

Course/Module Number/Title: 62-113

Phase I/Professional Learning Community I

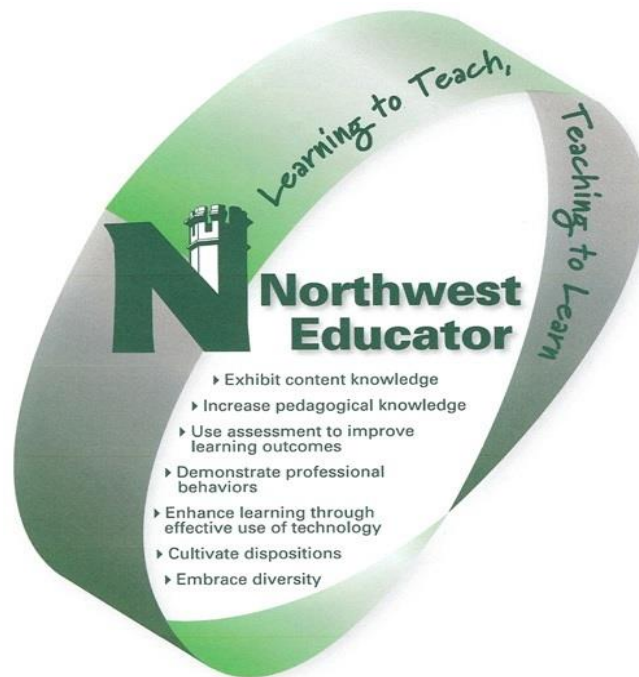
Professional Education Unit Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Professional Education Unit Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Conceptual Framework:



COURSE DESCRIPTION

Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions gained in 62-111 and 62-112 applied to their classroom contexts. By working in small groups of colleagues and peers, emerging learning will be transparent, targeted and collaborative.

Co-requisite: 62-111 Ecology of Teaching, 62-112 Developmental Foundations

Instructor Information:

Instructor: _____ Office Phone: _____
Office Location: _____ Office Hours: _____
Email: _____

Course/Module Rationale:

Professional Learning Communities will serve as communities of practice for teacher candidates to come together to synthesize and share their learning from the modules associated with the Professional Learning Community and field-based experiences. The primary goal of the Professional Learning Communities will be to serve as opportunities for candidates to engage in reflective practice. Research indicates that the primary purpose of reflection is transformation (Ottesen, 2007). In the absence of reflection, teacher candidates will not question the beliefs and assumptions that have unconsciously formulated during their years as students or beginning teacher candidates and thus will teach as they have always been oftentimes which is ineffective.

Essential Question

How do collaboration and reflection enhance professional practices and the teaching profession?

COURSE/MODULE OBJECTIVES/OUTCOMES, COMPETENCIES, AND ASSESSMENTS

Course Objectives/Outcomes

1. Candidates will identify protocols used when observing, reflecting and participating in various collaborative opportunities in the professional setting.
2. Candidates will serve as an effective member of the professional learning community.
3. Candidates will collectively identify norms and procedures of an effective learning community.

4. Candidates will demonstrate knowledge of the Northwest Missouri State University teacher dispositions
5. Candidates will be culturally competent citizens who understand and engage comfortably with differences.

Course Competencies:

1. Candidates will demonstrate the ability to participate in various collaborative learning opportunities.
2. Candidates in the PLC will develop a rapport; build trusting, supportive, caring relationships and utilize effective communication skills when sharing, disagreeing and resolving conflict/
3. Candidates will practice the norms and procedures utilized for collaboration within the professional learning community
4. Candidates will actively participate in and exhibit the dispositions necessary for collaboration in the professional learning community
5. Candidates will use critical thinking tools to identify their own personal biases and assumptions about marginalized individuals; develop solutions through collaboration with others; evaluate positions in critical conversations about social issues, respecting the different opinions of others even while defending their own,

Course Tasks/Evidence:

1. Self assessment and journal reflection
2. Case study analysis and reflection
3. Presentation of competency task with application of reflective protocol

Course/Modules Objectives/Outcomes, Competencies and Assessments

Objectives/Outcome	Competencies	Assessment Task	MoSPE Standards
Candidates will identify protocols used when observing, reflecting and participating in various collaborative opportunities in the professional setting.	Candidates will demonstrate the ability to participate in various collaborative learning opportunities.	Self assessment and journal reflection	Missouri Teacher Standard 8: Professional Practice Missouri Teacher Standard 9: Professional Collaboration

