include presentations, demonstrations, experiments, portfolios) | 1 non-paper-and-pencil method is used to measure student achievement. | Assessment is limited to just paper-and-pencil response(s). | No methods of assessment. |

**Evaluation rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | Superior (20-17 pts) | Sufficient (16-13 pts) | Minimal (12-9 pts) | 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. |

**PARTICIPATION**

You are expected to participate in all activities at the Workshop for the duration. To be eligible to take this graduate course, you must have attended **two full days of Effective Strategies for Leading Small-Group Guided Reading** Workshop.

If you miss a day, you must contact MTI for an alternative assignment, or you will not receive your credits. (15pts total)

**DAILY SUMMARIES**

After attending two full-day sessions during this workshop, briefly describe what you liked the most about each full-day session and how you will utilize this information in your classroom or school. Be sure to include specific examples of strategies gained from the seminar. The response for each full-day session should be three to four paragraphs. (80 points).

**LESSON PLAN**

Using information from **one** of the full-day workshops, create a lesson plan that you would use for one of your classes. Be sure to include **all** the categories and information listed below, as well as any other information that may be pertinent to your lesson plan. Please consult the lesson-plan rubric for guidance on each category. (105 points)

**Goals/objectives for the lesson:**

**Connection to your curriculum:**

**District/state standards supported by the lesson:**

**Pre-activities:**

**Post-activities:**

**Instructional materials and resources used:**

**How you will assess student achievement:**

**EVALUATION/REFLECTION**

Choose one of the full-day workshops and write a persuasive paper. Choose who the audience is for your paper, whether it be for the parents of your students, an administrator, or to your fellow teachers. The purpose is to convince them of the value of your information. Include strategies and/or methods you plan to implement and how they can enhance your curriculum. Write 1-3 pages. (100 points)

**END OF COURSE SURVEY**

Now that you are finished with your class, please take the time to help us improve. In order to make sure that we are providing the best possible service, please go to:

<https://advancedformbuilder.com/form/43365414243>

Take the course survey, **which is required for you to receive your grade.** We at MTI appreciate and value your feedback.