

MIZZOU SYOSP (SENIOR YEAR ON-SITE PROGRAM)



STRUCTURE, BENEFITS, AND
CHALLENGES OF A SENIOR YEAR-
LONG TEACHER INTERNSHIP ON-SITE
PROGRAM (SYOSP)

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What are some of the biggest issues you currently are dealing with when looking for host teacher placements for your students?

NEED FOR CHANGE

- Overwhelmed host teachers and districts (heavy field in all [Phases](#), how can we help?)
 - Interns help teachers before year starts (e.g. set up classrooms, analyze data)
 - Interns help in beginning of year (e.g. kdg lunch, assess students)
 - Interns know building culture and routines, on-site subbing easier
 - Admin more willing to host Phase I and II students knowing they will get SYOSP Interns
 - Interns can get started on MoPTA work (Task I)

SOME ISSUES WITH TRADITIONAL PRE-SERVICE TEACHER PREPARATION

- Coursework in isolation of field experiences
- Field experience focus is often on observation
- Culminating student teaching experience – lasting from 6 to 16 weeks
- Concerns of first-year teachers (Liston, Whitcomb, and Borko, 2006)
 - Theory base from coursework does not help with practice
 - Teaching is emotional, stressful, and tense
 - Schools may not be supportive of teacher development and growth

SUPPORT FOR YEAR-LONG INTERNSHIP

- Preparation linked to practice produces more effective teachers (Boyd, Grossman, Lankford, Loeb, and Wyckoff, 2008)
- Support for extended internships (Carnegie Foundation, 1986; Holmes Group, 1986)
- Clinical experiences tied to coursework increased student achievement, teacher retention, and teachers' sense of preparedness (Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, and Zeichner, 2005)
- Need for exposure to a variety of teaching settings and pedagogical practices

SUPPORT (CONTINUED)

- Simultaneous renewal (Darling-Hammond, Berry, Hawelkorn, & Fideler, 1999; Goodlad, 1994; Auton, Berry, Mullen, & Cochran, 2002)
 - Increased value on reflection of practice
 - More effective teaching with implementation of new ideas borrowed from novice teachers
 - Increased feelings of professionalism
 - Renewed commitment to teaching, propelled by contagious excitement
- Situated Learning (Lave & Wenger, 1991; Clancy, 1994; Brown, Collins, & Derry, 1989; Pitri, 2004)
 - Learning is grounded in everyday situations
 - Knowledge is acquired situationally; transfers to similar situations
 - Learning is the result of a social process
 - Learning is not separated from the world of action, but exists in robust, complex social environments

SYOSP OVERVIEW

- 100 students El Ed; 25 Sped; currently piloting ECE and Secondary SS
- Partner schools ([22 MPER districts throughout MO](#))
- West, East, Central cohorts (students choose region)
- Liaisons for each cohort
 - Liaison between university, schools, and students
 - Instructor of field seminar (transition to university supervisor with new DESE regulations)
 - Assist with placements (based on student requests and district/admin. applications for students)