<p>Candidates will serve as an effective member of the professional learning community.</p>	<p>Candidates in the PLC will develop a rapport; build trusting, supportive, caring relationships and utilize effective communication skills when sharing, disagreeing and resolving conflict</p>	<p>Self assessment and journal reflection</p>	<p>Missouri Teacher Standard 8: Professional Practice Missouri Teacher Standard 9: Professional Collaboration</p>
<p>Candidates will collectively identify norms and procedures of an effective learning community.</p>	<p>Candidates will practice the norms and procedures utilized for collaboration within the professional learning community.</p>	<p>Self assessment and journal reflection</p>	<p>Missouri Teacher Standard 8: Professional Practice Missouri Teacher Standard 9: Professional Collaboration</p>
<p>Candidates will demonstrate knowledge of the Northwest Missouri State University teacher dispositions.</p>	<p>Candidates will actively participate in and exhibit the dispositions necessary for collaboration in the professional learning community</p>	<p>Self assessment and journal reflection</p>	<p>Missouri Teacher Standard 8: Professional Practice Missouri Teacher Standard 9: Professional Collaboration</p>
<p>Candidates will be culturally competent citizens who understand and engage comfortably with differences.</p>	<p>Candidates will:</p> <p>Use critical thinking tools to identify their own personal biases and assumptions about marginalized individuals;</p> <p>Develop solutions through collaboration with others;;</p>	<p>Case Study Analysis and Discussion</p>	

	Evaluate positions in critical conversations about social issues, respecting the different opinions of others even while defending their own.		
Candidates will understand that reflective practice leads to improved instruction and that reflection on teaching must be accompanied by action	Candidates will use reflective practice to improve teaching and change instruction.	Presentation of competency task with application of reflective protocol	Missouri Teacher Standard 8: Professional Practice Missouri Teacher Standard 9: Professional Collaboration

TEXTBOOK / SUPPLEMENTAL READING

Assorted current articles related to course content will be assigned.

Course/Module Diversity Experience

Diversity Proficiencies

The Northwest PEU recognizes the importance of addressing diversity in all courses. We strive to instill our students with an understanding of diversity and how it enriches education practice. Through coursework, field experiences, and other related campus experiences, we promote the following proficiencies to be acquired by our education students.

Northwest PEU Diversity Proficiencies:

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

Course/Module Field Experience

Field Experiences are designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for teacher candidates to place themselves in the role of the teacher. The self-knowledge and technical skills, which one acquires during the field experience, will provide the prologue for a career-long process of professional development.

Course/Module Content

The purpose of the Professional Learning Community is to provide an opportunity for students to reflect upon their observation and implementation of the concepts and topics which emerge in Modules 1 and 2 including the following:

- Teaching from a diverse perspective
- Factors that influence teaching and learning
- Communication and collaboration with families'
- Confidentiality
- Communication and collaboration with co-workers/colleagues
- Procedures and policies
- Collaborative data processes
- Culturally responsive teaching
- Transformative experiences with communities and family
- Identifying bias and understanding
- Professional development throughout the career—life-long learning
- Co teaching processes
- Dispositions (MEP)
- Factors that lead individuals to want to become teachers
- Developmental and learning theories
- Using developmental theories and stages to plan instruction (developmentally appropriate practices)
- Goal setting
- Theories that support teaching for diversity
- Connecting instruction to family, prior experiences, culture and community

Instructional Methods:

Throughout the course students will participate in small group work, discussion and reflection activities. Field experiences and guest speakers will be included in course activities.

Weekly PLC processing schedule

Disclaimer: Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

Week	Course Outline
<p>Week 1 8/31 or 9/1</p>	<p>Overview of the course Group Agreements (ROPES: Ground Rules) What is a Critical Friend Critical Friends :Protocol Team Building Activities</p>
<p>Week 2 9/7 or 9/8</p> <p>Note: Formative feedback on the critical friends self-assessment will be given once to each student during the weeks 2-6. Summative feedback will occur in Week 7 as the final presentation is given.</p>	<p>Focus on understanding one’s biases and assumptions when dealing with children/students of different backgrounds.</p> <p>Using the critical friends discussion protocol invite discussion of guiding question: <i>How might views about education clash because of different ecological influences?</i></p> <p>Case studies to discuss the bi-directional impact of children/students and their microsystems</p>
<p>Week 3 9/14 or 9/15</p>	<p>Journal entries or case studies to discuss the bi-directional impact of children/students and their mesosystems</p> <p>Using information from journal entries or case studies pull out a driving question that will be further discussed using the critical friends protocol.</p> <p>Focus on understanding one’s biases and assumptions when dealing with children/students</p>
<p>Week 4 9/21 or 9/22</p>	<p>Case studies to discuss the bi-directional impact of children/students and their exostystems</p> <p>Using information from journal entries or case studies pull out a driving question that will be further discussed using the critical friends protocol.</p> <p>Focus on understanding one’s biases and assumptions when dealing with children/students of different backgrounds</p>

<p>Week 5 9/28 or 9/29</p>	<p>Discussion of the Poverty simulation and the bi-directional impact of children/students and their macrosystems</p> <p>Using information from journal entries or case studies pull out a driving question that will be further discussed using the critical friends protocol.</p> <p>Focus on understanding one’s biases and assumptions when dealing with children/students of different backgrounds</p>
<p>Week 6 10/5 or 10/6</p>	<p>Focus on understanding one’s biases and assumptions when dealing with children/students of different background</p> <p>Case studies to discuss the bi-directional impact of children/students of different backgrounds</p> <p>Using information from journal entries or case studies pull out a driving question that will be further discussed using the critical friends protocol.</p>
<p>Week 7 10/12 or 10/13</p>	<p>Presentation of Competency for Module 1:</p>
<p>Week 8 10/19 or 10/20 (Note: Developmental Foundations course begins, Journal entries are assigned in Developmental Foundations course.)</p>	<p>Journal Topic (From Developmental Foundations) Go observe in one of your college classes Journal Topic: What did you observe? What did you notice?</p> <p>Process Journal entries What additional questions does this raise for you?? Note: These questions could be used as the springboard for further research. Students should log these questions for possible further research.</p> <p>Note: Each week Developmental Foundations teacher will grade the journal entry. PLC teachers will provide feedback on the discussion based on the protocols and learning from the first 7 weeks of the PLC.</p>
<p>Week 9 10/26 or 10/27</p>	<p>Journal Topic (From Developmental Foundations). What evidence of the developmental milestones within each of the 4 developmental domains did you observe? (<i>Developmental</i></p>

