

Tyler Kopp's
Professional Portfolio
Elementary Administration

Updated November 15, 2011

Table of Contents

<u>Vita</u>	3
<u>Philosophy of Education</u>	5
<u>Professional Development Plan</u>	8
<u>Promoting the Success of Every Learner</u>	9
<u>Research Proposal</u>	11
<u>Practicum Hours Form</u>	29
<u>Practicum Appraisal Form</u>	32
<u>Summary of Learning</u>	34
<u>Letter of Recommendation</u>	37
<u>Professional Resume</u>	38

Vita

Personal History

My road to becoming a teacher started when I was in sixth grade. I made the decision at that young of an age to teach. I am a first generation teacher in my family; my father was active military and my mother is a hair dresser. No one in my family has ever been a teacher. My influences to become a teacher came from my teachers at my grade school. I attended Trinity Lutheran School in Jefferson City, MO. This is where I developed my faith and my Christian base. The one teacher that influenced me there was Mr. Bowder, who is now a pastor. He was a great teacher; firm but a teacher that you still wanted to be in his class every day. Since all of my teachers attended Concordia, NE this was the only choice for college that I wanted.

After I left grade school I attended the public high school. While there I started to coach basketball at Trinity. I coached the 7th and 8th grade JV boys' team; this experienced just reinforced my enthusiasm to become a teacher. One thing that I tell my students is that I am not their normal teacher that was a good student that minded his P's and Q's. I made good grades, but I got into my fair share of trouble while growing up and I tell my students there is not much you can do that I have not seen or done myself. I feel this makes better connections with my more troublesome students. I am not necessarily proud of this fact but it does make me who I am today. Going to high school at a public school was a great experience and I learned a lot about interaction with people of different beliefs and cultures.

After high school I went off to college at Concordia, Seward, which in my opinion is the best Concordia in the whole system. While there I was active in CYM and in the dramatic arts. I enjoyed my time there and learned a lot and felt that they prepared me well for teaching.

Present Position

Currently I am a teacher at St. Paul's Lutheran School in Des Peres, MO. I am a 6th grade homeroom teacher and I teach 6th grade religion, 6th grade science, 5th advance math, 7th and 8th grade on level math, 7th grade PE, and 6th-8th grade computers. I also am active in coaching basketball, cross country and track. In addition, I work with technology, but I have no formal training with computers.

Philosophy of Education Statement

I believe that a teacher in the Lutheran School system has many different roles in their life. Many times they have to wear different hats depending on the need of situation. They could be from the role of the teacher within the school, role within the congregation, and finally how we function in the community.

The teacher's roles within the school are many different types. One role they have to play is the obvious role of the educator in the classroom. As a teacher in the classroom I am a firm believer in helping students to take responsibility for their own actions. I help them to become problem-solvers through those actions. Helping the students to try to make the right choices, but when they do not help them to see why it was not the best choice and to guide them in the right directions. I feel that making mistakes at this age when they are small mistakes will pay off for when the stakes get larger later in life. My whole approach for my teaching style and classroom management is based on Jim Fay's program called "Love and Logic". I have read many of his books and attended several of his conferences and his process of making critical thinkers out of students in today's world makes sense. The one book I found best for teaching is "Teaching with Love and Logic."

Within my classroom I try to vary my lessons to try to reach out to as many different students as I can through interactive lessons, readings, lecturing and games based on the material. I do this by letting my Christian life flow through my teaching and my interaction with the students. I try to help the students learn through critical thinking by asking why that is the answer more than what the answer actually is. My classroom management also mirrors this

idea of student's problem-solving and critical thinking. When I have students come into class without homework I usually ask them what they are going to do to solve their problem. When the school year is early I usually get a blank look from them. At which point I usually walk away from them and just keep asking them what they are going to do to solve the problem. If for some reason they cannot come up with an idea I help them find one. This technique comes from Love and Logic. After a while whenever my students have a problem most of them tell me something is wrong and has a solution for it. I do my best to help out help out those students with special needs. I feel that God gave me the struggles with ADD in my life so that I can better help those students that have that disability. I can help to teach those students to learn different methods to deal with it.

Another role is not just an educator but also helping them as a counselor, turning them back to the Bible and God's love when they have that time of need. Over the years I have had my share of student-to-student relationship issues. Trying to counsel both sides and help them come to a resolution. In these situations I try to help my middle school students see beyond themselves and see how their words and actions affect the other person. Besides being an educator and counselor my role is also a jack of all trades. Someone that is being able to help out coaching, working on the computers, replacing the toilet paper, attending school events to show support, to just about anything that needs to be done. The role of a teacher within a Lutheran School is many and varied depending on the need, being flexible is probably the best trait that I have.

The role of a teacher within the church is equally as important as their role in the school. I believe that being an active member in the church is important. Not just attending church and

Bible studies, but volunteering and helping in different areas of the church. I help with different youth events and am active with helping out with different technology around the church. I believe that if you really want to connect with students and better spread the word of God, you need to show that your actions match your words. If you tell your students that they should attend church and spread the word of God, but your students barely see you in church or active then your words mean nothing. That old saying of actions speak louder than words is true.

