62-116 Professional Learning Community II

1 credit hour
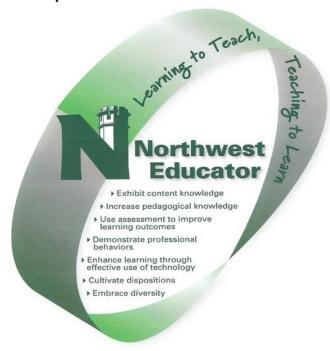
For Dual Credit (Suite II)

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 62-115 and 62-114 applied to their classroom contexts. By working in small groups of colleagues and peers, emerging learning will be transparent, targeted and collaborative.

Pre-requisite: 62-113: Professional Learning Community I

Co-requisites: **62-115**, Principles of Assessment, **62-114** Introduction to Curriculum and Instruction

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 collaboratively identify an authentic research question surrounding the topic of assessment.

2. Candidates will collaboratively conduct research to answer the identified research question.
3. Candidates will serve as an effective member of the professional learning community.
4. Candidates will collectively implement norms and procedures of an effective learning community.
5. Candidates will demonstrate knowledge of the Northwest Missouri State University teacher dispositions
6. 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 collaboratively identify and conduct research surrounding an assessment question.	Candidates will demonstrate the ability to conduct authentic research	**Completed research project**	**Missouri Teacher Standard 8:** Professional Practice **Missouri Teacher Standard 9:** Professional Collaboration
Candidates will serve as an effective member of the professional learning community.	Candidates in the PLC will develop a rapport; build trusting, supportive, caring relationships and utilize effective communication skills when sharing, disagreeing and resolving conflict	Self assessment and journal reflection	**Missouri Teacher Standard 8:** Professional Practice **Missouri Teacher Standard 9:** Professional Collaboration
Candidates will collectively identify norms and procedures of an effective learning community.	Candidates will practice the norms and procedures utilized for collaboration within the professional learning community. .	Self assessment and journal reflection	**Missouri Teacher Standard 8:** Professional Practice **Missouri Teacher Standard 9:** Professional Collaboration
Candidates will demonstrate knowledge of the Northwest Missouri State University teacher dispositions.	Candidates will actively participate in and exhibit the dispositions necessary for collaboration in the professional learning community	Self assessment and journal reflection	**Missouri Teacher Standard 8:** Professional Practice **Missouri Teacher Standard 9:** Professional Collaboration
Candidates will be culturally competent citizens who understand and engage comfortably with differences.	Candidates will: Use critical thinking tools to identify their own personal biases and assumptions about marginalized individuals; Develop solutions through collaboration with others;;	Self assessment and journal reflection	

	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 scenario illustrating the cyclical relationship between assessment and instruction	**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 identify 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 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
Week 1	Overview of the course Review of ground rules and discussion protocols "Getting to know you" activities. Discussion of the best assessment experience they have had, and the worst assessment experience and WHY?
Week 2	Establishing a research question/project around assessment: Ideas might include: • How do assessment practices differ at different levels? • How do assessment practices affect special needs populations? • How do assessment strategies differ across the content areas? • What kind of reporting systems are most prevalent in area schools? • What biases are observed in assessment practices?
Week 3	Finalize the idea for the research and process by which the data will be collected. Use the critical friends' protocol to affirm the project. How will the data be collected?

Week 4	Discussion of Principles of Assessment field work: • The standard being taught by the teacher being observed. • Discussion of assessment administration • What kind of reporting system does their school use? • Posting of I can statements or objectives Collecting information for the research question
Week 5	Results/answers to the research question. What further questions does the research prompt?
Week 6	Discussion of Principles of Assessment field work. • What biases and assumptions did you make as you administered the assessment? • What biases and assumptions were revealed in the results of the assessment?
Week 7	Synthesis of PLC and course. • How did the work in the Principles of Assessment course align with the research project? Midterm self and instructor assessment of progress toward goals on the course assessment document. Midterm dispositions assessment.
Week 8	Introduction to Antonetti's Cube • Which parts of the cube connect to the content you've learned during your Principles of Assessment course? • How do the pieces of the cube interact with one another to create engaged instruction?
Week 9	Focus on the Eight Engaging Qualities of Work • Discussion of each of the qualities. • What do these qualities look like in classrooms? • During this week look for ways that professors use engaging qualities during classes.

