



ELEMENTARY EDUCATION & THE SENIOR YEAR ON-SITE PROGRAM

UNIVERSITY OF MISSOURI
COLLEGE OF EDUCATION
TEACHER DEVELOPMENT PROGRAM

PROGRAM DESCRIPTION
POLICIES
SYLLABI

2010-2011

ELEMENTARY ED & SENIOR YEAR ON-
SITE PROGRAM
(SYOSP)

UNIVERSITY OF MISSOURI

PROGRAM DESCRIPTION
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Mission

The mission of the College of Education's educator preparation program is to prepare educators to be effective, responsive professionals who excel in meeting the educational needs of Missouri, the nation, and the world.

Students, faculty, and staff form a community of practice dedicated to:

- L** — *Lifelong learning and leadership*
- E** — *Ethical decision-making*
- A** — *Advocating for social justice and equity*
- R** — *Recognizing and responding to diversity in learners*
- N** — *Navigating the professional literature*
- I** — *Infusing research into practice to improve student outcomes*
- N** — *Nourishing and reflecting within a community of practice*
- G** — *Groundbreaking innovations for future practice*

Additional Information

Linda Bennett, Associate Dean for Educator Preparation
109 Hill Hall, University of Missouri



College of Education
University of Missouri

Effective, Responsive Professionals



College of Education
University of Missouri

An **Effective** educator...



Acquires new knowledge that is grounded in inquiry,



Discovers and uses evidence-based research in practice,



Encourages the resourceful and innovative use of technology, and



Demonstrates excellence through lifelong learning and leadership.



College of Education
University of Missouri

A Responsive educator...



Continues to learn about the theories, concepts, and research-based evidence in his or her specialized field of practice,



Appropriates and applies new technological tools to enhance effective practice,



Remains informed about the changing social, economic, legal and political contexts of practice at the local, state, national, and international levels, and



Considers the psychological, social, economic, and cultural diversity of students, families, and communities.



College of Education
University of Missouri

A Professional educator...



Facilitates positive social interactions, collaboration, and engagement,



Communicates with multiple audiences using a variety of communication tools,



Reflects on ethical consequences of decisions and actions,



Engages in continuous self-assessment and development, and



Contributes to the formation of a creative, caring, and productive learning community.



College of Education
University of Missouri

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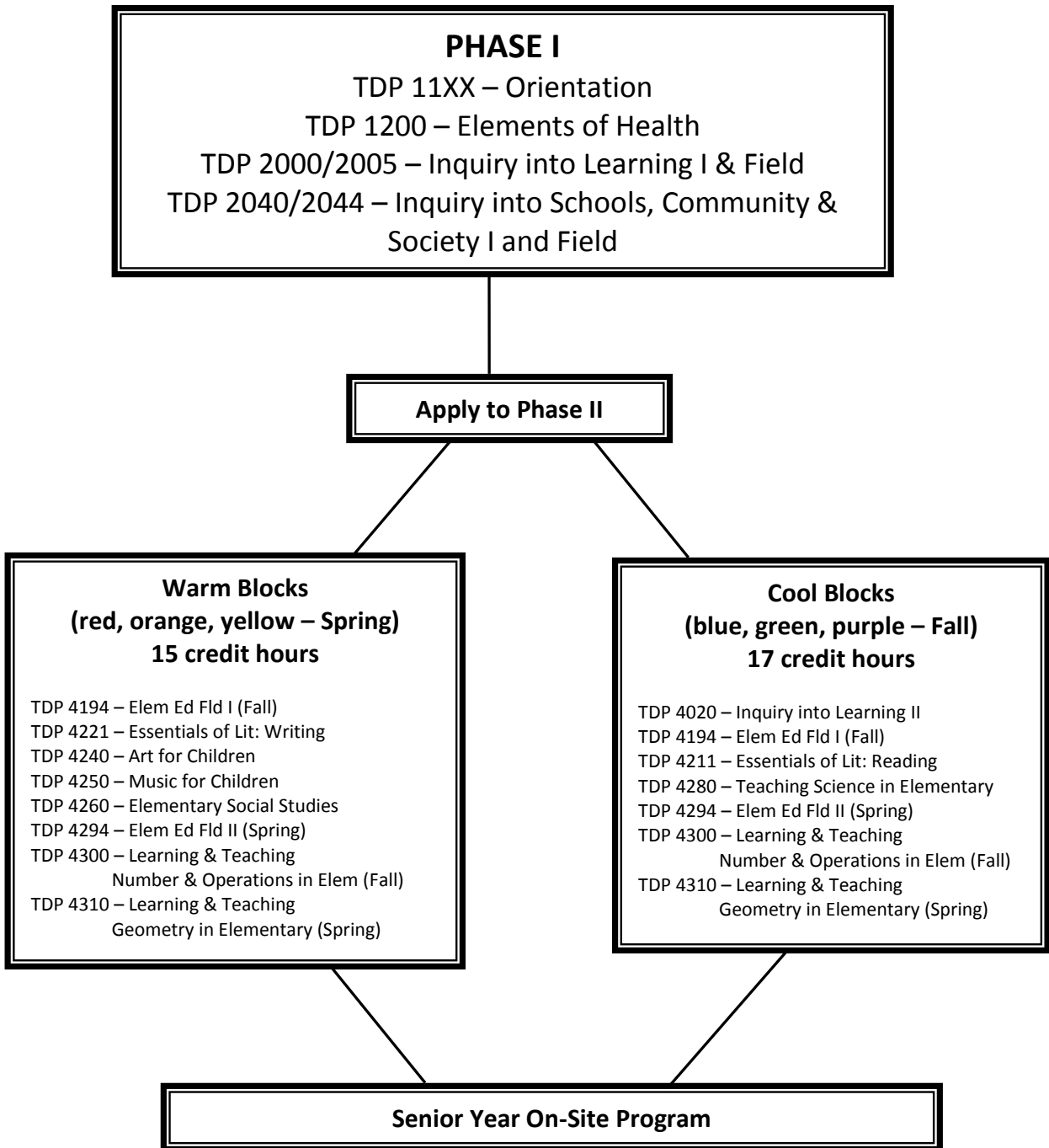
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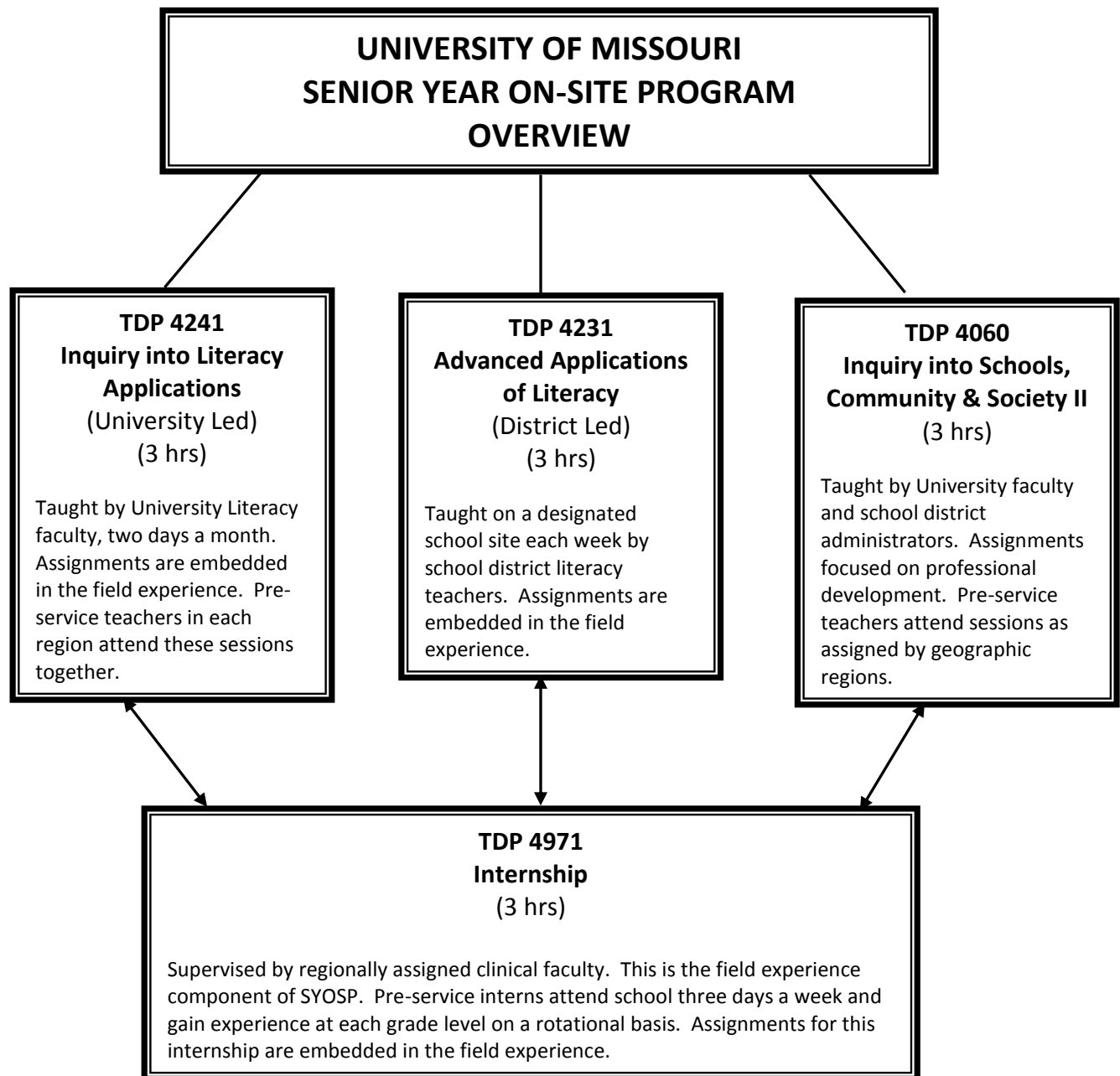
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ELEMENTARY EDUCATION OVERVIEW DIAGRAM



SYOSP OVERVIEW DIAGRAM

FALL SEMESTER





College of Education **Bachelor of Science in Education, Elementary Education**
 The Bachelor of Science (BS Ed) in Elementary leads to a Missouri Teaching Certificate (1st-6th)

Basic Requirements [41-55hrs]***				Professional Education [65hrs]			
Includes MU General Education and CoE Degree Requirements				GPA of 2.000 required in each course.			
	Semester	Grade		Semester	Grade		
English 1000 (C range)*	(3)	_____	_____	Phase I (9hrs)*			
College Algebra (C range)* or ACT Math/MMPT of 26	(0-3)	_____	_____	TDP 1100 Orientation	(1)	_____	_____
WI *	(0-3)	_____	_____	TDP 2000 IL I & TDP 2005 Fld	(3+1)	_____	_____
WI (TDP 4XXX)	(0)	_____	_____	TDP 2040 ISCS I & TDP 2044 Fld	(3+1)	_____	_____
Biological, Physical & Mathematical Science (12hrs)				Phase II (32hrs)**			
◊(Lab course in Biological and Physical is required)				Semester 1 or 2			
Bio 1010 & 1020 or Bio 1500	(5)	_____	_____	TDP 4240 Art for Children	(2)	_____	_____
Physics 2330****	(4)	_____	_____	TDP 4250 Music for Children	(2)	_____	_____
◊Statistics 1200* (MRP)	(3)	_____	_____	TDP 4260 Elementary Social Studies.	(3)	_____	_____
Social and Behavioral Science (15hrs)				TDP 4221 Essentials of Lit. Focus/Writing	(2)	_____	_____
◊Political Science 1100	(3)	_____	_____	Fall Semester Only			
◊Geography (1100 or 1200)	(3)	_____	_____	TDP 4300 Teaching Numbers & Operation	(3)	_____	_____
◊History 1100, 1200 or 2210	(3)	_____	_____	TDP 4194 Elementary Educ Field Exp I	(3)	_____	_____
◊Economics	(3)	_____	_____	Semester 1 or 2			
◊Psychology 1000	(3)	_____	_____	TDP 4020 Inquiry into Learning II	(3)	_____	_____
Humanistic Studies and Fine Arts (9hrs)				TDP 4030 P.E. Activities in Elem School	(2)	_____	_____
<small>Architectural Studies, Art History, Art, Classical Humanities, Classics, Communications, Literature, Music History, Music Theory, Philosophy, Religious Studies, Theater</small>				TDP 4280 Teach Science in Elem School	(3)	_____	_____
◊(Literature Course)	_____	_____	_____	TDP 4211 Essentials of Lit Focus/Reading	(3)	_____	_____
◊(Art or Music)	_____	_____	_____	Spring Semester Only			
_____	_____	_____	_____	TDP 4310 Teaching Geometry in Elem	(3)	_____	_____
_____	_____	_____	_____	TDP 4294 Elementary Educ Field Exp II	(3)	_____	_____
_____	_____	_____	_____	Phase III (24hrs)			
◊Music Proficiency (0-3hrs)**(Music 1818, MusNM 1808, Mus NM 4945, Audition Ensemble, or Music Proficiency Skills Test)	(0-3)	_____	_____	Fall Semester			
Intermediate Level (0-3hrs) (2000 or higher—Humanities & Fine Arts, Mathematics, Biological or Physical Science)				TDP 4060 ISCS II	(3)	_____	_____
_____	(0-3)	_____	_____	TDP 4241 Inquiry into Literacy App.	(3)	_____	_____
_____	_____	_____	_____	TDP 4231 Applications of Literacy	(3)	_____	_____
_____	_____	_____	_____	TDP 4971 Teaching Intern & Capstone	(3)	_____	_____
_____	_____	_____	_____	Spring Semester			
_____	_____	_____	_____	TDP 4971 Teaching Intern & Capstone	(12)	_____	_____
_____	_____	_____	_____	Missouri State Certification Concentration (21hrs)			
Choose one area: Math, Science, Humanities/Fine Arts or Social/Behavioral Science				* Must be taken before Phase II			
_____	(3)	_____	_____	** Application and admission to Phase II required			
_____	(3)	_____	_____	*** Recommended before Phase II			
_____	(3)	_____	_____	**** Physics 2330 is strongly recommended			
_____	(3)	_____	_____	120 hrs are required for an MU degree			
_____	(3)	_____	_____	2.500 Overall GPA required in TDP courses			
_____	(3)	_____	_____	2.750 Overall & MU GPA required for Graduation			
_____	(3)	_____	_____	◊ Denotes College of Education Degree Requirements			
_____	(3)	_____	_____				



Do Not Self Advise



Updated 7/2009

General Requirements for Admission to Phase II

(Do Not Self-Advise! Review your requirements and plans to complete them with an Academic Advisor.)