The final role of a teacher is in the community. Not just being a figure in the community volunteering and helping out, but reaching out to different organizations and businesses. I can use those community resources to be able to help students beyond the classroom. One way that I do this in my own classroom is by planning service projects for my students. I am also active in an association that puts on state competitions for Lutheran Schools in Missouri. Lutheran Sports Association of Missouri is a great organization that connects Lutheran Schools with the communities that the events are held. We bring schools from all over the state together for fellowship.

My philosophy of education is something that I see going beyond just the classroom. That God gave me the gifts and abilities to better serve him through teaching. He gave me the ability to reach students and make that connection with them so that God's love can show through me to them. I use these abilities to do the many different roles that a teacher must do in order to make a school work.

Professional Development Plan

In the next five to ten years I plan to be a principal at a Lutheran School somewhere in the United States. I feel that God is calling me in that direction and that I would make a good principal. Getting this degree and certification will help me to accomplish this goal of leading and inspiring future teachers and students. Being a principal that is supportive of the teachers under me and spending time in the hallways and not being chained to the office, but still getting the office work done is important to me. I also need to continue education in the technology field, as it seems that the future of education will be in that direction.

Success of Every Student

Ensuring the success of every student is a big task for any school to overcome. There are many different parts that need to work together in order to make it work. One needs to have parents, teachers, community, administration, and support staff all working toward a common goal. Trust and relationships are a common theme throughout all of these different people working together. "People don't care what you know, until they know that you care" (Robbins & Alvy p. 242). This concept is the key to working with the faculty, support staff, parents and the community.

Working with parents and having positive contact with them will help to build that trust. Then when an issue arises there will be better communication between both sides. Having that trust with parents will make it easier to help them understand that we need their help at home just as much as we need it at school. Inviting them into the school on regular bases to help out, keeping them involved and active will help their child to succeed even more.

A faculty that collaborates not just about information they learned from readings, but that shares idea with each other can better help students. "Further, when professional colleagues collaborate, the resources and expertise available to serve students are magnified dramatically" (Robbins & Alvy p. 76). The amount of knowledge that each teacher has with tactics and strategies for teaching are large. Getting them to share those ideas with each other in a positive and encouraging way will help them grow and help their students learn better.

In addition to parents and teachers being involved having the community part of your school gives students resources and experience they cannot get inside school, "programs link classrooms with authentic work environments" (Robbins & Alvy, 2004 p. 246). With the

support of the community schools are able to go beyond the school walls and give students more meaning behind why they are learning the material.

Finally as an administrator there are many things that need to be done out of the office. They must make sure that the building itself is ready for school to start, that provides a safe and clean environment that is welcoming to people and encourage the support staff to help keep the building clean and having good equipment in the building. They should have the school office staffed with people that are friendly and welcoming and able to get the job done that needs to be done and make sure that supplies and books are ready to go for every student as needed. Finally the administrator themselves needs to be present inside the school halls. Spending the time to walk the halls and visit classrooms for positive reasons will to help build trust and relationships with not just teachers but with students as well.

Many different parts are needed to work together in order to help students succeed. Through these things we can help students to see their own path and for them to take charge of that path and succeed. We provide support for them as they take control of their education.

Robbins P. & Alvy H. (2004). *The New principal's Fieldbook: Strategies for Success*. Alexandria, Virginia: ASCD.

Balanced Literacy Affect on Reading Comprehension Verses Basal Education

A Research Project Presented to Concordia University

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August 2, 2010

ABSTRACT

This paper will examine how balanced literacy has affected our school's reading comprehension compared to the basal method that was used. Research shows that there is support for an increase in scores. I will be comparing students' median grade equivalent for reading comprehension found on the Stanford Achievement Test to find if there is a difference. A causal-comparative study will be done using t-test with a $p > .05$ to determine the level of significances.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION-----	13
Purpose Statement-----	13
Research Questions-----	14
Hypotheses-----	14
Definition of Terms-----	14
Delimitations-----	15
Summary & Closing-----	15
CHAPTER 2: REVIEW OF THE LITERATURE-----	17
Introduction-----	17
Relevant Research-----	18
Summary-----	21
CHAPTER 3: METHODOLOGY-----	23
Design-----	23
Subjects-----	24
Instrumentation/Data Collection Procedures-----	24
Data Analysis-----	25
Timeline-----	25
REFERENCES-----	26
APPENDICES-----	28
Appendix A-----	28

CHAPTER 1

INTRODUCTION

Imagine if you walk into a 3rd grade classroom and as you look around the room you see student's desks with stacks of reading books. You noticed little Timmy running up to the teacher's desk to show her how much he had read the night before. This excitement is being produced in this classroom by *balanced literacy*. We have seen lower end students become avid readers in the past three years under this program. Balanced literacy according to Fountas and Pinnell is reading and writing achievement that are developed through instruction and support in multiple environments by using various approaches that differ by level of teacher support and child control. Balanced literacy programs include community, home, and library involvement as well as structured classroom plans and use of activities such as read aloud, guided teaching, shared reading, and independent reading and writing (Fountas, & Pinnell, 1996).