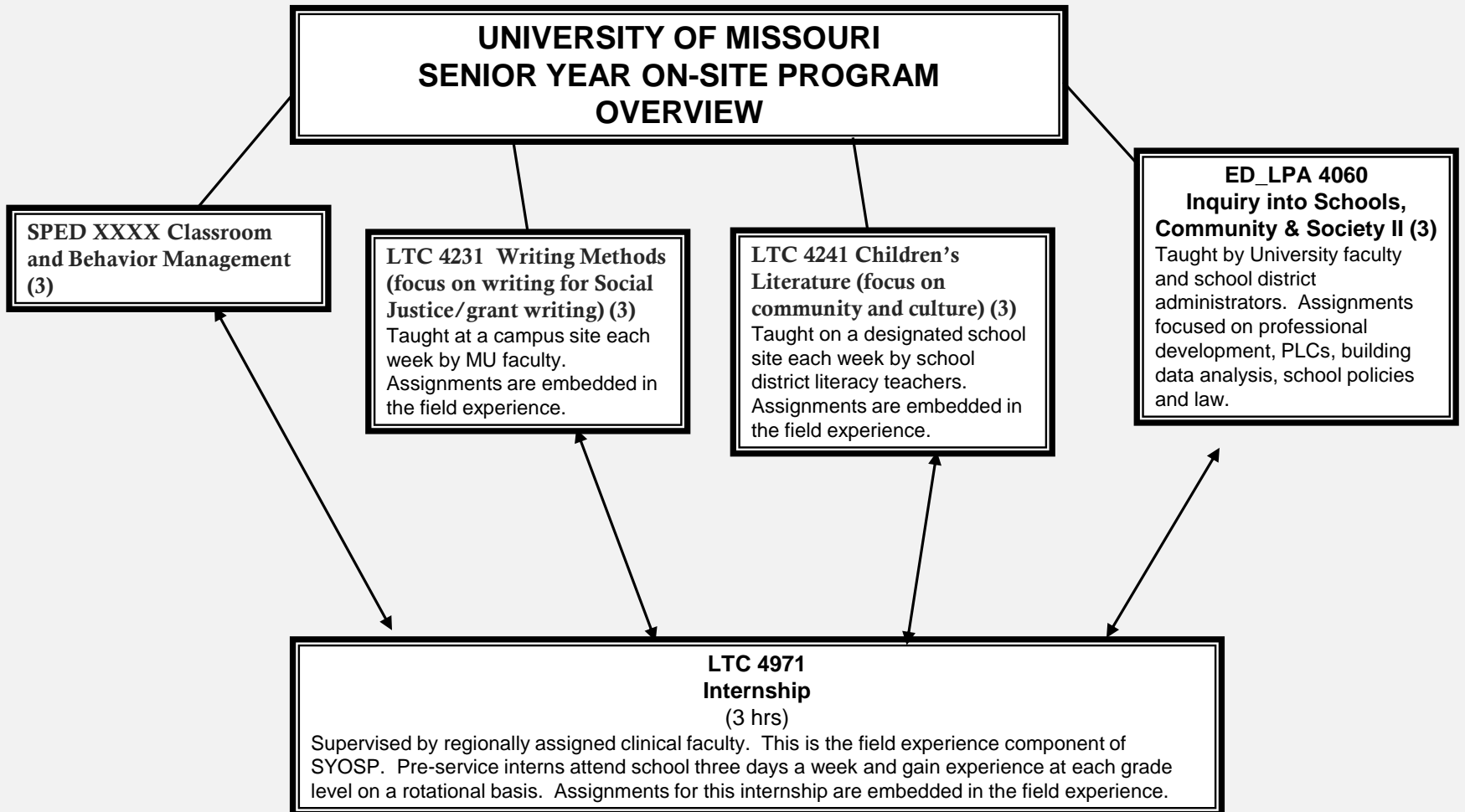
SYOSP OVERVIEW

- One placement for entire year
 - 3 to 6 interns per building
 - Each liaison has approximately 8 buildings
- Fall
 - Begin before school year (begin on same date as teachers in host district)
 - Work with teachers to build community, rituals, routines
 - Rotate through grade levels 3 days per week (experience curriculum, management, and students at all grade levels)
 - Attend MU courses on-site
 - Before winter break, select student teaching placement (in conjunction with MU liaison and host school faculty)
- Spring
 - Student teaching (16 weeks or more)
- **Fall Semester**
 - ✓ ELPA 4060 Schools, Community, and Society II (3)
 - ✓ LTC 424I Children's Literature (focus on community and culture) (3)
 - ✓ LTC 423I Writing Methods (focus on writing for Social Justice/grant writing) (3)
 - ✓ SPED XXXX Classroom and Behavior Management (3)
 - ✓ LTC 497I Teaching Internship & Capstone (3)
- **Spring Semester**
 - ✓ LTC 497I Teaching Intern & Capstone (12)

SYOSP DAILY SCHEDULE

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	7:30-4:15 In Classrooms/ Schools	7:30-4:15 In Classrooms/ Schools	7:30-4:15 In Classrooms/ Schools	Homework and /or subbing	Homework and /or subbing	
	5:00-7:30 Inquiry into Schools, Community, and Society class (hybrid)	5:00-7:30 Literacy Class: WI, methods	5:00-7:30 Classroom and behavior mng class	5:00-7:30 Literacy Class: children's literature		

FALL SEMESTER



LETTER TO PARTNER SCHOOLS

- To: Elementary Principals in [MPER](#) Partner Districts
- One of the most exciting programs at Mizzou Education is the senior year on site program for elementary education majors (SYOSP). This experience allows interns to spend an entire year in an elementary building providing them an intensive preparation experience while the school receives an additional set of professionals focused on student learning.
- Please complete “Intent” and “Matching Questions” forms and return them to MPER by the deadline of **November 13, 2015**.
- Factors influence placement decisions are:
 - 1) MU student enrollment and geographic preference (students may request regions only, not specific districts and buildings).
 - 2) MU budgetary considerations.
 - 3) Intern’s place of residence and driving distance.
 - 4) Diversity of placements (i.e. rural, suburban, urban).
 - 5) Building responses to matching questions.

INTENT TO PARTICIPATE

MU Elementary Education Program 2016-2017 Academic Year

INTENT TO PARTICIPATE

Name of School _____

District _____

Contact Person Name _____

Telephone Number: _____ e mail: _____

We would like to participate during the 2016-2017 academic year.

In years past, several MPER Partner Districts located outside of Columbia have assisted senior MU elementary interns by providing them with incentives (*i.e. housing, gas cards, meal allowance, etc*). This enabled districts to attract the elementary interns to conduct their year-long internship outside of Columbia. If you are interested in providing an incentive, please list it here:

Number of MU Elementary Education student interns requested _____ (Note: a minimum of two SYOSP interns are placed in each selected building. The MU College of Education will not be able to honor all requests.)

Signature _____ Date _____

Principal

Signature _____ Date _____

MPER Governing Board Representative/
Superintendent

Participation will depend upon need and distribution of students' placement choices.

Deadline for Submission: **November 13, 2015**

Partner schools will be notified of intern placements in January, 2016.

Submit this form and SYOSP Placement Matching Questions to MPER Office:
Via email to MPER@missouri.edu or via Fax 573-884-2138

MATCHING QUESTIONS

MU Elementary Education SYOSP 2016-2017

Placement Matching Questions

The University of Missouri College of Education SYOSP internship program is viewed as a mutually beneficial opportunity for both the SYOSP intern and the host school. As we prepare to select schools to participate for the 2016-2017 school year, answers to the questions below will assist us in determining appropriate placements for our interns. We appreciate your interest in participating.

The following questions will help us place and prepare our candidates for the MU Elementary Education Senior Year On-Site Experience:

- 1) What on-going professional development will the teachers in your building participate in during the 2016-2017 school year? How would you involve the SYOSP interns in this professional development?
- 2) What differentiation strategies will SYOSP interns learn and use in your school?
- 3) What classroom and behavior management techniques and strategies will SYOSP interns learn and use in your school?
- 4) How would SYOSP interns in your building have opportunities to advance their understanding of technology as a teaching/learning tool?
- 5) What are professional development experiences related to co-teaching and/or mentoring in which your teachers have participated? If none, would you and/or representatives from your building be interested in more information?

Deadline for Submission: **November 13, 2015**

Submit answers to these questions and the SYOSP 'Intent to Participate' form to MPER Office:
Via email to MPER@missouri.edu or via Fax 573-884-2138

If you have College of Education programming questions please contact Dr. Leigh Neier, Director of Elementary Education (NeierL@missouri.edu), or Tina Windett, Director, Office of Field Experiences (windett@missouri.edu)

SENIOR YEAR ON-SITE PROGRAM

Benefits

- Amelioration of disconnect between coursework and field experience
 - Master teachers chosen from field sites; courses tied directly to field site
- Pre-service teachers become part of the community
 - Begin when host school teachers start
 - Treated as faculty (mailbox, staff meetings, etc.)
- More time in classrooms may result in quicker movement from novice to expert teacher
 - Fuller's stages (1969) of concern for new teachers
 - Survival – management & being liked
 - Issues that impact teaching – time constraint & class size
 - Issues that impact students & learning

CHALLENGES

Cost

- Liaison

Large program

- Implementing coursework across the state with fidelity
- Many placements
- need a better feedback loop

Difficult for programs with content outside of the CoE
(scheduling issues for secondary)

FOR MORE INFORMATION PLEASE CONTACT:

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