- English 1000 with a “C-” or higher
- College Algebra or equivalent with a “C-” or higher
- Communications 1200 or equivalent with a “C-” or higher (or competency in oral proficiency as demonstrated by successfully passing the Principles of Public Speaking – DSST exam)
- Currently a College of Education Student
- Satisfactory completion of TDP 11XX: Orientation
- Satisfactory completion of TDP 2005 and 2044
- Completion of TDP 2000 and 2040 with a “C” (2.000) or higher
- Minimum MU GPA and overall cumulative Grade Point Average of 2.750 or higher
- Minimum passing score on each subtest of the C-Base Exam with 235 or higher
- Satisfactory completion of Phase I Foliotek documents (Resume, Philosophy of Education, and Professional Development Plan)
- Possession of characteristics associated with effective performance in a professional role at the level and major selected
- Satisfactory completion of additional courses that may be required for specific majors (see below)
- Completion of online Application for admission into Phase II and any required supplemental materials

Additional Courses Required for Admission to Phase II in Elementary

- Statistics 1200, or equivalent, with a “C-” or higher
- Music 1618 (or competency in music performance as demonstrated by passing the Music Skills exam)
- Lower-level writing intensive course with a “C-” or higher

Elementary Education

Fall 2010

Red Block

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM		4260 - Social Studies 800-915		4260 - Social Studies 800-915	4194 - Field 830-1130 Kim Smith
9:00 AM					
10:00 AM	4221 - Writing 1000-1050 Barri Bumgarner	4250 - Music 1000-1050 Cynthia Williams	4221 - Writing 1000-1050 Barri Bumgarner	4250 - Music 1000-1050 Cynthia Williams	
11:00 AM					
12:00 PM		4240 - Art 1200-1250 Mary Franco		4240 - Art 1200-150	
1:00 PM	4194 - Field 100-400		4300 - Math 100-215 Jeni Davis	Mary Franco	4300 - Math 100-215 Jeni Davis
2:00 PM	Kim Smith				
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					

Orange Block

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	4194 - Field 830-1130 Susan Schaefer				
9:00 AM		4260 - Social Studies 930-1045	4240 - Art 900-950 Belinda Smith	4260 - Social Studies 930-1045	4240 - Art 900-1050
10:00 AM					Belinda Smith
11:00 AM					
12:00 PM					
1:00 PM		4221 - Writing 100-250		4194 - Field 100-400	
2:00 PM	4250 - Music 200-250 Cynthia Williams	Barri Bumgarner	4250 - Music 200-250 Cynthia Williams	Susan Schaefer	
3:00 PM					
4:00 PM					
5:00 PM	4300 - Math 430-545 Cathy Yoakum		4300 - Math 430-545 Cathy Yoakum		
6:00 PM					
7:00 PM					

Elementary Education Fall 2010

Blue Block

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 AM	4194 - Field 830-1130 Darcie Putnam	4300 - Math 800-915 John Lannin		4300 - Math 800-915 John Lannin		
9:00 AM						
10:00 AM				4030 - PE 1015-1215		
11:00 AM		4211 - Reading 1100-1215 Linda Wycoff		4211 - Reading 1100-1215 Linda Wycoff		
12:00 PM						
1:00 PM		4280 - Science 130-345	4194 - Field 100-400 Darcie Putnam	4280 - Science 130-345		
2:00 PM						
3:00 PM						
4:00 PM		4020 - ILL 2 430-545 Cathy Thomas		4020 - ILL 2 430-545 Cathy Thomas		
5:00 PM						
6:00 PM						
7:00 PM						

Green Block

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					4194 - Field 830-1130 Darcie Putnam
9:00 AM	4300 - Math 900-1015 Linda Coutts	4280 - Science 900-1115 Lloyd Barrow	4300 - Math 900-1015 Linda Coutts	4280 - Science 900-1115 Lloyd Barrow	
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM	4194 - Field 100-400 Darcie Putnam	4211 - Reading 100-215 Deb Barksdale	4030 - PE 100-300	4211 - Reading 100-215 Deb Barksdale	
2:00 PM					
3:00 PM					
4:00 PM		4020 - ILL 2 430-545 Cathy Thomas		4020 - ILL 2 430-545 Cathy Thomas	
5:00 PM					
6:00 PM					
7:00 PM					

Elementary Education Fall 2010

Purple Block

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
	4030 - PE 830-1030	4194 - Field 830-1130			
9:00 AM					
		Jennifer Garrett			
10:00 AM					
	4300 - Math 1100-1215		4300 - Math 1100-1215		
	Linda Coutts		Linda Coutts		
12:00 PM					
	4194 - Field 100-400				
2:00 PM					
	Jennifer Garrett				
3:00 PM					
4:00 PM		4020 - ILL 2		4020 - ILL 2	
	4280 - Science 430-645	430-545	4280 - Science 430-645	430-545	
5:00 PM		Cathy Thomas		Cathy Thomas	
	Julie Alexander		Julie Alexander	4211 - Reading 600-830	
7:00 PM				Lenny Sanchez	
8:00 PM					

Phase II -- Field Placement Information FAQ

1. How are field placements determined?

Placements are made for approximately 900 students each semester (not counting student teachers) by taking the following into consideration:

- Teachers' schedules and availability as well as willingness to host a preservice teacher
- Preservice teachers' class schedules (does not include work schedules)
- Need for diversity of preservice teacher field experiences
- Needs of preservice teachers who require more than one placement
- Travel time between campus and schools

2. When will field experiences begin?

Typically, Phase II preservice teachers begin on their first assigned weekday during the third week of classes.

3. Are criminal background checks required before preservice teachers are allowed in schools?

Yes, effective Fall 2005, all College of Education students who will be in field experiences must complete several background checks during their program—at the beginning of the semester they are enrolled in TDP 2000/7000 or 2040, as part of Phase II field placement, and again in the semester prior to internship. (An additional FBI check will be required prior to certification, but students will complete that on their own.) Students are responsible for the cost of the background check.

If a charge comes back, school districts will determine whether or not to allow the student to complete field experience in their district. If a student is denied, he or she will need to meet with the Field Experiences Coordinator to discuss his or her options.

4. How many hours must preservice teachers spend in the field?

Typically secondary and K-12 majors will complete a minimum of 24 hours per credit hour, middle school majors 20 hours per credit hour, elementary majors the number of hours pre-assigned from the third week of the semester through the week of Stop Day, and early childhood majors as arranged by the instructor. However, the instructor has the final say on the number of hours to be completed.

5. What about students who have just registered during regular registration?

These students have most likely **NOT** been placed. Placements were made based on rosters downloaded prior to the start of the semester. The students must come to 101 Hill Hall with a copy of their course schedule.

6. How will students know where the schools are and when the schools are not in session?

Columbia Public School maps and calendars are available at <http://www.columbia.k12.mo.us/distinfo.html>.

7. Where should students park at the schools?

Students should park in designated visitor parking spaces, unless the school tells them otherwise. Those students working at Hickman should allow time to find parking on a nearby street. Other than limited visitor parking, all other on-campus parking is prohibited. Several schools require field students to attend an orientation session prior to classroom observations. Information on parking and security will be provided at these orientation sessions.

8. Is there anything else Phase II field students need to know?

It is a good idea to remind them to always *be professional* when they are working in our local schools:

- Students' dress and manner should always be appropriate for their role as "teachers".
- Students should always wear their nametag. Name tags will now be given once per year, and should, therefore, be kept for the second semester.
- Students should always notify their placement location if they cannot attend their regularly scheduled class and/or if they are running late.
- If required by their school, students should always sign in and out.
- Students should always have their time cards with them and have them signed each time they attend field experience.
- To get the most out of their field experience, preservice teachers should **take initiative** in working with students and with their teacher.

Evaluation forms will be sent to course instructors. Directions for completion of the evaluations are provided on the forms.

Thank you! Please feel free to contact me if you have any questions:

Idolene Mazza
Coordinator, Field Experiences
mazzai@missouri.edu

In order to help us plan for future semesters' field experiences for this course, please fill out the form below.

Name _____ **MU Field Course #** _____

MU course instructor _____ **MU Field Supervisor** _____

Host Teacher _____ **School** _____ **Grade level/subject** _____

1. Describe your field experience in detail (e.g., opportunities to observe and be observed; interact with teachers, supervisors, and other pre-service teachers; work with individual and small or large groups; work with diverse populations; reflect and receive feedback about your practice).

2. How has your field experience assisted you in achieving the objectives of the course? Please describe in detail.

3. How helpful was this school and teacher to you as a preservice teacher?

S.Y.O.S.P

Practical, Professional, Potential S.Y.O.S.P.

Meaningful, Meetings, Mastering S.Y.O.S.P.

Rewarding, Radical, Reflecting S.Y.O.S.P.

Collaborative, Creative, Collective S.Y.O.S.P

Laughing, Life-Long Learners S.Y.O.S.P.

S.Y.O.S.P

Created by Moberly SYOSP interns, 2007-08

GLOSSARY OF TERMS

Advanced Applications of Literacy (TDP 4231): worth three credit hours. This is one of the courses taken during the SYOSP intern's first semester 12-hour course load. A literacy expert from each district is chosen to teach the students assigned to that district. The purpose of the course is to help interns learn the literacy approach used in individual districts as well as understand the complexities (i.e. student diversity, behavior and management) and resources (i.e. children's literature, professional development, technology) that both complicate and enhance classroom learning and instruction. This course presentation format includes class sessions where the students learn about the district's approach to teaching literacy; projects that facilitate children's abilities, achievement, and needs; resources that are available and used in individual schools; and processes teachers follow to keep up with techniques and knowledge.

Blackboard: This site is a course management system that offers users easy access to all available reference and resource materials. The site provides interns with all materials necessary to successfully complete course requirements. Additionally, it provides materials and communication tools for all faculty, principals, host teachers, and interns. This site is available to each user by Pawprint and password. Go to <https://courses.missouri.edu>

Clinical Faculty: These people are employed by the College of Education to coordinate and manage the SYOSP program. They are the instructors of record of TDP 4971, first semester Internship. They work directly with the principals of each school as well as the instructors of the other three concurrent courses (TDP 4060, TDP4231, and TDP4241). The Clinical Faculty member assigned to each area (west, central, east, north central) should be the first one contacted by student interns, principals, and host teachers with any specific questions or if problems arise during the first semester of the year-long program.

Fall Internship (see TDP 4971): Three credit hours. This course is one of the four courses taken during the first semester 12- credit hour load. These course requirements are interdisciplinary and integrate, coordinate, and unify the total SYOSP experience. Specifically, this course is the practicum portion of the first SYOSP semester. Led by MU Clinical Faculty members, this course does not meet regularly; most coursework is managed and submitted via Blackboard.

Inquiry into Literacy Applications (see TDP 4241): Three credit hours. This course is one of the four courses taken during the SYOSP intern's first semester 12-credit hour load. This course is taught by MU Literacy faculty. Both literacy courses are organized from a developmental perspective. That is, these courses initially focus is emergent readers followed by developing readers. Interns observe and work in grade levels that correspond to these developmental perspectives. This course will meet regionally on four Thursday/Friday sessions throughout the semester. All SYOSP interns assigned to the same region will meet together with the faculty member to consider literacy from broader perspective. The class meetings will be at a centrally identified site in each district.

Host Teachers: These individuals are classroom teachers who host SYOSP interns in their classrooms during a rotation period during the first semester of the year-long program. Host teachers work with the University Clinical Faculty and their principal to determine appropriate learning experiences for

SYOSP interns. They actively involve interns in planning and directing learning activities and are familiar with the other SYOSP course requirements. They fill out evaluation forms and sign intern participation logs.

Inquiry into Schools, Community, and Society (see TDP 4060): Three credit hours. This course is one of the four courses taken during the first semester 12-hour course load. Taught by a school principal in conjunction with University faculty, this course is designed to help SYOSP interns analyze the qualities of learner-centered schools, their own abilities to be effective, learner-centered teachers, and the relationship partnership schools have with local communities as well as society. Additionally, TDP 4060 course material is designed to help SYOSP the intern successfully prepare her/himself for a job search to obtain a teaching position after college.

MPER: Missouri Partnership for Educational Renewal

Partner/Cooperating Teacher: The partner teacher is the classroom teacher specifically assigned by the MU Field Experience Office to work with a SYOSP intern during the second semester of the year-long program. This pairing is for the intern's official, semester-long student teaching assignment. SYOSP interns may indicate preference(s) regarding with whom they would like to be assigned, but the final placement decisions will be made by school principal.

Below are descriptions of the field experience phases for MU pre-service teachers and student teacher interns.

- ❖ **Phase I** – This portion of field experience involves second-year undergraduate teacher education students or first-year graduate teacher education students in their first year of field experience. In their field assignment, which they sign up for at Field Fair, they are expected to assist with individual students or small groups. They are required to complete a minimum of 10 hours or 10 visits at their host school or organization. In addition, Phase I pre-service teachers also complete one-hour developmental visits to observe classroom teachers either in person or via Polycom.
- ❖ **Phase II** – First semester SYOSP students are fulfilling their Phase II requirements. This portion of field experience involves third and fourth year TDP students who are enrolled in methods courses that coincide with their field placement. These pre-service teachers are expected to assist students individually or in small groups, and when appropriate, team teach with the host teacher and teach individual lessons. MU methods communicate requirements and expectations to the pre-service teachers' host teachers. Phase II pre-service teachers are required to complete 20-24 hours (depending on their level of certification) at their host schools.
- ❖ **Phase III** – Second semester SYOSP students fulfill their Phase III requirements as student teacher interns in their final capstone semester of the Teacher Development Program. Student teacher interns are expected to gradually move from observing the teacher and familiarizing themselves with the students, classroom, and school to ultimately taking on the full teaching load. Student teacher interns are expected to be at their host schools, at minimum, all day each day school is in session for the latter component of their internship. A detailed description of the student teacher interns' requirements and expectations can be found in the Student Teacher Intern Handbook.

Pre-service teacher: This term refers to all Phase I, Phase II, and Phase III education students. Individual schools could host Phase II and III interns. Additionally, Phase I pre-service teachers fulfilling various field experience requirements could be working within partnership school districts.

SYOSP: Senior Year On-Site Program. The Senior Year On-Site Program (SYOSP) is a component of the elementary pre-service teacher education program. This intern experience is a yearlong commitment. The first semester of the SYOSP is designed to immerse the interns in the life and culture of a school community. SYOSP interns are regarded as full-time members of the school faculty, and are required to spend a minimum of three full days per week in the schools during the first semester. During the first semester, SYOSP interns rotate among all elementary grade levels as well as complete 12 credit hours of course work. During the second semester, the internship extends to five full days in a single classroom where the SYOSP intern gradually assumes full teaching responsibility.

TDP: MU College of Education Teacher Development Program

JOB DESCRIPTIONS/EXPECTATIONS

MU Clinical Faculty:

- serve as the “main contact point” for principals, teachers, mentors and SYOSP students for questions, concerns, or issues during the first semester
- consist of an adequate number of members to accommodate a case load of no more than 25 interns
- visit sites monthly or 4 times during the semester
- help with the logistics of scheduling and monitoring interns ; i.e. sign-in logs, collect evaluation / reflection forms
- collect and review host teacher evaluations.
- monitor interns by keeping records of intern participation, progress, and activities
- are the instructors of record and be responsible for grading interns in the Internship-Part 1 portion of the SYOSP program first semester
- create a syllabi - determine goals / outcomes / standards / criteria for grades. “What will students be expected to do / be graded upon?”
- address / coordinate / deal with general university and school staffing issues
- provide suggested scheduling models for students, mentors, teachers and schools - “This is how they will rotate through buildings.”
- provide a basic outline for teachers how / who / when / where students will observe / participate and within what context
- coordinate practicum activities and requirements with:
 - the 3 hr. TDP 4231 literacy class taught on-site / within the school by school personnel
 - the 3 hr. TDP 4241 synthesis of literature on teaching literacy class/University led (“Inquiry in Literacy”)
 - the 3 hr. TDP 4060/7060 Inquiry into Schools, Community, and Society II
 - the 3 hr. TDP 4971 –Internship/led by regional clinical faculty
 - integrate courses and practicum components with classroom experiences / assignments / coursework
- determine observation guidelines – “what students and teachers will do and what we want to see happen”
- provide rubrics / logs / feedback sheets / reflection guidelines / observation forms / final intern evaluation form

Principal:

- are the primary coordinating person within the school building for SYOSP students
- work with MU Clinical Faculty to implement classroom rotations and intern assignments
- communicate with host teachers the expectations of interns
- help interns develop effective teaching practices and professional characteristics
- assist in quick identification of and solutions for intern problems
- encourage interns to participate in school activities, extra-curricular activities, faculty meetings, PTO meetings, parent-teacher meetings, etc.
- conduct monthly professional seminars with SYOSP interns; suggested format below:

Beginning of the Year - Orientation meeting with SYOSP students

Tour and orientation to the overall culture of the building

Educational and leadership philosophy

Expectations of all faculty, including SYOSP interns

Logistics – rotation among grade levels, where to put personal belongings, support options if they need assistance

School routines, rules, procedures, and policies

October Professional Seminar

Logistics, announcements and housekeeping issues

Feedback from grade rotations – how things are going, what has been observed, suggestions for improvement

Discussions about significant events in the building or district

Preparing for a career in teaching – job search and interviewing strategies, what a principal looks for in a candidate, what to expect

What does being a professional learning community mean at this school? What elements are present and what are the challenges?

November Professional Seminar

Feedback on progress and goal-setting for improvement

State standards and accountability, MAP scores of your building, adequate yearly progress, test preparation and implementation in your building

Mock interview – schedule one-on-one with principal, receive feedback and suggestions

December Professional Seminar

Wrap-up of first semester – what was beneficial, feedback for future SYOSP students

Looking forward to next semester's internship – fears and pointers

Discuss second semester assignment

District Literacy and TDP 4060 Instructors:

- participate in University-sponsored seminars
- are familiar with and present coursework in accordance with university syllabi
- informs interns about their literacy program: "This is what we teach. This is how we implement what we teach. This is how we assess what we teach."
- provide instructional support, answer questions, trouble-shoot issues related to courses, assist with course materials
- distribute course evaluations at the end of the Fall semester and appoint either a student or staff member to return evaluations to MU

On-Campus Literacy and TDP 4060 Instructors:

- work with district instructors to develop appropriate syllabi
- provide instructional support, answer questions, trouble-shoot issues related to courses, assist with course materials
- are available for on-site visits when needed or for consultations via phone, e-mail or Polycom
- serve as a resource person for students, instructors, principal or building facilitators

Host Teachers:

- work with the university clinical faculty and the principal to determine appropriate learning experiences for students
- are generally familiar with related class requirements (District literacy, Inquiry in Literacy, Inquiry into Schools Community and Society II)
- explain classroom lessons and objectives; share personal lesson planning strategies
- assist interns in developing lesson plans, student activities, etc.
- model effective teaching strategies / techniques
- become familiar with guidelines for observation expected of interns
- actively involve interns in planning and directing learning activities
- share assessment and record keeping strategies with interns

- supply professional development materials – ideas, discoveries, innovations, accountability measures, etc.
- share classroom management strategies
- involve interns professionally and personally in school activities, extra-curricular activities, in-service training, meetings, etc.
- counsel interns on professionalism, grooming, attendance, code of ethics, etc.
- make interns aware of the importance of their speech – projection, pronunciation, level of vocabulary, rate, etc.
- fill out evaluation forms, discuss, and sign intern feedback forms

GUIDELINES FOR HOST TEACHERS

Host Teachers:

- Explain classroom lessons and objectives; share personal lesson planning strategies
- Model effective teaching, behavior, and community building strategies
- Become familiar with rotational feedback sheet expected of interns
- Actively involve interns in planning and directing learning activities
- Share assessment, lesson planning, classroom management, and record keeping strategies with interns
- Review and discuss intern lesson plans prior to teaching
- Supply professional development materials – ideas, discoveries, innovations, accountability measures, etc.
- Involve interns professionally and personally in school activities, extra-curricular activities, in-service training, meetings, etc.
- Counsel interns on professionalism, grooming, attendance, code of ethics, etc.
- Make interns aware of the importance of their speech – projection, pronunciation, level of vocabulary, rate, etc.
- Fill out, sign, and review grade level rotation forms with student intern
- Share, share, share

Suggested Activities for Interns:

- Teach a lesson and analyze the impact of the lesson on student learning
- Observe the IEP referral and implementation process
- Help gather materials for lessons
- Create a bulletin board or learning center
- Read aloud
- Plan and reflect with a teacher
- Team teach
- Participate in team meetings
- Participate in lesson planning
- Work with individual students or small groups

Rotation Information and Parameters

Each school participating in the SYOSP has different characteristics. Because of this, it is difficult for the SYOSP coordinators to determine a rotation schedule that will meet the needs of the pre-service intern while fitting into the culture of the school. Therefore, **setting the intern rotation schedule is a building-level decision**. However, basic guidelines are provided for the experience of SYOSP students. In addition, University Clinical Faculty members will offer rotation schedule suggestions if requested.

The purpose of the first semester SYOSP field experience is to provide MU pre-service interns opportunities to observe, to teach and to examine the impact of instruction in each grade level in your building. The classrooms in which interns participate are dependent on the host teachers' participation in the program and their willingness to help student interns learn about the children, the curriculum, and the teaching practices in their classrooms. Building level decisions are made regarding with whom the MU interns work. **To that end, the MU students are required to be placed in a single classroom for a 2 or 3 week rotation and experience each grade level (1-6) in your building.**

The following recommendations are provided to assist you in determining an appropriate rotation schedule for each MU SYOSP interns:

- The SYOSP interns will be at your school for three (3) days each week; the recommended days are Monday, Tuesday and Wednesday. While there is flexibility (i.e. parent-teacher conference) in the choice of these three days, one Thursday and Friday each month are reserved for classes with their university professors.
- Each SYOSP intern should spend time in specialist's classrooms (i.e. reading, music, art, PE, and special education, ELL). This can be accomplished by having the intern go to the specialist with the classroom in which she/he is currently working.
- Each SYOSP intern should be familiar with all support staff and their roles at the school. This would include classified, certified, and volunteer personnel.
- The elementary education intern is currently not certified to teach kindergarten; **briefly** visiting that grade level, however, is recommended.
- First semester student interns are concurrently enrolled in TDP 4241- (University led) Problems: Inquiry into Literacy Applications, TDP 4231- (District led) Special Topics Advanced Applications of Literacy, TDP 4060/7060- Inquiry into Schools, Community, & Society II, and TDP 4971 – Internship.
- Week 1 should include building/district faculty meetings and building work days.
- Week 2 should be a "floating " week in which the interns can spend some time in grades 1-5 (or 6). This will allow them time to experience the beginning of a school year in all grade levels. **THIS IS A NEW POLICY.**
- From then on there should be a 2 week rotation in which the interns should be with the same teacher /class.
- All interns are required to fill out substitution paperwork even if they do not plan to sub.
- Please provide each intern with a rotation schedule prior to the first day of school.

Attendance Policy

The Senior Year On-Site Program (SYOSP) internship is a **yearlong, full-time** commitment. The first semester of the SYOSP is designed to immerse the interns into the life and culture of an entire school community. The second semester provides opportunities to experience the full responsibilities of one classroom. Throughout the year, the SYOSP interns participate as professional educators with the assistance of experienced colleagues, mentors, and instructors. Attendance and professionalism comprise a significant portion of each intern's grade. The expectations outlined below are designed to ensure a successful SYOSP experience.

Student interns must report on-time daily to their assigned locations during the period of SYOSP internship. "On-time" means that each intern arrives at school on or before the teachers' contracted day begins. Interns depart when the teachers' contracted day ends. Interns should recognize that professional duties may require periodic earlier starts or later finishes. Working late or coming in early when needed to plan and prepare for the task of teaching is considered part of the internship experience and may be necessary.

FALL (first) SEMESTER

During the first semester, interns are required to spend **sixteen (16) three-day weeks** at the school site: **one week is defined as three full school days**. Individual school personnel will determine their interns' schedules. Recommended days are Monday, Tuesday and Wednesday. While flexibility exists in the choice of these three days, one Thursday and Friday of each month are reserved for classes with their university professors.

To facilitate membership in the school community while adhering to campus semester parameters, the following schedule will apply during the Fall semester for SYOSP interns:

- Interns begin the Fall semester according to the calendar of the host school, including preparation and professional development days.
- SYOSP interns are excused the full Thanksgiving week.
- Interns leave for winter break according to the MU calendar or after 16 weeks, whichever comes first.
- First semester interns should attend activities that occur during their scheduled days on-site.
- If a professional development activity occurs on a day when SYOSP interns are not scheduled to be on-site, the principal may alter the SYOSP schedule to accommodate the activity or attendance by the SYOSP interns will be considered voluntary.
- Extended time on-site Fall semester may be accomplished by either paid substitute teaching or voluntary participation.

Exceptions/questions to the attendance rule must be cleared with Clinical Faculty and MU/Host School officials.

Voluntary Attendance:

- Paid substitute teaching first semester is arranged through the individual districts. If interns wish to be considered as substitute teachers on **days other than their assigned SYOSP days**, they must register and follow the expectations of the school districts.
- Interns may voluntarily stay past the end of the MU Fall (16 week) semester or start before the MU Spring semester officially begins.
- Attendance at extra-curricular activities, PTA meetings, athletic events, etc. not required of other faculty members are considered voluntary for student interns.

Fall Semester Absences:

Each intern will be permitted **the equivalent of one school day's absence** during Fall semester. No distinctions will be made for excused/unexcused occurrences. The school mentor or building principal should be notified no later than one hour before school is to begin on the day of the absence. The SYOSP intern must also notify the area clinical faculty via e-mail or phone.

First occurrence penalty: In the event of a second absence, the SYOSP intern's final grade in TDP 4971 will be lowered by one letter grade for each day that is not made up.

Second occurrence penalty: In the event of a third absence, the SYOSP intern will be required to withdraw from the SYOSP internship. This will terminate the experience for the year, and the SYOSP intern will be responsible for dropping the course from his/her registration. When appropriate, a SYOSP intern withdrawn from an assignment may be eligible for reassignment the following year. However, the final decision regarding a new assignment will be made by the Field Experiences Office.

Exceptions to the Fall Semester Absence Policy:

Illness: The SYOSP intern should exercise good judgment in missing school in the event of severe illness. To be considered for exoneration from the penalties regarding absences beyond the one-day limit, a detailed, verifiable written doctor's excuse must be provided.

Emergency: Exceptions to this attendance policy will be granted only in cases of exceptional personal or family emergency, determined by the SYOSP area clinical faculty, the principal, and/or MU Field Experiences office.

Questions and Issues:

Each school has been assigned a clinical faculty member who will serve as a liaison between MU and the host school during the first semester. Please refer further questions about attendance or absences to the clinical faculty member assigned to your school.

If patterns of repeated tardiness/leaving early are observed, penalties may be activated immediately at the discretion of the SYOSP clinical faculty, the principal, and/or MU Field Experiences office.

SPRING (Second) SEMESTER

During the second semester, interns are required to spend five full days per week in the schools: **one week = five full days**. The attendance policy for the second semester differs from first semester. Each intern, university supervisor and partner teacher will receive a handbook that details the attendance policy for Spring semester.

Spring semester student interns will return to their host schools when the MU Spring semester begins. Returning before that time is each intern's personal decision, but **an early return will not translate into an early dismissal** at the end of the semester. The final day for all interns will be the same as the final day of the MU Spring semester.

Spring semester interns are full-time members of the school community and are expected to attend all professional development activities, preparation days, faculty meetings, parent conferences, and all other school-related activities required of other full-time faculty. Interns should plan to attend as professional members of the school community.

The student teaching internship experience the second semester is a **full-time** job. Student teacher interns should expect to devote a minimum of 40 hours each week to school-related activities. As with any other professional position, a minimum amount of on-the-job time will reap the minimum benefits. The student teaching internship is very important, not only to the student teacher intern's professional education, but also to his or her opportunity for employment within the profession.

It is vital that the student teacher intern report on-time daily to his/her assigned location during the period of student teacher internship. The student teacher intern is allowed no more than **three** excused absences.* The most common excused absences are due to illness, family emergency, or job interview. Given that prior notification of an absence due to illness is not always possible, notification to the partner/cooperating teacher should take place no later than one hour before school begins on the day of the absence.

Failure to provide prior notification for an absence by the student teacher intern will be reported to the Field Experiences Office. Lack of notification will be treated as an unexcused absence and must be made up by the student teacher intern. Tardiness or leaving early will also be considered as an unexcused absence. The make-up date will be decided among the cooperating teacher, building administrator and university clinical associate. Any other excused absences must be approved by the clinical associate and partner/cooperating teacher prior to the day of absence.

If the student teacher intern needs to miss more than three days for whatever reason or combination of reasons, he or she will be required to meet with the partner/cooperating teacher, building administrator, clinical associate and a representative from the Field Experiences Office to discuss the possibility of making up the missed time. Occasionally, school policy and/or schedule conflicts may prevent the student teacher intern from making up the lost time; therefore, the student teacher intern may be required to withdraw from the student teaching internship. This will terminate the experience for that semester, and the student teacher intern will be responsible for dropping the course from his or her registration.

Where appropriate, a student teacher intern withdrawn from an assignment may be eligible for reassignment for the following semester. However, the final decision regarding a new assignment will be made by the Field Experiences Office.

Despite the fact that certain make-up days, or in some cases, a complete withdrawal may be required, the student teacher intern should not hesitate to miss school for reasons of illness. Good judgment must dictate this decision for the good of all involved.

* EXCEPTIONS: Attendance at the Missouri Job Opportunities in Education (MOJOE) and MU Fellows Interview Day do not count as absences. MOJOE is held at the Hearnes Center, University of Missouri-Columbia campus. The date of the MU Fellows Interview Day is in mid-March. In addition, one extra day is allowed for interviewing.

Inclement Weather Policy

In the event of inclement weather (ice and/or snow), interns should follow the host school's guidelines and the expectations of professional educators. If the host district cancels school because of bad weather, then interns should also plan to remain at home that day. "Snow days" are not required to be made up by interns. Tune into local radio and television stations for reports of school closings.

MU Calendar Dates for 2010-2011

August 2010	SYOSP interns begin according to the calendar of the host school, including preparation and professional development days
December 17, 2010	Close of MU's Fall semester: SYOSP interns will end on this date or 16 weeks after beginning at their host school, whichever comes first.
January 18, 2011	Beginning of MU Spring semester: SYOSP interns will officially begin full-time, five days a week internship on this date.
May 13, 2011	Close of MU's Spring semester.

SAMPLE SYLLABUS



Course Number & Name

Semester Year

University of Missouri-Columbia
College of Education - Department

Instructor:
Office:
Class Time:

E-Mail:
Office Hours:
Class Location:

Required Texts, Resources & Readings:

Program Website:
Course website:

Course Description: See catalog <http://registrar.missouri.edu/degrees-catalogs/index.php>
Include credit hours & policies

Overview of Course:

Conceptual Framework: Effective, Responsive Professionals

Program Statement:

Program Learning Objectives: To successfully complete this course, the student will:

Content Objectives: What knowledge should preservice teachers have as a result of their experiences in the course?

Performance Objectives: What skills should preservice teachers have as a result of their experiences in the course?

Link each objective to one or more of

The MO-STEP standards <http://dese.mo.gov/divteachqual/teached/MoSTEP/>

AND The Subject Competencies

<http://dese.mo.gov/divteachqual/teached/competencies/>

COURSE SCHEDULE

Week	Topic & Activity	Assignment	Points	Due Date	Readings

MU Calendar - <http://provost.missouri.edu/academic-calendar/>

Assignments and Grading Criteria

Description of assignment and grading (procedures/rubric/points)

Grading Polices

Grading Scale

<http://registrar.missouri.edu/grades-transcripts-records/index.php>

Attendance and Professionalism

References to Standards, Other Resources or Bibliography

Policies & Procedures - <http://registrar.missouri.edu/policies/index.php>

REQUIRED

Academic Dishonesty

ADA Statement

Items to BOLD or emphasis in objectives, assignments and/or assessment

- Classroom Management
- Diversity
- Technology
- Communication

References to Show-Me Standards, Curriculum Frameworks, MAP in objectives, assignments, assessment and/or references

Show-Me Standards

<http://dese.mo.gov/standards/>

GLEs

<http://www.dese.mo.gov/divimprove/curriculum/GLE/>

Curriculum Frameworks

<http://www.dese.mo.gov/divimprove/curriculum/frameworks/supplement.htm>

MAP <http://www.dese.mo.gov/divimprove/assess/>

MSIP

<http://dese.mo.gov/divimprove/sia/msip/>

NOT REQUIRED

Help Available

Online Class Netiquette

Academic Integrity Policy

Academic Integrity Pledge

Intellectual Pluralism Statement

Required University of Missouri Notice of Nondiscrimination

Special consideration should be given to the following.

1. Classroom & behavior management
2. Integration of technology with instruction and learning
3. Multicultural and diversity of learning, learners & curriculum
4. Reflection and practice
5. Assessment of performance in complex situations of practice
6. Health and wellness learning experiences
7. Artifacts for student portfolios
8. Professionalism (legal, ethical, and individual rights/responsibilities)

Teaching & Learning at MU

<http://teachandlearn.missouri.edu/guide/chapters/index.htm>

Technology Integration

<http://etatmo.missouri.edu/toolbox/index.php>

TDP 4971 Fall Field Experience Internship

Course Syllabus - 3 credit hours

Program Statement

This course deepens your understanding of teaching and learning in elementary schools as an effective, responsible, professional. This course focuses on the learning and teaching in a way that encourages you to set goals, plan, implement instruction, and assess instruction to improve the learning of elementary students. As an effective, responsive, professional knowledge of how students learn and how to learn from your practice are essential

Course Description: This field experience (TDP 4971) provides pre-service interns a semester-long public school experience where they simultaneously engage in observation and teaching. Through observation, conferencing, reading, discussion, demonstration, and participation, the pre-service intern will synthesize the course concepts of the Senior Year On-Site Program. In addition to this SYOSP field experience, the intern is concurrently enrolled in TDP 4060/7060 Inquiry into Schools, Community, and Society II; TDP 4241 Problems: Inquiry into Literacy Applications (University led); TDP 4231 Special Topics Advanced Applications of Literacy (District led).

Readings: The text for this course is *The First Days of School* by Harry K. Wong & Rosemary T. Wong. 4th Edition, Copyright 2009. Readings are for discussion during seminars. The purpose of the readings is to integrate that text information into the full field experience along with the inclusion of other classes in which the interns are enrolled.

Course Objectives

The pre-service teacher will:

1. Observe multiple and varied school and classroom environments (MoSTEP 1.2.2; 1.2.3; 1.2.5; 1.2.6.2; 1.2.10.1)
2. Identify, analyze, and evaluate factors that influence school culture and climate (MoSTEP 1.2.2; 1.2.3; 1.2.7.2; 1.2.10.2)
3. Observe, plan, implement and evaluate daily lesson plans (MoSTEP 1.2.1; 1.2.2; 1.2.3; 1.2.4; 1.2.5.1.2.6; 1.2.8; 1.2.9; 1.2.11)
4. Provide clear learning goals and instructional procedures in teaching (MoSTEP 1.2.4; 1.2.5; 1.2.8)
5. Align teaching objectives with materials, procedures, and evaluation in lessons (MoSTEP 1.2.4; 1.2.5; 1.2.8)
6. Identify/use appropriate grouping strategies for classroom activities that encourage students to extend their thinking (MoSTEP 1.2.4; 1.2.5)
7. Identify/use appropriate strategies for fostering effective classroom organization, classroom management, and time management (MoSTEP 1.2.6)
8. Monitor student understanding, provide feedback, and adjust teaching as required (MoSTEP 1.2.4; 1.2.5; 1.2.8; 1.2.9)
9. When appropriate, confer/consult with parents of children, including culturally diverse students and children with special needs, and/or observe classroom teachers in these situations (MoSTEP 1.2.10; 1.2.11)
10. Conference with mentors, peers, and supervisors concerning their own teaching practices (MoSTEP 1.2.9; 1.2.11)
11. Reflect, orally and in writing, upon observations of teaching practices, self, peers, and others (MoSTEP 1.2.9; 1.2.11)
12. Exhibit appropriate professional behavior and appearance in all courses and field-based settings (MoSTEP 1.2.9; 1.2.10)

13. Demonstrate appropriate and effective oral and written communication skills in all school-related settings (1.2.7)
14. Demonstrates an understanding of technology operations, and uses technology to enhance personal productivity and professional practice. (1.2.1.11, 1.2.11.5)

Professionalism

Professional attitude and behavior is expected at all times. The work you do in this course will have a significant impact on your professional skills, understanding of pedagogy, dispositions for teaching, and student learning. Be prepared to take an active responsibility for your own learning. Complete assignments thoroughly, accurately, and in a timely manner.. Submit work that shows originality, good scholarship, and skillful production.

Academic Honesty

Academic Integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as an extremely serious matter. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Accessibility

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please privately inform me and your building principal. To request academic accommodations, students must also register with Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

On-Line Class Netiquette

Your instructors and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different they are perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination policy statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in on-line interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful ambience. (See Blackboard article titled *Social Networking: Issues Educators Need to Consider by Penney Rector*)

Course Requirements

The course requirements are designed to prepare you to become a professional educator. Those requirements are grouped into three categories. Thorough participation in these activities will add to your experience in SYOSP.

- Category one is "professionalism." Assignments 1 and 3 satisfy that requirement.
- Category two is "professional development through collegiality." Assignments 2, 4 and 6 satisfy that requirement.

- Category three is “evaluation and reflection.” Assignments 5, 7, and 8 satisfy that requirement.

Class Timelines and Deadlines:

<u>Date Due</u>	<u>Assignment</u>
Pre-semester	Read Harry Wong Book
First Week of School	Substitute Certificate and Liability; Emergency Card to School Office; Begin Journaling Community Building, Behavior Mgt, & Teaching Strategies
September 1	#1) School or District Newsletter
Due every 2 or 3 weeks	#2) Rotation Feedback Forms
September 8	#3) Professional Development Plan
Seminars (Sept, Oct, Nov)	#4) Wong Text and DVD Discussion
October 11	#5) Reflection (Lesson Analysis)
November 8	#6) Peer Observation & Conference
November 17	#7) Community Building/Behavior Mgt/Teaching Strategies Compilation
December 1	#8) Final Self & Principal/Mentor Evaluation and Conference, Student Teaching Placement

Assignment Descriptions:

First week of School: You must have a substitute certificate on file with your school and have obtained liability insurance. Complete an emergency card for your school.

#1. School or district Newsletter (15 points) Meet with the other interns in your building and prepare a “school news release” to share your personal experiences and interests with your building principal, host teachers, students, parents, and the school community. The purpose of this assignment is to inform the greater school community about yourself and the program. Complete this by September 1. This newsletter will be disseminated according to your school and also posted on your Group Page on Blackboard. Examples of past newsletters can be found under ‘Assignment and Forms’ button on Blackboard. [Course Goal(s) 12, 13]

#2. Teaching Grade Level Rotation Feedback (75 points total - 25 pts. for compiled self evaluations / 50 pts. for compiled host teacher evaluations) For each rotation through a grade level you will complete a reflection form and the grade level host teacher will complete a feedback form. It is your responsibility to submit **all** completed forms to the assigned Clinical Faculty member at the end of each grade level rotation in order to receive full credit for this aspect of your field experience. The feedback form needs to be signed as documentation that you have discussed it with your host teacher. Download the form and print from the blackboard website under 'Assignments and Forms' button and present it to each grade level evaluator(s). Upon completion of each class rotation, submit and complete them in a timely manner to keep up to date on assignments. [Course Goal(s) 10, 11, 12]

#3. Professional Development Plan (25 points). The purpose of this assignment is for you to outline your responsibilities for the semester. You will sign this along with your building Principal and/or mentor. A copy of this plan will be analyzed on your Assignment #8 form. Guidelines for writing this plan can be found under 'Assignments and Forms' button on Blackboard. [Course Goal(s) 12, 13]

#4. Wong DVD & Text Discussion (30 points) The purpose of this assignment is to discuss the characteristics of an effective teacher. You will read the assigned text, view the DVD, and prepare bulleted talking points for the monthly seminars. Specific readings will be assigned by the regional faculty.(Course objectives 2,4,7)

#5. Reflection/Analysis of Lesson (25 points) This lesson analysis assignment is essential to your development as a teacher. Write a 2 to 4 page reflection/analysis of a lesson you taught. This lesson analysis should be based on a lesson other than literacy. It could be a lesson with literacy integrated within in it. The specific requirements for writing this reflection can be found under 'Assignments and Forms' button on Blackboard. [Course Goal(s) 3, 4, 5, 6, 7, 8]

#6. Peer Observation/Evaluation (25 points total - 5 pts. for receiving / 20 pts. for conducting) The purpose of this assignment is to gain experience observing and offering feedback regarding the teaching skills of one of your peers. This focused observation will include a pre- and post-conference between you and the peer you are observing. You must receive and complete a peer observation/conference. The form for this observation can be found under 'Assignments and Forms' button on Blackboard. [Course Goal(s) 10, 11, 12, 13]

#7. Community Building, Behavior Management and Teaching Strategies (25 points) As you journal throughout your first semester, keep a log of community building activities, behavior management techniques, and instructional teaching strategies. Compile these as you observe teachers and utilize them during your rotations throughout the grade levels. Create a word document and submit it to your Regional Clinical Faculty Member by November 17. All intern's lists within your group will be compiled and will be available for you as a resource.. This assignment will provide you with a hands-on document that you will be able to utilize during your teaching career. [Course Goal(s) 1, 2, 4, 5, 7, 10, 11]

#8. Final Self & Principal/Mentor Evaluation, Conference and Student Teaching Placement (25 points) Your building principal and/or mentor teacher will complete this final evaluation of your semester performance in the classroom and will conference with you. You will also self-evaluate your semester experience according to your professional development plan goals. (Assignment #3). During this conference, paperwork for second semester student teaching placement can be processed. **Due by**

December 1. The Final Evaluation forms 1 & 2 can be downloaded from the Blackboard website under 'Assignments and Forms' button on Blackboard. [Course Goal(s) 1-13]

An "A+" for this class is earned by exceeding the standard-consistently "stellar" quality. The assumption is that a "B" meets the standard with good performance. All assignments are due at the designated times. Late assignments will be deducted 10% for each day late. The grading requirements are included with each course requirement. Except in extreme circumstances, incompletes are not given for this course.

Grading Scale

Based on the total points accumulated in the course, the following grading scale will be used:

98-100%=A+

93-97 = A

90-92=A-

87-89 = B+

83-86 = B

80-82=B-

77-79=C+

73-76=C

Course Requirements

15 points	Assignment #1
75 points	Assignment #2
25 points	Assignment #3
30 points	Assignment #4
25 points	Assignment #5
25 points	Assignment #6
25 points	Assignment #7
25 points	Assignment #8
<u>15 points</u>	Professionalism Evaluation
260 Points Possible	

SYOSP 16 Week Sample Rotation Schedule

SYOSP attend: Monday-Tuesday-Wednesday

Week	
1	K/Workshop/Meeting Days
2	Float Grades 1-6 (observe classroom management/teaching styles)
3	Grade 1 <i>(Interns should follow a grade level</i>
4	Grade 1 <i>class to a specialist's class [music, art,</i>
5	Grade 2 <i>p.e.], at least once in a primary grade</i>
6	Grade 2 <i>and again in an intermediate grade.)</i>
7	Grade 3
8	Grade 3
9	Grade 4
10	Grade 4
11	Grade 5
12	Grade 5
13	Observe Additional Classrooms <i>(While it is not necessary that the intern visit every teacher at a grade level, it is helpful if they can spend a short time with other teachers at a grade level they are particularly interested in teaching.)</i>
14	Special Education (LD/BD/ED, ELL, Reading Recovery, Title I) Specialist (Media Center, Counselor, Literacy Coach, Math Coach)
15	Continue Special Education/Specialist
16	Cooperating Teacher's Classroom

To be filled out by SYOSP Intern

ROTATION REFLECTION

Name _____ Grade _____ Teacher _____ Dates in Classroom _____

Reflection upon practice is instrumental to your professional growth. Include insightful, meaningful suggestions for improvement. Please assign the descriptor that most accurately describes your performance during the time spent in this grade level. Discuss this rotation reflection with your host teacher, make a copy for yourself and your principal. Give your MU clinical faculty member the original.

Descriptor: Always - Often - Sometimes - Rarely - Never

	Descriptor	COMMENTS
Was present for all scheduled class periods or arranged and completed all make-up times/dates		
Was prompt or contacted the host teacher(s) if I was late or absent		
Dressed appropriately for the classroom according to the staff dress code for this school		
Interacted with students in a professional and appropriate manner		
Took initiative when helping with class projects and when working directly with students		
Was well-prepared when planning lessons or leading classroom activities		
Followed all host teachers' requests/instructions		
Asked thoughtful, insightful questions of the host teacher(s)		
Communicated effectively with host teacher(s)		
Responded positively and professionally to directions or suggestions from host teacher(s)		

(use reverse side if needed to complete questions)

Describe the activities in which you participated during this rotation period.

What did you see as your greatest strength in working with these students?

(Second and subsequent rotations only) In what way did you improve or gain confidence since your last rotation?

What goals will you set for your next teaching experience?

To be filled out by Host Teacher

ROTATION OBSERVATION FEEDBACK

Name _____ Grade _____ Teacher _____ Dates in Classroom _____

Reflection upon practice is instrumental to professional growth with insightful, meaningful suggestions for improvement. Please assign the descriptor that most accurately describes the intern's performance during the time spent in this grade level and give constructive criticism and suggestions for him/her to grow professionally. . Discuss this rotation feedback form with your student intern and sign below when the feedback has been discussed. You may want to make a copy for yourself and principal. Give the original copy to your intern to give to the MU clinical faculty member.

Descriptor: Always - Often - Sometimes - Rarely - Never

	Descriptor	COMMENTS
Was present for all scheduled class periods or arranged and completed all make-up times/dates		
Was prompt or contacted the host teacher(s) if I was late or absent		
Dressed appropriately for the classroom according to the staff dress code for this school		
Interacted with students in a professional and appropriate manner		
Took initiative when helping with class projects and when working directly with students		
Was well-prepared when planning lessons or leading /classroom activities		
Followed all host teachers' requests/instructions		
Asked thoughtful, insightful questions of the host teacher(s)		
Communicated effectively with host teacher(s)		
Responded positively and professionally to directions or suggestions from host teacher(s)		

(use reverse side if needed to complete questions)

What did you see as the greatest strength this SYOSP intern possesses that will benefit him/her as a teacher?

What suggestions for improvement do you have for this SYOSP intern?

Host Signature _____

Intern Signature _____

Date Discussed _____

Intern Final Self Evaluation for MU Senior Year On Site Program

Assignment # 8

SYOSP intern: _____

Site School: _____ Date: _____

For each quality indicator, please select one statement per item that most accurately describes your performance during the fall semester. Then use the guide on the next page as the narrative basis for this final self-evaluation.

The pre-service teacher (SYOSP intern) models effective verbal, non-verbal, and electronically based **communication** techniques. (1.2.7)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) is a **reflective practitioner** who actively seeks opportunities to grow professionally. (1.2.9)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) fosters positive **relationships** with students and colleagues. (1.2.10)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) continues to expand **subject matter knowledge** and applies it in lesson development. (1.2.1)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) displays the following **professional characteristics**: initiative, work ethic, confidentiality, preparation, attendance, promptness, and appropriate attire.

Always Almost Always Sometimes Needs Improvement Never

Please state your **two** greatest strengths in the classroom:

1. _____

2. _____

FINAL PRINCIPAL/MENTOR EVALUATION for MU - SENIOR YEAR ON SITE PROGRAM

Name of SYOSP intern _____ Name of Evaluator _____

Since SYOSP interns have worked with multiple members of your school community, this final evaluation will be best informed by members of your school community who have worked most consistently with this intern.

The pre-service teacher (SYOSP intern) models effective verbal, non-verbal, and electronically based **communication** techniques. (Q.I.1.2.7)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) is a **reflective practioner** who actively seeks opportunities to grow professionally. (Q.I.1.2.9)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) fosters positive **relationships** with students and colleagues. (Q.I.1.2.10)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) continues to expand **subject matter knowledge** and applies it in lesson development. (Q.I.1.2.1)

Always Almost Always Sometimes Needs Improvement Never

The pre-service teacher (SYOSP intern) displays the following **professional** characteristics: initiative, work ethic, confidentiality, preparation, attendance, promptness, and appropriate attire.

Always Almost Always Sometimes Needs Improvement Never

Please state this intern's three greatest strengths in the classroom:

Most important suggestions for improvement:

Principal/Mentor

Student Intern Signature

Date

SYOSP Professional Development Plan Guidelines

Assignment #3

Welcome to your Senior-Year On-Site Program (SYOSP)! This experience provides you the opportunity to engage in a yearlong public school experience. You will get to know the school, the students, and the staff. You will have the opportunity to see first-hand what it takes to get the school year going in the fall as well as what is involved in creating positive classroom and school communities. Past SYOSP feedback from interns, graduates, principals, mentors, and teachers have reported this yearlong program produces better prepared novice teachers who have become a part of the school environments.

With this opportunity comes responsibility. You must demonstrate a professional attitude and behavior at all times. You must be prepared to take active responsibility for your learning and the learning of your students. You must complete your assignments thoroughly, accurately, and punctually and produce work that shows originality and scholarship.

As you begin to process this opportunity and this responsibility, you will write a Professional Development Plan similar to Missouri's Guidelines of Performance Based Teacher Evaluation.

First: State the desired behavior specifically and positively

- refer to **Course Objectives and Course requirements** in your syllabus
- refer to **Attendance Policy** in syllabus
- use action verbs that begin with "I will" (. . . participate, make, attend, design, perform)
- use bulleted format
- include a maximum of five goals
- include at least one goal on instruction and at least one on behavior management
- each goal must be measurable because you will be expected to share artifacts documenting your efforts during your final evaluation with your principal/mentor.
- provide three signature lines and date lines for you, your principal/mentor, and your SYOSP Clinical Faculty

Next: Make an appointment with your principal/mentor to review and discuss your professional development plan.

Finally: Before you leave for Thanksgiving break, make another appointment with your principal/mentor. For this scheduled appointment, you will take your professional development plan, your artifact documentation, and your completed Final Self Evaluation to share.

A sample is provided for you on Blackboard under assignment #3.

SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE

TDP 4241 Problems: Inquiry into Literacy Applications (Writing Intensive)

Fall, 2010—Three (3) credit hours

Central and North Central groups

Instructor

Laurie Kingsley, Ph.D
211-A Townsend Hall
Columbia, MO 65211
Office: 573-882-7170
Home: 573-447-3359
kingsleyl@missouri.edu

Class Day/Time/Location

Thursdays 9:00-11:00 in S203 Memorial Union, and
12:00-3:00 in 101E Reflector, Townsend Hall
Fridays 9:00-12:00 101E Reflector, Townsend Hall

Group A:	8/26 & 8/27 9/16 & 9/17 10/7 & 10/8 10/28 & 10/29	Group B:9/2 & 9/3 9/23 & 9/24 10/14 & 10/15 11/4 & 11/5	Group C:9/9 & 9/10 9/30 & 10/1 10/21 & 10/22 11/18 & 11/19
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<i>Group A:</i>	<i>Group B:</i>	<i>Group C:</i>
Benton	Blue Ridge	Derby Ridge
Cedar Ridge	Fairview	Grant
Lee	Midway	Mill Creek
Paxton Keeely	Shepard	West Blvd.
Rock Bridge	Parkade	Two Mile Prairie
Russell	New Haven	Hallsville
Centralia	Jeff City	Ashland (So. Boone)
Moberly		

Required Texts

Miller, Debbie. (2008). *Teaching with Intention*. Portland, ME: Stenhouse.
Routman, Regie. (2003). *Reading Essentials*. Portsmouth, NH: Heinemann.

Program Statement

This course deepens your understanding of teaching literacy in order to develop as an effective, responsive, professional. The focus is on the learning and teaching of literacy in a way that encourages you to set goals, plan, implement and assess instruction to improve the learning of elementary students. As an effective, responsive, professional, knowledge of how students learn in the area of literacy and how to learn from your practice are essential.

Effective: Seriously examining your literacy beliefs within the context of literacy and human learning theories in relation to literacy as it occurs in your school community, and being proactive in creating multiple solutions for complex literacy issues in the educational context of the 21st century.

Responsive: Researching the literacy contexts in which your practice will be constructed and make impactful data driven decisions that promote the academic success of diverse learners.

Professional: Developing an ethical commitment to serving all students and families in your school community. This entails developing abilities to communicate and collaborate across diverse environments. The MoSTEP Examiner Handbook defines diversity as the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

Course Description

This is one of four required literacy courses you will be taking during Phase II and Phase III (4211, 4221, 4231, and 4241). Across these courses you will learn the basics of reading and writing theory, instructional practices, assessment techniques, and diagnostic tools, as you work to become **effective, responsive, professionals** in the field of education. The purpose of this course is to provide pre-service teachers with opportunities to study literacy topics from a broad perspective. The topics will enable students to integrate literacy theory with field-based practice in relevant and meaningful ways through writing, discussion and self-reflection.

Course Objectives

The pre-service elementary education teacher will demonstrate knowledge of and/or competency in the following English/Language Arts areas of study (LAC)

(http://dese.mo.gov/divteachqual/teached/competencies/elem_englarts.pdf) and Missouri Standards for Teacher Education Programs (MoSTEP)

(http://dese.mo.gov/schoollaw/rulesregs/documents/MoSTEP_10-06.pdf).

During this course students will:

- 1) Become familiar with theoretical foundations that support literacy acquisition (Mo-STEP 1.2.1.1, 1.2.1.3, 1.2.3.4, 1.2.2.1, 1.2.2.2, 1.2.2.4; LAC 1.1, 2.1)
- 2) Investigate the acquisition and structure of language (Mo-STEP 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.4; LAC 1.1, 1.2. 2.1, 2.3)
- 3) Investigate emergent reading and writing processes (Mo-STEP 1.2.1.1, 1.2.1.3, 1.2.1.4, 1.2.2.1, 1.2.2.2, 1.2.2.4; LAC 3.1, 3.2, 3.5, 4.2)
- 4) Know issues that surround district and state assessments, and use tools to organize and analyze student assessment data (Mo-STEP 1.2.4.1, 1.2.4.2, 1.2.8.1, 1.2.8.2, 1.2.8.3, 1.2.8.4)
- 5) Organize and manage a classroom that encourages lifelong readers and writers, including techniques to encourage and maintain student motivation and interest (Mo-STEP 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.2, 1.2.7.2, 1.2.7.3, 1.2.7.4; LAC 3.5, 3.6, 3.7 3.8)
- 6) Establish a community of pre-professional educators/teacher researchers who analyze and respond to the political currents which surround the field of education (Mo-STEP 1.2.10.1, 1.2.10.4)
- 7) Understand the cueing systems of reading (Mo-STEP 1.2.1.1)
- 8) Connect instruction to students' prior experiences and family, culture, and community. (Mo-Step 1.2.3.1, 1.2.3.2, 1.2.3.4; LAC 2.2)
- 9) Use technology skills to enhance learning and to create meaningful learning opportunities for all students (MoStep 1.2.11.1, 1.2.11.2, 1.2.11.4)

Course Requirements

**Attendance and participation in all class*

<i>discussions and activities</i>	60 Points (5 pts per half-day)
<i>*Grant Proposal—draft 1</i>	40 Points
<i>*Cueing Systems Scavenger Hunt</i>	10 Points
<i>*MAP Assessment Investigation</i>	20 points
<i>*Student Writing Samples</i>	10 Points
<i>*Book Club Assignment</i>	10 Points
<i>*Conference Notes</i>	10 points
<i>*Reading assignments (4)</i>	40 points (10 per assignment)
<i>*Grant Proposal</i>	<u>150 points</u>
Total	350 points

Grant Proposal Assignment

Your major writing assignment for this class is a grant proposal that will focus on literacy models, approaches, and instructional practices. You will work on this paper throughout the semester as you learn more about literacy, observe teachers teaching literacy, and teach literacy yourself.

After exploring differing models of reading and the various theorists supporting each model, you will be asked to make decisions regarding which model best describes how readers process text in order to make meaning. Your beliefs about how children learn to read will impact your decisions regarding your literacy practice, as different classroom resources and tools promote different types of thinking and learning.

Your decision about how children learn to read will be the base for a grant writing project which will provide the opportunity for you to a) interpret the major theories that support literacy instruction and learning, b) make decisions regarding how theory connects to practice, and c) learn components and techniques of grant writing.

Relevant Mo STEP standards/course objectives:

- Become familiar with theoretical foundations that support literacy acquisition (Mo-STEP 1.2.1, 1.2.2)
- Investigate emergent reading and writing processes (Mo-STEP 1.2.1, 1.2.2)
- Investigate the acquisition and structure of language (Mo-STEP 1.2.1, 1.2.2)
- Organize and manage a classroom that encourages lifelong readers and writers, including techniques to encourage and maintain student motivation and interest (Mo-STEP 1.2.5, 1.2.6, 1.2)
- Establish a community of pre-professional educators/teacher researchers who analyze and respond to the political currents which surround the field of education (Mo-STEP 1.2.10)

Project description:

The proposal should follow the guidelines of the grant you have chosen. Depending on the grant type, you may or may not be asked to include certain components. Since the intention of this project is for you to become more familiar with grant writing in general, you may be required to include some additional components (which may not have been included in your particular grant) in your final submission to me. In general, grants are usually comprised of the following components, and will all need to be included in your final submission:

Abstract:

This is a one-page summary of your proposal. Think of it as a "mini-proposal" that conceptualizes the project. It should highlight anticipated outcomes of the project and how many participants will be impacted by project activities.

Background/Rationale (this is the literature search):

In this section you will need to make a clear statement about the existing problems and issues. State the need for your request. Include in this section a discussion of the model of reading that supports your grant request. Include discussion of one or two theorists who support these models, and any other information regarding your beliefs regarding how readers make meaning. Also include information justifying the need for the project (nationally as well as locally).

Goals and Objectives:

State the 1-2 major goal(s) of your project, supported by 2-4 measurable objectives.

Project Design:

In this section describe the activities that will help you meet your goals and objectives. Include a timeline of activities. This is the "heart" of the proposal.

Evaluation:

What measures will you use to evaluate whether or not your project has met its objectives? Describe your evaluation process in this section.

Dissemination:

How will you let others know about your project? Examples: workshops, presentations, journal articles, web sites, etc.

Budget and budget narrative:

How much money will you need for your project? Major categories are personnel, travel, supplies, consultants, equipment and other (substitutes, transcription costs, compensation for participants, etc.)

The budget narrative justifies each budget item listed.

Process Stages for the Assignment

1. Read materials (articles, text chapters, on-line information). 1st class session
2. Analyze/discuss materials (there will be several in-class assignments which will help you to complete this stage). 1st class session
3. Grant writing techniques. 2nd class session

4. Write first draft of grant. Use information gathered from your district, your classroom, and example grant proposals (see blackboard September downloads file). Draft due: 3rd class session
5. In-class feedback and peer review of draft. 3rd class session
6. Submit draft for instructor feedback. Due: 4th class session
7. Receive paper with feedback. 5th class session
8. Rewrite and submit final paper. Due:
 - a. Group A: November 19
 - b. Group B: November 29 (Monday after Thanksgiving break)
 - c. Group C: December 3

Grading Criteria

Content

10 points.	Abstract.
40 points.	Background/Rationale. A reading model which supports the grant request is identified and described, and is supported by discussion of the work of a major researcher/theorist.
10 points.	Goals and Objectives are stated.
35 points.	Project Design describes the activities and experiences that will be included and will help you meet the goals and objectives. Timeline is included.
10 points.	Evaluation. Measures for evaluation have been described.
5 points.	Dissemination procedures have been described.
5 points.	Specific Budget and budget narrative have been included.

Technical

30 points.	Sentence structure, grammar, and spelling are accurate.
<u>5 points.</u>	Reference information cited in APA format (http://owl.english.purdue.edu/handouts/research/r_apa.html)

150 points total

Conversion to University letter grades:

<u>Letter Grade</u>	<u>Percentage of Total Points</u>
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%

According to University policy, plus and minus grades are only given to undergraduate students. Grades will be rounded up if the decimal is between .5 and .9 and rounded down if the decimal is between .1 and .4.

Writing Intensive Course

This course is writing intensive and is designed according to the following guidelines:

1. The course includes writing assignments about which students will receive feedback for revision and resubmission. Feedback will be based upon the extent of written interpretation, explanation, analysis, or evaluation of the given topic.

2. The course writing assignments will total a minimum of 5000 words which include drafts, revisions, and final editions.
3. The writing assignments will be distributed throughout the semester.

General Requirements

1. **Attendance is required** for all scheduled class meetings and students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge base through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. **You must contact the instructor if you will be absent.**
2. Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read the readings sufficiently to be able to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or class meetings is unclear.
3. All assignments must be submitted ON THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date will result in a reduction in points.
4. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. Products which, in the judgment of the instructor are unreadable or unprofessionally prepared, will be returned for revision.
5. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given a "NP" grade for the course AND may be suspended or expelled from the university. **Professors and instructors are required to report any suspected cases of academic dishonesty to the Provost's office.**
6. Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.
7. If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

Office location: 211-A, Townsend Hall , 882-7170

To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services, S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

MOSTEP Standards

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

1.2.1.1 knows the discipline applicable to the certification area(s); 1.2.1.2 presents the subject matter in multiple ways; 1.2.1.3 uses students' prior knowledge;

1.2.1.4 engages students in the methods of inquiry used in the discipline; creates interdisciplinary learning.

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

1.2.2.1 knows and identifies child/adolescent development; 1.2.2.2 strengthens prior knowledge with new ideas;

1.2.2.3 encourages student responsibility; 1.2.2.4 knows theories of learning.

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

1.2.3.1 identifies prior experience, learning styles, strengths, and needs;

1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;

1.2.3.3 knows when and how to access specialized services to meet students' needs;

1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);

1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;

1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills.

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1.2.6.1 knows motivation theories and behavior management strategies and techniques; 1.2.6.2 manages time, space, transitions, and activities effectively; (lesson) 1.2.6.3 engages students in decision making.

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

1.2.7.1 models effective verbal/non-verbal communication skills;

1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;

1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media; 1.2.7.4 uses a variety of media communication tools.

Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;

1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;

1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them; 1.2.9.2 uses resources available for professional development; 1.2.9.3 practices professional ethical standards.

Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;

1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;

1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;

1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE

SYOSP PROGRAM

TDP 4231/7231 SYLLABUS (TEACHER LED COURSE)

ADVANCED APPLICATIONS OF LITERACY

INSTRUCTOR

TBD

CLASS DAY/TIME/LOCATION

TBD

REQUIRED TEXT/ READINGS

- TBD by instructor—varies by district
-

Program Statement

This course deepens your understanding of teaching literacy in order to develop as an effective, responsive, professional. The focus is on the learning and teaching of literacy in a way that encourages you to set goals, plan, implement and assess instruction to improve the learning of elementary students. As an effective, responsive, professional, knowledge of how students learn in the area of literacy and how to learn from your practice are essential.

Effective: Seriously examining your literacy beliefs within the context of literacy and human learning theories in relation to literacy as it occurs in your school community, and being proactive in creating multiple solutions for complex literacy issues in the educational context of the 21st century.

Responsive: Researching the literacy contexts in which your practice will be constructed and make impactful data driven decisions that promote the academic success of diverse learners.

Professional: Developing an ethical commitment to serving all students and families in your school community. This entails developing abilities to communicate and collaborate across diverse environments. The MoSTEP Examiner Handbook defines diversity as the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

COURSE DESCRIPTION

This is one of four required literacy courses you will be taking during Phase II and Phase III (4211, 4221, 4231, and 4241). Across these courses you will learn the basics of reading and writing theory, instructional practices, assessment techniques, and diagnostic tools, as you work to become effective, responsive, professionals in the field of education.