	<p><i>milestones will be taught this week in Developmental Foundations course)</i></p> <p>Process Journal entries What additional questions does this raise for you??</p>
<p>Week 10 11/2 or 11/3</p>	<p>Journal Topic (From Developmental Foundations) What evidence of the developmental learning theories did you observe? (<i>Developmental theories will be taught this week in Developmental Foundations course)</i></p> <p>Process Journal entries What additional questions does this raise for you??</p>
<p>Week 11 11/9 or 11/10</p>	<p>Observation in St. Joe</p> <p>Journal Topic (From Developmental Foundations) Which observation tool did you decide to use? Why?</p> <p>Process Journal entries What additional questions does this raise for you??</p>
<p>Week 12 11/16 or 11/17</p>	<p>Bring observation tools from field experience</p> <p>What evidence did you collect that would show the impact on student learning of bias, assumption, culturally responsive practices and developmental learning theorists</p> <p>What additional questions does this raise for you??</p>
<p>Week 13 11/23 or 11/24</p>	<p>No class--Thanksgiving</p>
<p>Week 14 11/30 or 12/5</p>	<p>Journal Topic (From Developmental Foundations) Determine which of the influences you believe is most prevalent in the classroom in which you have been observing.</p> <p>Process Journal entries What additional questions does this raise for you??</p>
<p>Week 15 12/7 or 12/8</p>	<p>Reflection of Modules 1 and 2</p>

Class Policies:

Late work: (Instructor discretion)

Absences/tardiness: Students are expected to attend all classes as specified in the course syllabi for each course. *[Insert your specific attendance policy here.]* It is the responsibility of the student to promptly notify his or her instructor when unable to attend class. Please refer to the university policy on attendance at <https://www.nwmissouri.edu/policies/academics/Attendance.pdf>

Grading Policy:

Successful completion of this module is contingent upon successful completion of 62-111 and 62-112. In order to pass a class, a student must pass all competencies. In order to pass a competency, an average score of 3.0 (out of 4) must be earned on the competency. If a student has passed 5 of the 6 competencies but not all of them, the student may take a delayed grade in the class.

A	=	93– 100%
B	=	85 – 92%
C	=	77– 84%
D	=	70– 76%
F	=	69 – 0

Final exams/activities

If an emergency occurs that prevents the administration of a course scheduled final examination, the final course grades will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of an institutional cancellation of a final examination. This course does not require a final exam, but rather does require participation in the final activity which will follow the same requirements for participation as a final exam.

Administrative drop

An instructor may request the Office of the Registrar delete a student from a course roster if the student has not met the prerequisite for the course as stated in the catalog, or as a result of non-attendance in the course.

University communications

Students are expected to use their Northwest student email account for any electronic correspondence within the university. Students are also strongly advised to check their email and CatPAWS accounts on a regular basis.

Academic integrity policy

The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Please refer to Northwest Missouri State University's Academic Integrity Policy at <http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

Special accommodations policy

Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 [ADA] and the ADA Amendments Act of 2008 [ADAAA]. If a student has a disability that qualifies under the ADA/ADAAA and requires accommodations, they should contact the Office for Equity and Accessibility for information on appropriate policies and procedures at 660.562.1639, or pjp@nwmissouri.edu / ADA@nwmissouri.edu. For the university policy on disability accommodation refer to <http://www.nwmissouri.edu/policies/student/Disability-Accommodation.pdf>

Non-discrimination and anti-harassment policy:

Northwest Missouri State University is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. Please refer to the Non-Discrimination and Anti-Harassment Policy at <http://www.nwmissouri.edu/diversity/titlevi.htm>

Family Educational Rights and Privacy Act (FERPA) policy:

Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Please refer to the Family Educational Rights and Privacy Act (FERPA) Policy at <http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>

Tk20 Assessment System Statement:

All undergraduate and graduate education majors are required to enroll in this assessment system. Access to the system's operating program may be purchased from the Bearcat bookstore or on-line. The price will be higher at the bookstore, but purchasing the Tk20 subscription there may allow you to get compensation from your financial aid, if you are eligible. Your instructor(s) will notify you about assignments that must be uploaded. You will later be able to upload other artifacts to Tk20, including video files for your presentation portfolio.

For more information about Tk20, please access the informational website at <http://www.nwmissouri.edu/dept/peu/tess/tk20.htm> For any questions about this system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu.