

Addendum to UAF/Northwest Arctic Borough School District

Tech Prep Articulation Agreement 2013-2014 (Revised October 17, 2013)

University of Alaska – Fairbanks
Chukchi Campus
PO Box 297, 604 Third Avenue
Kotzebue, Alaska 99752

Northwest Arctic Borough School District
PO Box 51, 744 Third Avenue
Kotzebue, Alaska 99752

PURPOSE

In addition to the current General Tech Prep Agreement between the University of Alaska Fairbanks (UAF) Chukchi Campus and Northwest Arctic Borough School District (NWABSD), we have agreed to the following processes and criteria with respect to the Education Program

1. The Northwest Arctic Borough School District will follow UAF Education Program, based curriculum in coordination with the Administration and Faculty of the University of Alaska Fairbanks – Chukchi Campus pertaining to the course below:

EDUCATION – FALL 2013

UAF Course #	UAF Course Title	UAF Credit	NWABSD Course Title
ED F193 ✓	Exploring Education Careers	3 cr.	Introduction to Education

NWABSD will teach for the attached outcome:

1. The attached syllabus will be followed.
2. NWABSD will provide necessary support for students to be successful in this course, which may include computer support, reference books, and academic assistance,
3. Chukchi Campus will process the registrations.
4. In order to receive concurrent credit, the student will register for the Tech Prep Class during the semester in which the competencies will be completed.

APPROVALS

Pauline Harvey, Director
Chukchi Campus
University Of Alaska - Fairbanks

Pauline Harvey 10-17-13
Date

Jon Wehde, Director of Career and Technical Education
Northwest Arctic Borough School District
PO Box 51
Kotzebue, Alaska 99752

Jon Wehde 10/25/13
Date

Cheryl Edenshaw, Director
Alaska Technical Center
PO Box 51
Kotzebue, Alaska 99752

Norman Ed for Cheryl Edenshaw 10/25/13
Superintendent Date

Allan Morotti, Dean
School of Education
University of Alaska Fairbanks

Allan Morotti 12/18/13
Date

Pete Pinney
Associate vice Chancellor for Rural &
Community and Native Education
University of Alaska - Fairbanks

Pete Pinney 12/18/13
Date

Susan Henrichs, Provost
University of Alaska Fairbanks

Susan Henrichs 12/20/13
Date

Title: Exploring Education Careers I & 2
Number: ED F193
Credits: 3
Prerequisites: Completion of 9th grade. Student GPA must be 2.0 or higher or have teacher approval.
Location: Kotzebue High School/UAF Chukchi
Meeting Time: First Hour, M-F
Teacher: ~~Ms. Jeri Eck, jeck@nwabsc.org; 907-442-2392~~
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Course Readings and Materials

Governance:

All students are bound by the policies and procedures as established by the NWABSD and UAF. University policies and regulations can be found at http://www.uaf.edu/catalog/catalog_11-12/pdf/2011-2012_UAF_Catalog_WEB.pdf.

Course Textbook:

Armstrong, David G., Henson, Kenneth T., and Tom V. Savage. *Teaching Today: An Introduction to Education*. 8th ed. Prentice Hall, 2008.

Supplemental Readings:

Supplemental readings will be provided by the instructor during, appropriate units of study.

Materials: Textbook and supplemental readings will be provided for students. In addition, it is recommended that students maintain a binder with folders for each unit of this course in order to keep projects and reflections organized and ready for portfolio inclusion. Technological tools for project and portfolio completion will be provided by the school.

Course Description

This course is designed for students interested in pursuing a career in the education field. Students will explore their personal learning styles while learning how to teach students with different learning styles. They will research careers in education and utilize a variety of resources, including community members and classroom teachers, to learn more about the teaching profession, its requirements, and rewards. Through reading and writing assignments, students will reflect upon many educational issues including those affecting teachers and students in rural Alaska. Technological and cultural aspects will be incorporated into lessons appropriately and regularly. Students will gain hands-on experience from working directly with elementary students, observing educators in the classroom, and will share information about their experiences in writing and publicly using a variety of media.

Course Goals & Objectives

This course adopts the model and lessons created by the Future Educators of Alaska "Exploring Education Careers in Alaska" Modules I and II. Thematically, this class is divided into five course goal sets:

Goal Set One Focus Questions: Why choose a career in education? What are the qualities and skills necessary for successful educators? At the end of this unit, you will be able to:

1. After interviewing educators and participating in self-reflection activities, you can identify why you are interested in an education career, and create and defend your own philosophy of education.
2. Explore and identify necessary foundational content knowledge and skills required for success in an education career.
3. Identify and understand the expectations the State of Alaska and the Northwest Arctic Borough School District have for educators as expressed in performance standards.
4. Differentiate between characteristics related specifically to elementary, middle, and high school education careers.
5. Develop a high school and postsecondary plan of study to pursue a teaching career, recognizing that teaching certification is specific to both content and level.
6. Investigate the UAF School of Education Teacher Preparation programs (representative of an NCATE accredited program).

Goal Set Two Focus Questions: How and where does learning take place? At the end of this unit, you will be able to:

1. Recognize that teaching and learning takes place in the classroom, in the home, and in the community,
2. Recognize and honor the diversity of each classroom.
3. Explain various theories regarding individual learning styles.
4. Demonstrate a knowledge and awareness of factors that impact learning, including those that are within the control of the teacher - impacting classroom , management choices.
5. Create a collaborate presentation that incorporates a variety of learning styles.
6. Observe classroom management approaches and reflect on classroom climate and impact on learning.
7. Participate in collaborative reflections as a group, and discuss individual observations from multiple perspectives.

Goal Set Three Focus Questions: How do educators facilitate the learning process? At the end of this unit, you will be able to:

1. Identify and explain various research-based approaches to instruction (thinking maps, cooperative learning, etc ...).
2. Demonstrate understanding of the planning process guiding unit instruction.
3. Discuss the importance of identifying essential learning and working within professional learning communities to improve instruction and assessment.
4. Explore interactive instruction in a variety of content areas.
5. Create a short unit (including lesson plans) specific, to your area of interest that incorporates the understanding of the. Principle to "begin with the end in mind".
6. Prepare and present a lesson using technology.
7. Observe and reflect upon instructional strategies used in the elementary and secondary classrooms within your community.
8. Participate in collaborative reflections as a group, and discuss individual observations from multiple perspectives.

Goal Set Four Focus Questions: How do we know when students learn? At the end of this unit, you will be able to:

1. Understand the purpose of assessment.

2. Explore a variety of assessment purposes, styles, and techniques.
3. Understand the purpose of, and differentiate between, formative and summative assessments.
4. Discuss and understand the relationship between essential learning and assessment, as well as the importance of working within professional learning communities to improve instruction and assessment.
5. Create both formative and summative assessments for your previously created unit lesson plans.
6. Observe and reflect upon assessment strategies used in the elementary and secondary classrooms within your community.
7. Participate in collaborative reflections as a group, differentiating between formative and summative assessments observed, and viewing their purposes from multiple perspectives.

Goal Set Five Focus Questions: How can one become a professional educator? At the end of this unit, you will be able to:

1. Create a portfolio of the projects you have created this semester including: philosophy of education, presentation of various learning styles, unit and lesson plans, assessments, observations and reflections, and instructional technology applications.
2. Discuss behaviors for success including: professionalism, daily challenges, and ethical and legal responsibilities.
3. Write a resume, practice interview skills, and understand the process of securing and maintaining employment as an educator.

Instructional Methods

The methods employed for this course will be appropriate to the various learning targets and employ a combination of lecture, group & individual presentations & research, and structured observations. As a class, we will reflect upon those observations as they relate to lecture and activity topics that are being discussed relative to the course' description and goals. This classroom will be a "lab" for practicing your developing teaching strategies and products with your peers. To that end, we will all be participating in games, assessments, sample lessons, and presenting to each other. We will also be experimenting with various technological applications that enhance learning and assessment.

Course Policies

Expectations:

Attendance and participation are absolutely crucial to the successful completion of this course. Daily assignments and readings must be completed and turned in on time. All students are expected to abide by individual classroom rules, as well as those in the NWABSD Student Handbook and the UAF Catalog of studies.

Homework/Class work Policy:

Assignments are due the first school day after they are assigned, unless otherwise noted. Five points per day will be deducted from each assignment for each day it is late.

Assessment: Grading scale is subject to change.

Students' grade will be determined using the following percentages:

- Daily class work and homework—40%
- Exams and other assessments-55%
- Employability Standards-5%

Grading Scale:

Grades for High School Credit will be given in accordance with NWABSD A, B, C, D, F policy.

Grades for UAF Credit will be given as per page 47 the 2011 – 2012 Catalog of Studies (http://www.uaf.edu/catalog/catalog_11-12/) For the purpose of this class, the following percentages shall be given for each percentage, rounded down to the next whole number. These grades will be reflected on permanent student UAF Transcripts for any student electing dual-credit or Tech-prep options.

A+ =	98% or higher
A =	94 - 97%
A- =	92 - 93%
B+ =	90 - 91%
B =	86 - 89%
B- =	83 - 85%
C+ =	79 - 82%
C =	72 - 78%
C- =	69 - 71%
D+ =	67 - 69%
D =	63 - 66%
D- =	60 - 62%
F =	Below 60%

Extra Credit:

Extra Credit may be offered by the teacher during the class on an individual or group basis and at the total discretion of the instructor.

Disabilities:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Students that need accommodations should request these by contacting the UAF Office of Disabilities Services (474-7043, fydso@uaf.edu, www.uaf.edu/disability) to provide reasonable accommodation to students with disabilities.

Fall Semester Schedule:

Week 1 – 3:	Introduction to Personal Learning Styles & Test
Week 4 – 6:	Strengths and Weaknesses as Potential Educators & Test
Week 7 – 9:	Human Development & Test
Week 10 – 12:	Educational Career Research & Test
Week 13 – 14:	Classroom Observations & Test
Week 15:	Presentations
Week 16:	Presentations and Final Exam

Spring Semester Schedule:

Week 1 – 2:	Teaching as a Profession (Part 1) & Test
Week 3 – 4:	Teaching as a Profession (Part 2) & Test

Week 5 – 6: Effective teachers & Learners (Part 1) & Test
Week 7 – 8: Effective Teachers & Learners (Part 2) & Test
Week 9 – 11: Instructional Methods & Test
Week 12-15: Field Visits & Teacher Evaluation
Week 16: Portfolio Presentations and Final Exam