The purpose of this course is to provide pre-service teachers with information about the current reading curriculum and practices in their on-site program. Topics discussed within the framework of literacy include assessment, diversity, children's literature, technology, planning and delivering instruction, professional development, and management (classroom, behavior, and lesson.) You will observe and

apply your learning within your field placement. At the conclusion of this course, students will be able to:

COURSE OBJECTIVES

The pre-service elementary education teacher will demonstrate knowledge of and/or competency in the following English/Language Arts areas of study (LAC)

(http://dese.mo.gov/divteachqual/teached/competencies/elem_englarts.pdf) and Missouri Standards for Teacher Education Programs (MoSTEP)

(http://dese.mo.gov/schoollaw/rulesregs/documents/MoSTEP_10-06.pdf):

- 1. Identify and communicate student's strengths and needs based on formal and informal assessment strategies.**
Create curriculum, including lessons and integrated units that plan for diverse students' abilities, interests and needs (Mo-STEP 1.2.3.1, 1.2.3.2, 1.2.3.4, 1.2.4.1, 1.2.4.2, 1.2.4.3, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.2, 1.2.6.3, 1.2.8.1, 1.2.8.3, 1.2.8.4; LAC 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)
 - 2. Develop literacy curriculum and teaching strategies based on student's interest, cultural and ethnic background, and physical and mental abilities.** (Mo-STEP 1.2.3.1, 1.2.3.2, 1.2.3.3, 1.2.3.4, 1.2.4.1, 1.2.4.2, 1.2.4.3, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.2, 1.2.6.3; LAC 2.2, 2.3)
 - 3. Have experiences working with one student, a small group and a large group in a field setting, teaching language arts lessons and facilitating learning.** (MoSTEP 1.2.1.2, 1.2.2.2, 1.2.2.3, 1.2.5.1, 1.2.5.2, 1.2.7.1, 1.2.7.2, 1.2.7.3; LAC 3.1, 3.2, 3.3, 3.6)
 - 4. Use strategies that help students express themselves clearly in writing, in various forms, for different purposes, and for a variety of audiences** (MoStep 1.2.7.3; LAC 4.1, 4.2, 4.3, 4.4)
 - 5. Reflect on and take advantage of opportunities for growth and professional development** (MoSTEP 1.2.9.1, 1.2.9.2, 1.2.9.3, 1.2.10.1, 1.2.10.2, 1.2.10.3, 1.2.10.4)
 - 6. Use technology as a tool for learning and instruction** (MoStep 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6)
 - 7. Manage and organize a classroom appropriate for literacy in elementary classrooms** (MoStep 1.2.6.1, 1.2.6.2, 1.2.6.3, 1.2.6.4)
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COURSE REQUIREMENTS

Activity	Points
Students will attend weekly class meetings and will participate in all class discussions (5 points per class with 3 rd and all succeeding absences resulting in a 10 point reduction per missed class from total points)	80
Lesson plans (minimum of 4 @ 20 points each)	80
Behavior Management Project	10
Assessment Project	25
Diversity Project	20
Technology Project	10
Professional Development Project	10
Instructor Discretionary Points	30
Frameworks Capstone	35
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Total	300 points

CONVERSION TO UNIVERSITY LETTER GRADES:

<u>Letter Grade</u>	<u>Percentage of Total Points</u>
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%

According to University policy, plus and minus grades are only given to undergraduate students. Grades will be rounded up if the decimal is between .5 and .9 and rounded down if the decimal is between .1 and .4.

GENERAL REQUIREMENTS

1. **Attendance is required** for all scheduled class meetings and students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge base through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. **Always contact the school and the instructor if you will be absent.** If your school is closed, because of weather, you will not need to attend. Attendance will count for 5 points per class with 3rd and all succeeding absences resulting in a 10 point reduction per missed class from total points.
2. Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or class meetings is unclear.
3. All assignments must be submitted ON THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date will result in a reduction in points.
4. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be docked points and returned for revision.
5. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given a "NP" grade for the course AND may be suspended or expelled from the university. **Professors and instructors are required to report any suspected cases of academic dishonesty to the Provost's office.**

Academic Honesty Statement:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Accessibility Statement:

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please notify me using methods provided at top of syllabus.

To request academic accommodations (for example, a note taker or extended time on exams), students must also register with the Office of Disability Services (<http://disabilityservices.missouri.edu> <<http://disabilityservices.missouri.edu>>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism Statement:

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities <http://osrr.missouri.edu/>. All students will have the op

Topic	Overview	Student Project	Journal Articles—as assigned by your instructor
Overview of Reading Frameworks	Information on the school’s approach to planning and delivering literacy lessons will be presented, and preservice teachers will have experience applying this information. This learning process will be on going throughout the semester.	<p>Plan and Implement lessons throughout the semester using the school’s literacy approach (minimum of 4 lessons)</p> <p>DUE—turn in as completed Should include:</p> <ul style="list-style-type: none"> • Develop two primary literacy lessons • Develop two intermediate literacy lessons • Implement in small or large groups • Incorporate Children’s literature when appropriate 	Morrow, L.M., Tracey, D.H., Woo, D.G., & Pressley, M. (1999). Characteristics of exemplary first-grade literacy instruction. <i>The Reading Teacher</i> , 52(5), 462-476.
Topic	Overview	Student Project	Journal Articles—as assigned by your instructor

<p>Management</p>	<p>Preservice teachers will learn about, observe, and apply the behavior, classroom, and lesson management systems used in the school.</p>	<p>Behavior Management Project</p> <ul style="list-style-type: none"> • Take notes of your observations to use during class synthesis activity (discussing, comparing, charting what you found, etc.) • How are classrooms organized and managed so that the children know what's expected of them. (i.e. turning in work, lunch count, pencil sharpening , restroom breaks, lining-up and other transition times.) • How are learning materials organized, stored, and used by the children? What are the routines the teacher has in place for use of learning materials? • Find one behavior management tool that seems to work, and bring the idea to class to share. • Find one organizational management tool that seems to work, and bring the idea to class to share 	<p>Kaufman, D. (2004). A sense of place: Donald Graves and the organization and management of the writing classroom. <i>The NERA Journal</i>, 40(1), 10-15.</p> <p>Pinnell, G.S. (2003). How can I get it all done? And five more back-to-school dilemmas. <i>Scholastic Instructor</i>, 113 (2), 27-30.</p> <p>Kaufman, M. (2002). Putting it all together: From one first-grade teacher to another. <i>The Reading Teacher</i>, 55(8), 722-726.</p>
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Topic	Overview	Student Project	Journal Articles— as assigned by your instructor
Assessment	<p>Getting to know readers - include school assessments, observations, running records, informal interviews, DRA, running records, informal / formal assessment, etc.</p> <p>What are the learning characteristics of the classroom children?</p>	<p>Assessment Project</p> <ul style="list-style-type: none"> • Select an average reading group of three to five students. • Complete running records on at least three of these students. • Analyze running records using accuracy, meaning, syntax, and visualizing (MSV), self correction ratio, fluency and comprehension observations. • Document strengths and concerns for each reader. • Collaborate with host teacher to plan and teach a guided reading lesson. Use the data gathered from the running records to determine the lesson’s focus. • Write a one-page paper <ul style="list-style-type: none"> ○ Showing how the running records were used to develop the lesson ○ Reflecting on the lesson 	<p>Shellard, E.G. (2003). Using assessment to support reading instruction. <i>Principal, 83(2)</i>, 40-43.</p> <p>Cobb, C. (2003/2004). Effective instruction begins with purposeful assessments. <i>The Reading Teacher, 57(4)</i>, 386-388.</p> <p>Johnston, P. (2003). Assessment conversations. <i>The Reading Teacher, 57(1)</i>, 90-92.</p>

Topic	Overview	Student Project	Journal Articles—as assigned by your instructor
Diversity	<p>Preservice teachers will learn about and will be able to teach students from diverse cultural backgrounds, students who are struggling academically or behaviorally, and/or students identified with special needs.</p>	<p>Diversity Project Work with one diverse (e.g. ELL, IEP, at risk) student in the host classroom.</p> <ul style="list-style-type: none"> • Describe the student’s performance level (DRA levels, reading inventories, reading materials used, etc.) • Administer a Running Record to determine student strengths and needs. Reflect on possible instructional strategies to support the student. • Confer with host teacher and/or supporting staff/special teachers as to the possible instructional strategies you are considering for this student. • Create an instructional plan for this student and begin implementation, as directed by instructor. • Reflect on what you learned about this student. What was surprising? What was difficult? What future recommendations do you have for instructing this student? • Bring your reflections to class for a synthesis/discussion activity. 	<p>Slavin, R.E. & Cheung, A. (2004). How do English language learners learn to read? <i>Educational Leadership, 61(6)</i>, 52-57.</p> <p>Schmidt, R.J., Rozendal, M.S., & Greenman, G. (2002). Reading instruction in the inclusion classroom: Research-based practices. <i>Remedial and Special Education, 23(3)</i>, 130-140.</p> <p>Joseph, L.M. (). Best Practices in planning interventions for students with reading problems. In <i>Best Practices in School Psychology IV</i>, (Eds.) 803-816.</p> <p>Ganske, K., Monroe, J.K., & Strickland, D.S. (2003). Questions teachers ask about struggling readers and writers. <i>The Reading Teacher, 57(2)</i>, 118-128.</p> <p>Sears, S., Carpenter, C., & Burstein, N. (1994). Meaningful reading instruction for learners with special needs. <i>The Reading Teacher, 47(8)</i>, 632-638.</p>

Topic	Overview	Student Project	Journal Articles—as assigned by your instructor
Technology	It is the intent that technology is integrated throughout all classroom teaching and learning experiences.	<p>Technology Lesson Plan Prepare a lesson integrating the use of technology and literacy.</p> <ul style="list-style-type: none"> • Locate the technology competencies on the NETS website http://cnets.iste.org/currstands/cstands-nets.html • Present a lesson to the SYOSP class using a technology tool available in your school setting (Smartboard, computers, United Video Streaming, etc). • The lesson should incorporate literacy instruction and technology competencies for a specific grade level. • Use lesson plan format provided by the instructor. 	<p>Martin, L.M. (2003). Web reading: Linking text and technology. <i>The Reading Teacher</i>, 56(8), 735-737.</p> <p>Labbo, L.D., Leu, D. J., Kinzer, C., Teale, W.H., Cammack, D., Kara-Soteriou, J. & Sanny, R. (2003). Teacher wisdom stories: Cautions and recommendations for using computer-related technologies for literacy instruction. <i>The Reading Teacher</i>, 57(3), 300-304.</p> <p>Watts-Taffe, S., Gwinn, C.B., Johnson, J.R., & Horn, M.L. (2003). Preparing preservice teachers to integrate technology with the elementary literacy program. <i>The Reading Teacher</i>, 57(2), 130-138.</p>

Topic	Overview	Student Project	Journal Articles—as assigned by your instructor
Professional Development/ Politics	Preservice teachers will learn about current political issues in literacy and will discuss ways to improve their teaching and learning through professional development.	Professional Development Project <ul style="list-style-type: none"> • Attend all teacher events including parent-teacher conferences, PTO meetings, IEP meetings, professional development workshops/trainings, faculty meetings, etc. • Reflect on each experience in terms of value to practice. Be prepared to discuss your reflection in class. 	<p>Bomer, K. (2005). Missing the children: When politics and programs impede our teaching. <i>Language Arts, 82(3)</i>, 168-176.</p> <p>Lefever-Davis, S., Wilson, C., Moore, E., Kent, A., & Hopkins, S. (2003). Teacher study groups: A strategic approach to promoting students' literacy development. <i>The Reading Teacher, 56(8)</i>, 782-784.</p> <p>Pearson, P.D. (2003). The role of professional knowledge in reading reform. <i>Language Arts, 81(1)</i>, 14-15.</p> <p>Yatvin, J., Weaver, C., & Garan, E. (2003). Reading First: Cautions and recommendations. <i>Language Arts, 81(1)</i>, 28-33.</p>
Frameworks Capstone	Preservice teachers will create a brochure describing the literacy program at your school encompassing all aspects of the literacy model taught to you throughout this semester.	<p style="text-align: center;">Literacy Brochure</p> <ul style="list-style-type: none"> • Brochure should be targeted to parents in your district. • Brochure should include graphics, be eye appealing, and state an overview of the literacy program in your school. • Contact information will be provided somewhere on the brochure for either the teacher or the school district. • Some things that could be added, but are not limited to, include... <ul style="list-style-type: none"> ➤ Minutes spent on literacy each day. ➤ How parents can involve themselves in the program. ➤ Tips for parents. ➤ Common literacy vocabulary that parents may not understand. ➤ What kinds of activities can they expect their child to be doing during literacy time. ➤ Inspirational quotes showing the positive impact of literacy. ➤ Expectations of student learning. ➤ Assessments used during literacy time. 	
Literacy Block Plan	Preservice teachers will create a literacy block plan that takes into account a diverse group of learners.	<p style="text-align: center;">Literacy Block Plan</p> <ul style="list-style-type: none"> • Using a given class of students, create a weeklong literacy plan that addresses next steps for the group. • Incorporate all elements of the literacy block. • Include how you will work with individuals, small groups, and the whole class. 	

CHECKLISTS

Lesson Plan Evaluation Checklist (20 points each)

Lesson plan (10 points):

_____ includes district-level literacy objectives

_____ is thoroughly planned and appropriate for the targeted students

_____ includes assessment options (formative, summative, and/or future)

Reflection (10 points):

_____ One-page reflection paper addresses lesson strengths and weaknesses, provides recommendations for future teaching, and includes comments and suggestions from host teacher.

Behavior Management Project Checklist (10 points)

_____ One behavior management tool is presented to the class (5 points)

_____ One behavior organizational management tool is presented to the class (5 points)

Assessment Project Checklist (25 points)

_____ Complete three or more running records (15 points). Include:

- accuracy percentage
- MSV markings
- self correction ratio
- fluency observations
- comprehension observations
- a brief statement documenting strengths and concerns for each student

_____ Write a one-page paper (10 points). Include:

- how you used the running records were used to develop the lesson
- reflections on the lesson

Diversity Project Checklist (20 points)

- _____ Describe the student's performance level (DRA levels, reading inventories, reading materials used, etc.)(3 points)
- _____ Administer Running Records and reflect on student strengths and weaknesses. (6 points)
- _____ Create an instructional plan for this student based on collaboration with host teacher and/or support staff. (6 points)
- _____ Reflect on what you learned about this student. What was surprising? What was difficult? What future recommendations do you have for instructing this student? (5 points)

Technology Project Checklist (10 points)

- _____ Technology Lesson is presented to SYOSP class (2 points)
- _____ Lessons uses a technology tool available in the school (3 points)
- _____ Lesson integrates literacy and technology (3 points)
- _____ Literacy and technology objectives are clear and based on technology competencies and district curriculum (2 points)

Professional Development Project Checklist (10 points)

- _____ Attended all teacher development events and reflected on each. (10 points)

Frameworks Checklist (15 points)

- _____ **Brochure states an overview of your school's literacy program written in a way that is parent friendly. (10 points)**
- _____ Brochure is eye-appealing and contains graphics. (3 points)
- _____ Contact information is included for the teacher and/or school. (2 points)



University of Missouri, College of Education
Teacher Development Program
TDP 4060-7060, Inquiry into Schools, Communities and Society II,
Fall 2010

“From education student to education professional”

COURSE DESCRIPTION

Catalog Description: Required 3 hour course for students pursuing teacher certification. Designed to transition students into the teaching internship through study of teacher roles, school organizations and cultures, and community contexts. Prerequisites: TDP 2040/7040.

This course is designed to help you make the crucial transition from education student to education professional. To accomplish this, the course will build on what you know from ISCS I, about the role of schools in a diverse, democratic society and the dynamic interactions among school personnel, students, families, and local communities. ISCS II is designed to develop an understanding of how those concepts become translated into the day-to-day lives of teachers in schools. Authentic assignments will assist you in preparing to enter and succeed in the education profession.

INSTRUCTORS

(Instructors insert your information here)

COURSE OUTCOMES

As a result of this course, you will:

- Develop further as an effective, responsive professional;
- Further develop your philosophy of teaching and communicate it to others;
- Demonstrate how to present yourself as a professional educator;
- Reflect upon and practice the legal and ethical standards and responsibilities required of teachers;
- Understand the teacher’s complex role in the school, district, and state, and social/political issues that impact schools and teachers;
- Learn how to contribute toward a school learning community that brings out the best in all students and staff members;
- Develop communication and social skills for collaboration, collegiality, and working effectively with diverse families and a variety of community audiences.

MoSTEP STANDARDS: For a list of state standards relevant to this course and how the course will address them, see the MoSTEP Matrix at the end of this syllabus.

ISCS II CURRICULUM

Because no single field or discipline can reflect the complexity of teaching and schooling, the ISCS II curriculum draws on knowledge from many different fields.

Area of curriculum	Concepts
Community	<ul style="list-style-type: none"> • Community building between teachers, schools, families, and students • Communication related to families, in particular
Professional development	<ul style="list-style-type: none"> • Reflecting on professional standards, preparation for a professional career.
Schools as organizations	<ul style="list-style-type: none"> • School leadership, teacher leadership • Critically analyzing school culture, climate, leadership, curriculum, resources • Concepts and characteristics of a teacher learning community • Family involvement in the school
Philosophy and reflection	<ul style="list-style-type: none"> • Values, beliefs, ethics, critical thinking • Reflecting on the desirable attributes of education professionals and developing specific, concrete steps to develop those attributes.
Ethics and law	<ul style="list-style-type: none"> • Professional conduct and decision-making • Expectations under current federal and state policies • Legal rights and responsibilities of teachers

REQUIRED TEXTS

- Amatea, E.S. (2009), *Building Culturally Responsive Family-School Relationships*. Upper Saddle River NJ: Pearson.
- Rethinking Schools. (2004). *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom*. Milwaukee: Author.
- Additional readings posted on Blackboard

Detailed information about course assignments, additional readings, rubrics, student grades and supporting information is available through the Blackboard course website. All students should use the website as an additional resource.

ASSIGNMENTS

Assignments for the course are briefly listed and described below. Detailed instructions for each assignment are posted on Blackboard. Read those carefully before you submit your assignments.

Assignment #1 – Job Letter and Résumé (20 points) Develop a cover letter and résumé to be used in a professional job search. The bottom line will be, “Would you make it past the first cut? Would someone call you for an interview?” Make a good impression.

Assignment #2 -- Interview Questions (30 points) In lieu of the usual “philosophy of education,” write a succinct response to three classic interview questions.

- Tell me about yourself – This is a background statement about your decision to enter the teaching profession and your ideas about teaching at a particular grade level and/or content area. Please do not go all the way back to your kindergarten years, or say too much about your personal life. ☺ Focus on yourself now, as an adult entering a profession.

- How will you know if your students are learning? This expresses your ideas about learning and assessment.
- What specific characteristics will you bring to a school that set you apart from other candidates? Why should we hire you? This is an opportunity to outline your strengths and particular attributes and experiences you will bring to the school and profession.

Assignment #3 – Family Newsletter (40 points) Design your first classroom newsletter for the families of your students, outlining expectations, avenues of communication, and opportunities for family involvement, and describing classroom culture, routines and procedure. Some instructors may give the option to make this assignment web-based.

Assignment #4 – Family Involvement Workshop (50 points) Working in teams, prepare a brief Powerpoint presentation showing an overview of a teacher-planned workshop for families highlighting student learning in any curriculum area.

Assignment #5 -- Legal Research (30 points). Your group will research legal issues affecting teachers through some real-world scenarios that might happen to a new teacher. There will be sources on Blackboard to support your research.

Participation (30 points). Your participation is important. Your instructor may take attendance, ask you to self-evaluate your performance, or assign periodic short writings in class to assess whether you are tuned into the readings and discussions.

Additional Assignment for Graduate Students Enrolled in TDP 7060 (50 points, if applicable) Per the policy of the Graduate School, graduate-level students enrolled in TDP 7060 must complete additional work beyond that of undergraduate students in order to receive graduate credit. Graduate students will complete a research project on a topic identified by the class as a common area of need for professional development. Results of the research will be presented to the class as a Professional Development session and presented to the instructor as an annotated bibliography.

COURSE POLICIES

ATTENDANCE

Classes are social contexts for learning and shared socialization into the teaching role. A missing member affects the class dynamics. Important materials may be distributed in class related to certification or graduation. In addition, if you miss one of the in-class writings, you will not be able to make it up. If you are unable to attend a class session, you should inform a class instructor ASAP and:

1. Consult with your colleagues to obtain the missing information.
2. Consult the course website for the needed information.
3. Contact the course instructor(s) for information or clarification.

INCOMPLETES

Incompletes will be assigned as final grades only under extraordinary circumstances (illness, etc.) and only if the instructor is informed in advance that this may be necessary. In accordance with University policy, an Incomplete grade will convert to an F after one year if it is not resolved. In addition, the TDP will not allow a student with an Incomplete to enroll in the student teaching internship.

GRADING SCALE

Undergraduate students taking this course will receive final course grades based on the following +/- scale. *TDP students must receive a grade of C or better in their TDP courses.* The shaded area below is the “danger zone.” If you receive a grade of less than a full C (i.e., a C-) for the course, you can retake the course or work with your instructor to revise out of class assignments to earn the needed points. You do not want to delay your graduation or progress toward certification. The best alternative is to prevent this from happening.

Percentage	Letter Grade	Point Spread
99-100%	A+	197-200
94-98%	A	187-196
90-93%	A-	180-186
87-89%	B+	177-179
83-86%	B	167-176
80-82%	B-	160-166
77-79%	C+	157-159
73-76%	C	147-156
70-72%	C-	140-146
67-69%	D+	137-139
63-66%	D	127-136
60-62%	D-	120-126
Below 60%	F	Below 120

GRADUATE STUDENT GRADING SCALE

Graduate students have more points because of the additional 50-point assignment for graduate credit. Graduate students (enrolled as TDP 7060) taking this course are not eligible for +/- grading for final course grades because of MU policy. If a graduate student receives a C, it may not affect recommendations for certification but it may affect standing with the Graduate School.

Percentage	Letter Grade	Point Spread
93-100%	A	232-250
83-92%	B	207-231
73-81%	C	182-206
63-72%	D	157-181
Below 63%	F	Below 157

ACCESSIBILITY STATEMENT

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office, 303 Hill. To request academic accommodations (for example, a notetaker), students must also register with the [Office of Disability Services](http://disabilityservices.missouri.edu), (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

ACADEMIC HONESTY

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

INTELLECTUAL PLURALISM

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>) or the MU Equity Office (equity@missouri.edu; <http://equity.missouri.edu/>) All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

MOSTEP MATRIX FOR ISCS II, TDP 4060-7060

MOSTEP Standard/Indicator	TDP 4060-7060 Reading/Assignment
1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.	Amatea; Family Newsletter, Family Workshop
1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	New Teacher Book, Blackboard Readings
1.2.7.1 models effective verbal/non-verbal communication skills;	Job letter, Resume, Interview, Family Newsletter, Family Workshop, Participation; Graduate student assignment
1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;	Amatea; Job letter, Resume, Interview, Family Newsletter, Family Workshop
1.2.7.4 uses a variety of media communication tools.	Job letter, Resume, Family Newsletter, Family Workshop
1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.	The New Teacher Book; Classroom activities related to communication with parents and colleagues
1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;	The New Teacher Book, Blackboard Readings
1.2.9.2 uses resources available for professional development;	The New Teacher Book, Amatea, Blackboard Readings, Classroom activities

1.2.9.3 practices professional ethics.	The New Teacher Book, Amatea, Blackboard readings, Family Newsletter, Legal Research, Classroom activities
1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;	The New Teacher Book, Blackboard Readings on Learning Communities, collaborative assignments
1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;	Amatea; Family Newsletter, Family Workshop
1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.	Amatea; Family Newsletter, Family Workshop
1.2.11.5 uses technology to enhance personal productivity and professional practice;	Resume, Family Newsletter, Family Workshop

SAMPLE SCHEDULE OF READINGS AND ASSIGNMENTS, TDP 4060-7060, FALL 2010
READINGS LISTED FOR A DATE SHOULD BE COMPLETED BEFORE COMING TO CLASS.

WEEK	Topics	Readings & Assignments Due Tonight
1 (Begin 8/23)	Introduction	Syllabus, Ethics, Communication Guidelines, etc.
2	What you're getting into: Teaching today	The New Teacher Book, pp. 1-25; Blackboard: <i>Attitudes about Teaching</i> report Due: Job Letter and Resume
3 Mon. Class – Labor Day	Getting a teaching job	Blackboard readings on job applications, interviewing, teacher job prospects, etc.
4	School climate and culture: What to look for in a school. What questions to ask your interviewers.	The New Teacher Book, pp. 191-216; Amatea, Ch. 14; Blackboard: School resource, climate, and culture readings Due: Interview Questions Principal Panel
5	Professional development and retention of new teachers;	The New Teacher Book, pp. 26-58; Blackboard: Professional development, retention, <i>Lessons Learned</i> report Decide on PD priorities for graduate student presentations
6	Working and communicating with families	The New Teacher Book, Glover (p. 217); Amatea Ch. 1-3 Blackboard: <i>Playing Their Parts</i> report Parent Panel
7	Families continued. Cultural diversity.	The New Teacher Book, Weiss (p. 59); Amatea Ch. 4-7 Due: Family Newsletter
8	Families continued. Parent conferences and meetings.	Amatea Ch. 8, 10, 11 Blackboard: Active Listening in Parent Communication Decide on Topics for Family Workshops
9	Teacher Learning Communities	Blackboard: Learning Communities readings Begin work on Family Workshops
10	Teacher Learning Communities continued	Blackboard: Learning Communities readings Teacher Panel
11	School laws teachers should know	Blackboard links and readings on law. Assign school law research scenarios.
12	School laws continued	School Law Research
13	Ethics: Doing the right thing in tough situations	The New Teacher Book, pp. 115-188; Blackboard links on ethics
11/22-26	Thanksgiving Break – No class	
15	Family Workshops	Family Workshops
16	Family Workshops Classes End Dec. 8	Family Workshops
17	Finals Week Dec. 10-17; Grades due Dec. 20	