At the school I have been teaching at for six years we have been doing balanced literacy in grades kindergarten through third over the past three years. The question comes up about how effective is balanced literacy compared to using a basal. The time has come to determine if this method is something that is being used effectively or time to reevaluate this program.

Purpose Statement

The purpose of this research is to look at how balanced literacy in our school is affecting students reading comprehension. It is my intent in this research to determine if there is a significant change in their median grade equivalent for reading comprehension score. This information will be shared with the school board, principal, and teachers. It also will be

available for parents, faculty and any other people that are interested in the findings. Student names or grades will remain confidential.

Research Questions

This research will answer the question does balanced literacy help to improve reading comprehension based on their median grade equivalent for reading comprehension. We have seen improvements in student learning and excitement about reading over the past three years, but we have not really looked at the numbers in an empirical way. Students have responded positively to this program in their attitudes about reading. Reading confidence has increased and even students who are lower end readers are reading more. This research will help to answer the question of if it is really being effective in our scores, remaining the same, or even lower than the previous traditional method of using a basal.

Hypotheses

I think that balanced literacy has an impact on student's achievement scores in reading comprehension that by using this program student's scores will have an increase.

Definition of Terms

- **Balanced Literacy** - Reading and writing achievement are developed through instruction and support in multiple environments by using various approaches that differ by level of teacher support and child control. Balanced literacy programs include community, home, and library involvement as well as structured classroom plans and use of activities such as read aloud, guided teaching, shared reading, and independent reading and writing (Fountas, & Pinnell, 1996).

- **Reading Circles/Groups** - This is the process of splitting the class into groups that are based on reading ability. One group typically works with the teacher, while other groups are working independently then they switch. This gives the students the ability to work more independently and at their level.
- **Median Grade Equivalent** - This is the numerical representation of a student's ability given as a number shows what grade level they are at. This score is found for all areas of the Stanford Achievement Test, but we will just look at the reading comprehension score for this research.

Delimitations

During this research I will be setting delimitations on my research. I will be restricting it to two classes at Saint Paul's Lutheran school. The two classes will be this year's fourth and fifth grade class that will be referred to by the year they graduate from eighth grade, class of 2014 and 2015. The class of 2015 classes has had balanced literacy all three years and the class of 2014 has received the traditional basal method. Of those two classes I will be looking at their achievement scores in reading comprehension from their first, second, and third grade years. The purpose of these is to narrow my research to the data that is available and relevant.

Summary & Closing

Balanced literacy is a current trend in education. My school is one of many schools in our area that are currently using this process. The question arises is this something that is improving our students' abilities in reading. I will be looking at two different classes, one who has had balanced literacy and one that has not, to see how their reading comprehension skills

have improved on the achievement test from their first through third grade test. The goal of this research is to see if there is a meaningful change in their performance for the sample size.

Chapter 2

Introduction

Balanced literacy is a current trend in teaching reading and writing in our culture today. It is one of many different strategies that are being used to teach students. The question arises about how effective is using this method. In this research I will be looking at the affect it has on our schools reading comprehension achievement scores.

Balance literacy originated in California in 1996 in response to low reading on a national examination, the state implemented a new curriculum and called it balanced literacy (Frey, Lee, Tollefson, Pass, & Massengill, 2005). According to Fountas and Pinnell in Guided Reading: Good First Teaching for all Children (2000) balance literacy is reading and writing achievement that are developed through instruction and support in multiple environments by using various approaches that differ by level of teacher support and child control. Balanced literacy programs include community, home, and library involvement as well as structured classroom plans and use of activities such as read aloud, guided teaching, shared reading, and independent reading and writing (Fountas & Pinnell, 1996). Balanced literacy has many different parts and pieces to it. Not all parts are used when you hear someone say they are using balanced literacy. In addition, they might be doing parts of balanced literacy but they call it a different name. Some of the names that are related to balanced literacy are guided reading, group reading, reader's workshop, and reading circles. These groups are designed to have the students work with students of similar abilities. This literacy review will focus on the reading side of balanced literacy.

Balanced literacy programs on their own do not succeed without teachers. The teacher can help to form dynamic reading groups. These different groups have often been frowned on since they "label" students. However teachers can use dynamic groups to avoid traditional problems of grouping, because teachers can change the composition of groups

regularly to accommodate the different learning paths of readers (Iaquinta, 2006). In addition to forming groups teachers that are highly effective use both immersion in authentic literacy-related experience and extensive explicit teaching through modeling, explanation, and mini-lesson re-explanations, especially with respect to decoding and other skills (Wharton-McDonald, Rankin, Mistretta, & Ettenberger, 1997). In addition having higher expectations for all students is equally as important. When these things work together there are positive benefits for students.

One benefit is that students develop understanding to self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct, and solve new words using multiple sources of information (Iaquinta 1997). Another thing that sometimes occurs is that motivation and engagement of students, as well as in their actual achievement increase as they gain confidence in their reading. This framework also allows for development of students' creativity, capitalized on their interest, and offered students choice and control over their activities (Kennedy & Shiel, 2010). These qualitative benefits are great to have happen in your classroom, but this literacy review will focus on how balanced literacy affects reading comprehension using quantitative data. The following sections will show support to my hypothesis that balanced literacy increases reading comprehension achievement scores.

Relevant Research

There have been studies that show the relationship between balanced literacy and English language learners (ELL). One such study from the American Institutes for Research (AIR) led by Jennifer O'Day looked at the effect of balanced literacy in classrooms that have both ELL and non-ELL students in them. She used the Adequate Yearly Progress (AYP) which is a measurable accountability that is used for schools to make sure that No Child Left Behind

(NCLB) is being followed. She found that when she compared schools in San Diego that used balanced literacy she found an 11% increase in the AYP over a four year period. This school district had the greatest increase compared to school districts of similar size and demographics in California that did not use balanced literacy (O'day, 2009). The results from her study looks at the whole picture of reading and writing for grades 2-5. Though this is a little outside the area of my study, because of the inclusion of writing. It still shows a clear link between balanced literacy and improved scores.

Another study from AIR led by Catherine Bitter, Jennifer O'Day, Paul Gubbins and Miguel Socias suggest that there is a link between increase in writing instruction and improved reading comprehension. They found that for every standard-deviation increase in coding of writing instruction, students Degree of Reading Power increased by 1.63 normal curve equivalent (NCE), on average (Bitter, et al, 2009). Even though my study will be looking at more direct reading instruction compared to reading comprehension it is valid to point out that writing plays an equal part in balanced literacy.

Dorothy J. Donat did a study on Reading Their Way (RTW). RTW is a program that incorporates the parts of balanced literacy that are relevant to this study, such as the use of small group reading based on reading abilities, independent reading centers, and the use of a variety of trade books to meet the needs of the students. Their study was looking at the effect RTW had on supplementary instruction that was needed. She found that that during the two year prior to RTW approximately 40% of students within the system qualified for supplemental reading services. As RTW was introduced that percent dropped to 19% (Donat, 2006). Her study showed that RTW, which uses parts of balanced literacy, help to increase reading skills.

A study that involved guided reading using level texts by Eithne Kenndy and Gerry Shiel is similar to the research that I will be doing. Leveled texts are when you take books

and assign them different reading levels and also have students tested so they know what their reading level is. This allows you to be able to group students according to their level and also the students can find books that are within their abilities. Their study was looking at improving achievement scores in urban schools over two years. They found on standardized reading test, which has grade-level norms for each class level (national average=100, standard deviation=15), the average score of students improved from 82 points in February of first grade to 98 in June of second grade - a significant increase of over one standard deviation. Whereas in February of first grade, 50% of students achieved scores at or below the 10th percentile (indicating very low achievement), only 11% performed below this benchmark by the end of second grade (Kenndy & Shiel, 2010). This study was conducted on the same grade levels that I will be looking at, though the demographics are not the same. Their study gives strong evidence for my hypothesis and supports what I expect to find since they found similar increases I expect to find.

The final study that gives support to my hypothesis is one that was done by Kathleen Swift over Reading Workshop. She took two separate classes and gave one class Reading Workshop and the other one used the basal method for the first half of the year and then switched them the second half of the year (Swift, 1993). Reading Workshop uses many of the same reading techniques that balanced literacy does, such as reading centers and small group reading groups. This study is a great comparison for my research project since her study is almost identical to how our teaching method was done using the basal compared to the balanced literacy approach used now. One disadvantage of her study is that it was done using seventh and eighth graders compared to the first through third grade I will be looking at. She found that the mean improvement using Reading Workshop was 5.27 NCEs, while mean improvement using the basal was -1.18 NCEs. Another interesting things she saw was that after they switched the two groups the group that had Reading Workshop first then the basal

method second actually had lower scores the second half of the year, but still significantly higher than the other group (Swift, 1993). This study, though not the same grades, is set up the same way that mine will be set up using balanced literacy compared to the basal reader. Her findings also gives support to what I expect to see, that our students reading abilities have increased under balanced literacy compared to using the basal.

Not all studies provide support for my hypothesis. One study done by the University of Kansas looked at the effect of small group reading on ELL students. Their study used two groups one that received direct instruction and the other used balanced literacy. Direct instruction for this study was the use of structured and sequenced scripted lessons from four curriculum text books. They watched students over two years of instruction. Scores on the Passage Comprehension subtest favored the direct instruction group over the balanced literacy group for standardized scores in the spring of first grade with means of 92.6 and 77.7 respectively and in second grade with means of 95.8 and 76.8 respectively (Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpeepper, & Walton, 2007). Their study gives light that my hypothesis, though supported by other research, might be incorrect. Though this study goes against what I have stated that I think will happen I believe that teachers are an equally important part and that my hypothesis is still correct.

Summary

Past research has shown that there is a link between balanced literacy and improved reading comprehension and skills. Even though some studies (O'day, 2009; Bitter, et al, 2009; Donat, 2006) do not directly relate to the research of this project they did show a relationship between balanced literacy or parts of balanced literacy that help to improve reading skills. Two studies that give strong support to my hypothesis were the ones done by Kenndy & Shiel (2010) and Swift (1993). Kenndy & Shiel had used the same grade levels and the same

structured reading groups that my study is focusing on. Their findings of the improved reading scores are almost identical to what I am expecting. Swifts findings are just as supportive as Kenndy & Shiel. Her study comparing the basal reader and small group reading is similar to my own research design and her findings are similar to my own hypothesis.

My study may not be ground breaking to the community as a whole, but I expect for it to give valid support for what we have done over the past three years. With the excitement over reading that balanced literacy has provided the scores will just be another reason for us to continue to integrate this more and more every year. The research done gives me plenty support for my hypothesis and what I expect to see.

Chapter 3

The purpose of this research is to look how balanced literacy in our school is affecting students reading comprehension. It is my intent in this research to determine if there is a significant change in achievement scores. Studies that have been conducted in the past have shown that there is a connection between balanced literacy and improved reading skills. This study will be looking at median grade equivalent of the reading comprehension to determine the increase in skill. Median grade equivalent is a score on the Stanford Achievement Test. This score is a way to determine a child's reading grade level. I think balanced literacy does have a positive impact on achievement scores.

Design

This research project will be using causal-comparative research to determine the results. Causal-comparative research attempts to determine the cause, or reason for existing differences in the behavior or status of groups or individuals. In other words, established groups that are already different on some variable and the researcher will attempt to identify the major factor that has led to this difference (Gay, Mill, & Airasian, 2009). Since this study will be looking at data that has already been collected and because there are also two already established group causal-comparative research is the logical choice. The variable that holds consistent between the two groups are that both groups have been taught by the same teachers for their appropriate grade level, the variable that is different is one class has had balanced literacy and the other used a basal for their reading classes. A t-test will be done to determine if there is a significant difference in reading comprehension by comparing the classes' average median grade equivalent of the reading comprehension from the Stanford Achievement Test.

Subjects

The subjects that will be used are two classes of students. One group that will graduate eighth grade in 2014 and the other that graduates in 2015. These two groups were selected because the class of 2014 has received reading instruction from the more traditional basal method while the class of 2015 has had balanced literacy. This study will be looking at their median grade equivalent of the reading comprehension from their first through third grade years. Both of these classes had the same first, second, and third grade teachers and each received balanced literacy and basal education respectively.

This sample of students was selected based on a nonrandom sample of purposive sampling. Purposive sampling is the process of selecting a sample that is believed to be representative of a given population (Gay, Mill, & Airasian, 2009). These two classes should give us a good representation of our student population as a whole. Permission has been granted from the principal of the school to use the students' information (appendix A). Since we will be looking at class averages there will be no names given in the study. Their scores will be collected and locked in my desk when not in use. After the data has been compiled the file will be shredded. There will be a total of 20 students from the 2014 class and 30 from the 2015 class.

Instrumentation/ Data collection Procedures

The purpose of this project is to look at how balanced literacy has affected our reading comprehension skills. During this research the independent variable will be the type of reading instruction, while the dependant variable will be the students' median grade equivalent of the reading comprehension from the Stanford Achievement Test. The median grade equivalent is found on students' achievement tests. The achievement tests are given on

yearly bases and have already been conducted for the years being reviewed. Permission has been given to access students test scores to compile the data. Their grade equivalent scores have already been averaged and are found on a master sheet the principal receives. This list contains no names, but does contain what year and grade the test was completed.

Data Analysis

The median grade equivalent will be averaged for each of the two classes first, second, and third grade years separately. Once averaged I will look at the increase/decrease of one groups median grade equivalent from first to second grade, then their second to third grade scores. Then do the same for the other group. After the difference has been determined for the two groups, two t-tests will be performed. One t-test to determine if there is a significant difference between the two groups first to second grade increase/decrease and a second t-test done on their second to third grade increase/decrease. A level of $p > .05$ will be used to determine the level of significance.

Timeline

Since the data has already been collected the median grade equivalent will be recorded in the first half of September. After the data has been recorded it will be compiled and t-test done on it during the second half of September.

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Appendix A

August 2, 2010

Mr. Tyler Kopp
8931 Argyle Ave.
Overland, MO 63114

Dear Tyler,

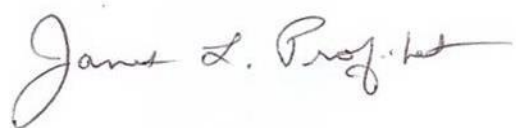
It is my understanding that you need access to St. Paul's Lutheran School student records for grades four and five in order to conduct research for your Educational Class (EDUC 595) taught by Dr. Bernard Tonjes at Concordia University Nebraska.

It is my understanding that your research is related to our recently instituted "level reading" instruction in our reading program. I hope your research is beneficial to you, as well as our school program.

I am happy to fully grant you permission to access all St. Paul's student records from today's date (8/2/10) through the remainder of the new academic year, 2010-2011, and (5/27/11).

I know you understand that you have full access to your own homeroom student records at any time.

In His Grip,

A handwritten signature in cursive script that reads "Janet L. Profilet". The signature is written in dark ink and is positioned above the printed name and title.

Mrs. Janet L. Profilet
Principal

EDUC 582 Clinical Experience Log

Student Name Tyler Kopp

Certification Level Elementary

ID #	Dates	Experience	Hours	Total Hours	Standards						
					1	2	3	4	5	6	7
1	12/2/2009	Preparation for School Christmas Worship Service	3	3		x					x
2	12/16/2009	Gift baskets for Shut-ins	1	4				x			x
3	1/13/2010	Faculty meeting	2	6	x						
4	1/15/2010	Student's IEP	0.75	6.75			x	x			
5	1/29/2010	LSAM board meeting	4	10.75			x				
6	1/30/2010	LSAM Academic Meet	8	18.75			x	x		x	
7	2/2/2010	Middle level meeting	1	19.75	x						
8	2/4/2010	Discipline - Plagiarism	0.5	20.25					x		
9	1/18/2010-2//6/210	New Homework Policy Research	2	22.25	x	x					
10	2/8/2010	Musical Preparation	2	24.25		x					
11	2/9/2010	Research Ethic Policy for Faculty	1	25.25		x			x		
12	2/9/2010	PTL Meeting	1	26.25			x				
13	2/12/2010	LESA Conference	4	30.25	x	x					
14	2/17/2010	Lead Tech Meeting	1.5	31.75	x	x					
15	2/19/2010	Musical Performance	2	33.75		x					
16	2/25/2010	Parent teacher Conferences	1	34.75			x				
17	2/26/2010	LSAM Basketball Meeting	4	38.75			x				
18	2/27/2011	Admin LSAM Basketball Tournament	8	46.75				x	x		
19	2/28/2012	Admin LSAM Basketball Tournament	8	54.75			x	x			
20	3/3/2010	Technology Features Meeting	1.5	56.25	x						
21	3/4/2010	Research of New Computer Lab	2	58.25	x						
22	3/4/2010 - 3/6/2010	5th Grade Basketball Tournament	6	64.25			x	x			
23	3/5/2010	Pie Eating Contest	0.5	64.75	x						
24	3/8/2010	Academic Eligibility Committee	1.5	66.25					x		
25	3/8/2010	Praise Breakfast	1.5	67.75		x		x			
26	3/8/2010 - 3/12/2010	Dounuts, pastries and juice	2	69.75				x			

27	3/10/2010	Rockwood School visit - Computer Lab	3	72.75	x			x			
28	3/12/2010	Grandparents Day	3	75.75				x			
29	3/14/2010	School Auction Table	2	77.75	x						
30	3/23/2010	Symphony Trip	3	80.75				x			
31	3/26/2010	Academic Eligibility Committee	1	81.75					x		
32	4/1/2010	Honor Roll	2	83.75	x						
33	4/6/2010	PTL Meeting	1	84.75	x			x			
34	4/7/2010	Technology Committee Meeting	2	86.75	x						
35	4/9/2010	Wireless workshop	4	90.75	x			x			
36	4/16/2010	8th Grade Play	3	93.75		x					
37	4/17/2010	Green Park Relays (track)	8	101.75			x	x			
38	4/18/2010	Confirmation Service	1.5	103.25							x
39	4/23/2010	Lutheran High School Visit Day	2	105.25				x			
40	4/23/2011	Academic Eligibility Committee	1	106.25					x		
41	4/24/2010	Regional Meet (track)	5	111.25			x	x			
42	4/24/2010	School Auction (Tech)	4	115.25			x	x			
43	4/29/2010	Church Town Hall Meeting	1.25	116.5							x
44	4/30/2010	Youth Event	3	119.5							x
45	5/1/2010	City Meet (track)	4	123.5			x	x			
46	5/3/2010	After School Detention	1	124.5					x		
47	5/6/2010	National Day of prayer	1	125.5				x			x
48	5/7/2010	Planning for Field Day	2	127.5			x				
49	5/8/2010	1-4th Grade Musical	4	131.5		x					
50	5/10/2010	Staffing Meeting for 2010-2011	1	132.5	x						
51	5/11/2010	NLSA Steering Meeting	1	133.5	x	x					
52	5/13/2010	Teaching Practicum of a Seminary	8	141.5							x
53	5/14/2010	Field Day	8	149.5			x	x			
54	5/14/2010	LSAM Board Meeting & Opening (Track)	6	155.5			x				x
55	5/15/2010	LSAM State Track Meet	6	161.5			x				
56	5/17/2010	DARE Graduation	1.5	163				x		x	
57	5/25/2010	Voters Meeting -Church	1	164							x
58	5/27/2010	8th Grade Graduation/Reception	2	166				x			x
59	6/1/10-6/3/10	End of year Meetings	8	174	x		x				
60	6/4/10	Upper Grade Scheduling Meeting	4	178			x				
61	6/15/10	Youth Event	3	181							x
62	6/29/10	City Council meeting	2	183						x	
63	7/6/10	Networking	8	191			x				
64	7/13/10	Computer lab Building	7	198			x				

65	8/4-8/14	Home Visits	8	206		x						
66	8/4,8/5,8/9	Start of Year Meeting	8	214	x							
67	8/24/10	PTL Kickoff Meeting	2	216	x			x				
68	8/31/10	Back to School night 5th/6th	2	218		x						
69	9/11/10	LSAM - Start of the Year Meeting	5	223			x					
70	9/15/10	Cross Country Meet	4	227		x						
71	9/8 - 9/27	Curriculum Review	8	235	x							
72	9/19/10	Family Fun Fair	5	240				x				
73	9/24/10	8th Grade Play	3	243		x						
74	10/21 - 10/22	Parent-Teachers-Student Meetings	8	251			x	x				

Robert L. Cooksey

Mentor's Signature

FINAL APPRAISAL FORM

(To be completed by your Mentor)

Field Experiences in Educational Administration Concordia University, Nebraska Seward, Nebraska

Student's Name Tyler Kopp Year 2011

Evaluator (Name and position) Rob Cooksey Exec. Director CCLS, Kirkwood MO

Cooperating School(s) St. Paul's Lutheran School

School(s) Address 1300 N. Ballas, Des Peres, MO 63131

Evaluator's Directions: Please use the following scale to reflect your professional assessment of the candidate's potential in regard to educational administration. Additional comments for each item are encouraged.

5 = Superior, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Weak, N =
No basis for an assessment

1. Relationship with professional peers 5 4 3 2 1 N
(LD5, LD8, LD9, LD10)
Comments: Helps to promote and build relationships among staff.

2. Relationship with parents/students 5 4 3 2 1 N
(LD5, LD8, LD10)
Comments: Builds a strong relationship with the students and parents.
Contacting with the students in a personal manner, but still keeping it professional.

3. Skill in oral communication 5 4 3 2 1 N
(LD2, LD8)
Comments: Has no problems articulating words or speaking in front of others.

4. Skill in written communication 5 4 3 2 1 N
(LD2, LD8)
Comments: Struggles with proper grammar usage, but has taken steps to have others proof read documents before going out. His writing is beyond adequate for administrative leadership.

5. Ability to make professional judgments 5 4 3 2 1 N
(LD1)
Comments: Can think quickly on his feet and come to fair judgments that have the students and schools best interest in mind.

6. Leadership ability **5** 4 3 2 1 N
(LD1, LD2, LD3, LD4, LD5, LD6, LD7 LD,
8 LD9, LD10)
Comments: Shows leadership qualities when dealing with faculty. Thinks outside the box, problem solves, a does a good job of forward thinking. Has the ability to grow a vision-focused cohesive faculty.
7. Ability to assume and to carry out responsibility **5** 4 3 2 1 N
(LD4)
Comments: Assumes tasks at all levels and delegates tasks as needed.
8. Time management ability 5 **4** 3 2 1 N
(T1)
Comments: Schedules, calendars, and makes his commitments.
9. Stress management **5** 4 3 2 1 N
(LR8)
Comments: Remains calm in most situations and does not stress over problems very often. Has learned to focus on the bigger battles, respect others opinions, and focus self control.
10. Visual professional image **5** 4 3 2 1 N
(LD10, LR1)
Comments: Neatly and cleanly professional dressed.
11. Dependability & commitment to service **5** 4 3 2 1 N
(LD10,LR1)
Comments: Shows strong support and involvement in the school. Has a sincere commitment to the Lutheran teaching ministry.
12. Additional comments on other areas: Tyler represents the future in Lutheran Christian education and possesses the Godly gifts and developed skills to be highly effective in his role. He has my full support, and, we will see him leading a larger Lutheran school soon.

Robert L. Cooksey

Evaluator's Signature and Title

October 31, 2011

Date

Summary of Learning

During my time in the graduate program at Concordia University Nebraska for my Masters in Elementary Administration I have learned many different techniques to help me grow as a future principal. The classes in the program have been well taught and challenged my thinking through them. Throughout my classes I have learned different skills in leadership, collaboration, communication, analyzing data, school law, and school management.

In Education 581 Practicum Elementary School Administration I was first introduced to the program and the class had us hitting the ground running. During this class we learned basics for running a school. We also were challenged with different issues and how we would handle them. Another part of this class that was helpful was the emphasis on forward thinking. In this class we were taught that as an administrator we need to look towards the future and what changes or improvements that will need to be done. We had to look past the day to day operations of the school, not forget about them but to not let them consume our lives, in order to see how the school can become better as we keep moving forward. This class I felt did a great job of starting us off in the program and getting us ready to become an administrator.

The next class that had an impact on me was Education 501 Contemporary Thought in Education. In this class I learned valuable lessons that I will be able to apply to administration, but also to my current teaching position. I learned what parts actually make up a standardized test, how they are put together, and how they are scored. This will help to make me better informed on how these tests work so I can better understand the scores my students receive. Then I can use that information to know how I can actually

help my students. Also during this class I learned more about bullying and how we can handle it as a school. I did a paper over the topic and learned different techniques that I am currently using in the classroom. This class had a major impact on my current teaching position.

Another class that I found extremely beneficial and recommend for any teacher to take is Education 557 School Law. This class taught me a lot of important information over legal issues that education is facing in today's world. The information in this class was presented in a way that made sense and was easy to follow. From this class it taught me that I was not doing everything legally correct and that my school also had issues that we need to address. The one concept that I will take out of this class is that you need to have policies in place that are followed. When you ignore what you have or do not follow it you open yourself up to legal action.

Other topics that were covered in different classes that were helpful were the research project, case studies, and supervision of teachers. The research project was extremely helpful as it showed me the process that you need to go through to analyze data. In my project I looked at our balance literacy program and learned that though it does not help us it does not hurt us either. Without the analysis I did we may have not have seen that we should make changes to the program. I know that the skills I learned in that process will come in handy in the future. Another thing we did that helped to challenge the way we think and see things was through the use of case studies to give us real life situation. Those situations taught us how we should handle the press, teachers, parents, and students. The final area that will be beneficial for the future was supervision of teachers. This will be one of the major parts of my job as an administrator. Going through

the process of how it needs to be done and different types of evaluation was beneficial. I will use the resources I got during that class easily. All of these skills that I picked up are all important to administration and will be valuable for the future.

During the two years I have been taking classes I feel that I have become better equipped both now as a teacher and for my future in administration. Through my classes I have a better understanding how and what it takes to be an administrator. They also challenged the way I thought and will have an effect on me forever.



3866 Harvester Road
St. Charles, MO 63304

Church Office:

Phone: 636.441.7425

Fax: 636.447.3008

School:

Phone: 636.441.7424

Fax: 636.441.7424

www.zionharvester.org

October 18, 2011

To Whom It May Concern:

Tyler Kopp is a fine teacher and leader in his classroom. I have worked with Tyler with the state athletic team of the state of Missouri. He joyfully completes his tasks on this team. His work is planted in the motivation he has to serve those around him, especially the children that benefit from his skills and passion.

Tyler's ideas help promote growth in his school and other organizations he is a part. His ability to look into the future is very helpful in completing many different tasks.

Tyler is a fine example for others, and a leader that will be a joy to follow. Please do not hesitate to call or contact me if you have any questions.

Rev. Mark A. Rouland
Senior Pastor

Rev. Jason Reitz
Associate Pastor, Outreach

Rev. Dennis Schwab
Associate Pastor

Marc W. Debrick
School Principal

Brandon Marolf
Assistant Principal/AD

Sara Kuhlmann
Early Childhood Director

Mark Thoeke
Director of Worship and Music

Aaron Hansen
Director of Christian Education

Michelle Thomason
Business Manager

Don Hugo
Church Administrator

Larry Desemone
Ministry Coordinator

One in Christ,

Marc W. Debrick

Marc Debrick
Principal
Zion Lutheran School
Saint Charles, MO
MDebrick@zionharvester.org
636-441-7424

Tyler Kopp

8931 Argyle Ave. ■ Overland, MO 63114 ■ 314-423-1460 ■ tkopp@stpaulsdp.org

CERTIFIED ELEMENTARY SCHOOL TEACHER (K-8)

CERTIFIED MIDDLE SCHOOL TEACHER (4-9)

Dedicated middle school teacher eager to move into an administrative role, with a passion for education and a commitment to optimizing student and school success. Areas of concentration are in math, science and physical education.

Core Competencies

- Classroom Management
- Creative Lesson Planning
- Networking Knowledge
- Budgeting
- Problem Solving Skills
- Love and Logic

Experience

St. Paul's Lutheran School, Des Peres, MO

Middle School Teacher (5-8), 8/04 to Present

Christ Community Lutheran School, Kirkwood, MO

Student Teacher 1/04 to 5/04

Seward Public School, Seward, NE

Student Teacher 8/03 to 10/03

Hired as a fifth grade teacher in 2004 and moved into a sixth grade classroom in 2007 to present. While teaching I taught math, science, physical education, and technology.

Key Contributions:

- Brought in computer technology to replace a 30 computer lab for \$12,000 instead of \$32,000.
- Built strong relationships and communication with parents of the school.
- Integrated a new school network and have knowledge to maintain software of the network.
- Integrated love and logic into the classroom to improve student problem solving skills.
- Active in the school from helping with coaching and directing musicals.

Education & Credentials

Concordia University Nebraska - Seward, NE

BS in Elementary Education, 2004

Endorsement Middle Level (4-9)

Nebraska Teacher Certification (Grades K-8, Middle School 4-9), 2004 (renewed in 2010)