Week 10	How did your professors use engaging qualities this week? Focus on ==Personal Response== and ==Clear/Modeled Expectations==. • In what ways have you seen teachers use these two qualities in your learning experiences? • How did you react when teachers did NOT use these qualities? During field experience next week you will look for these two qualities and student response to these qualities.
Week 11	How did you see teachers in your field experience using personal response and clear and modeled expectations? What were the student responses to these engaging qualities? Focus on ==Learning with Others== and ==Sense of Audience==. • How do we create a sense of audience for students? • What structures/strategies do teachers use to help students learn WITH one another?
Week 12	Did you feel a ==Sense of Audience== this week in any of your classes? Were you allowed to do any ==Learning With Others==? Focus on ==Emotional/Intellectual Safety== and ==Choice== • How do teachers create emotionally and intellectually safe environments in the classroom?

	- What are your personal experiences with feelings of safety in the classroom? How did you respond when you felt unsafe? Safe? - How do teachers provide choice to students? - Academically, how do students perform when they are given choices? During field experience look for how teachers create ==Learning With Others== experiences, help children to feel ==Emotionally/Intellectually safe==, provide ==Choice==, and give them a ==Sense of Audience==?
Week 13	What did you notice about how teachers created ==Learning With Others== experiences, helped children to feel ==Emotionally/Intellectually safe==, provided ==Choice==, and gave them a ==Sense of Audience== during your field experience observation? Focus on ==Novelty and Variety== and ==Authenticity== - What have been the most novel lessons you've been a part of in your academic career? What makes them novel? - What's the difference between 'novelty' and 'fluff'? - How do teachers vary their instructional strategies? - What are ways teachers can create authentic learning experiences for students? During field experience this week look for ==Novelty and Variety== and ==Authenticity==.
Week 14	What did you notice in your field experience about the way that the teacher provided ==Novelty and Variety== and ==Authenticity==? What were the student responses to things that were novel in the classroom?

| | Throughout your time in your placement what have you noticed about how the teacher varies his/her instructional strategies?

What types of authentic activities did you see the children engaged in in the classroom? How do you know that the work is authentic?

Return to the research from the first 8 weeks. How does the research conducted relate to Antonetti's cube? How would the research question change or be adapted after learning about Schlechty's work?

Course wrap-up.
Final Assessment
Final Dispositions Assessment |
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Class Policies:

Late work: Late work is not accepted in this class.

Absences/tardiness: Students are expected to attend all classes as specified in the course syllabi for each course. *Given that this course is based nearly entirely on attendance and participation, successful completion of the course is dependent upon attending class each week.* Should an extenuating circumstance arise, absences will be evaluated on a case-by-case basis. 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 62-114 and 62-115. 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

Assignment	Point Value
Attendance and Participation (30 points per class)	480
Summative Evaluation	100
Total Points	580

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 Education 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:
What is Tk20?
Tk20 is an online assessment system required to upload and store student and program data for national and state accreditation purposes. Education students will upload certain assignments in Tk20 so their development can be assessed according to standards. Course instructors will notify students about which assignments must be uploaded to Tk20. This assessment process allows the university to identify academic deficiencies among students, programs and the unit, and make improvements.

Purchasing Tk20
All Northwest undergraduate and graduate education students are required to purchase a seven year subscription to Tk20. Students may purchase this subscription either at the campus bookstore or online.

To purchase a subscription online, students must first login to MyNorthwest. They will also login to MyNorthwest any time to access Tk20 whether it is purchased online or at the bookstore.

Tk20 Questions?
The Professional Education Unit maintains an informational website that houses brief training manuals on how to purchase and use Tk20. Students can access this site by clicking on any Northwest Missouri State University website and searching for "Tk20". The direct link is: http://www.nwmissouri.edu/education/peu/tess/tk20/index.htm

In addition, students and faculty may contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu.