

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Secondary Education	College/School	School of Education
Prepared by	Diane M. Noble/Karen J. Eiler	Phone	474-6180
Email Contact	dmnoble@alaska.edu / kjeiler@Alaska.edu	Faculty Contact	Diane M. Noble

1. COURSE IDENTIFICATION: As the course now exists.

Dept	EDSC	Course #	F472	No. of Credits	3
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COURSE TITLE	SECONDARY TEACHING: SCHOOL INTERNSHIP II AND SEMINAR
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING	<input type="checkbox"/>		

*Prerequisites will be *required* before a student is allowed to enroll in the course.

Reference the registration implications below due to Banner coding of these terms:

Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).Co-requisite: Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

CREDITS (including credit distribution)	<input type="checkbox"/>	3-9	COURSE CLASSIFICATION	<input checked="" type="checkbox"/>	"0" DESIGNATOR
ADD CROSS-LISTING See #8 if intent is to stop an existing cross-listing.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

OTHER (please specify)	Credit distribution change
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3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council **and** the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc)												

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive,	<input checked="" type="checkbox"/>	W = Writing Intensive, *Format 7	<input type="checkbox"/>	Natural Science, *Format 8	<input type="checkbox"/>
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4.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

EDSC F472 Secondary Teaching: School Internship II and Seminar

3-9 Credits

Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. Prerequisites: COMM 131X or COMM 141X; Admission to the secondary post-baccalaureate licensure program or permission of instructor. (1+0+354-16)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

EDSC F472Q Secondary Teaching: School Internship II and Seminar

3-9 Credits
Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. COMM 131X or COMM 141X; admission to the secondary post-baccalaureate licensure program or permission of instructor. (1+0+4-16)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO ☒ NO If Yes, DEPT NUMBER

DROPPING A CROSS-LISTING:

YES DEPT NUMBER

Changing or dropping requires written notification of each department and dean involved. **Attach a copy of written notification.**

9. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL: ☒

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐ No impact on library services is anticipated as this is a field based course

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Secondary Education Department

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There are no anticipated negative impacts. Positive impacts include improved student networking across faculty and field mentors and application of research based strategies for improvement of 7-12 student learning.

JUSTIFICATION FOR ACTION REQUESTED

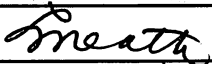
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

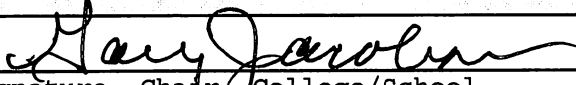
JUSTIFICATION FOR ACTION REQUESTED

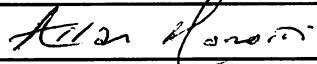
The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be selfexplanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Students will be able to increase the number of credits they receive for their student teaching semester. Currently in order to achieve fulltime status undergraduate level students must frequently take at least one additional class outside the School of Education to maintain full time status. Increasing credit potential by adding projects developed by faculty along with students, maximizes potential for learning within field assignments.

APPROVALS: (Additional signature blocks may be added as necessary.)

 Date 9/20/12
Signature, Chair,
Program/Department of: _____

 Date 9-25-12
Signature, Chair, College/School
Curriculum Council for: _____

 Date 9-26-12
Signature, Dean, College/School
of: _____
Offerings above the level of approved programs must be approved in advance by the
Provost:

Signature of Provost (if applicable) Date _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair
Faculty Senate Review Committee: ____Curriculum Review ____GAAC
____Core Review ____SADAC

University of Alaska Fairbanks School of Education
EDSC 472 Secondary Teaching: School Internship II and Seminar
3-9 credits
Spring

Instructor: Secondary Licensure Program Faculty

Contact Information: 474-6589 lmeathjr@alaska.edu or intern's assigned mentor

Office: Gruening 701A Conference by appointment

COURSE DESCRIPTION

Supervised observation and teaching in secondary schools approved by the School of Education. Seminars with interns, mentors and faculty meet on a regular basis. Discussion topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies, and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of students doing unsatisfactory work. (Prerequisites: satisfactory completion of summer and first semester required coursework. satisfactory completion of EDSC 471 or permission of instructor.)

STATE OF ALASKA STANDARDS FOR TEACHERS TARGETED IN THIS COURSE

Standard I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Standard D. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Standard III. A teacher teaches students with respect for their individual and cultural characteristics.

Standard IV. A teacher knows the teacher's content area and how to teach it.

Standard V. A teacher facilitates, monitors, and assesses student learning.

Standard VI. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Standard VII. A teacher works as a partner with parents, families, and with the community.

Standard VII. A teacher participates in and contributes to the teaching profession.

INSTRUCTIONAL GOALS AND STUDENT OUTCOMES

A. Goal 1: Candidates will apply National standards for their specific content area(s) to their teaching Practice.

1.1 Candidates will consider the nature/philosophy of their content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes related to their content area(s) into their field based lessons and activities.

1.2 Candidates will demonstrate their knowledge of their content areas and their knowledge of how to teach them.

1.3 Candidates will modify general teaching tools and skills for planning-implementation assessment of their content area(s) in an authentic social / cultural context.

1.4 Candidates will use appropriate technology to support student learning.

B. Goal 2: Candidates will apply Alaska Standards for Teachers to their teaching practice.

2.1 Candidates will refine their teaching philosophies based on sound developmental principles and educational theory.

2.2 Candidates will teach to the identified developmental abilities of students.

2.3 Candidates will demonstrate respect for the dignity and worth of all students.

2.4 Candidates will plan and conduct lessons which accomplish curriculum goals and objectives.

- 2.5 Candidates will organize and deliver instruction which promotes understanding and student learning.
- 2.6 Candidates will create and maintain a stimulating and safe environment in which all students are able to learn.
- 2.7 Candidates will connect the school and community to foster student learning.
- 2.8 Candidates will continue professional development.

C. Goal 3: Candidates will use technology to facilitate teacher organization and increase student learning.

- 3.1 Candidates will submit designated assignments electronically through internet or email using laptop computers.
- 3.2 Candidates will prepare an electronic portfolio that will document meeting all required course outcomes, and national and state standards for teachers.
- 3.3 Within their classrooms, candidates will use teacher utilities and applications such as word processing, spread sheets, databases, PowerPoint. and i-Movies using laptop computers and printers to maximize student learning.

ORAL INTENSIVE DESIGNATION

This course fulfills the oral intensive requirement.

ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course is based on effectiveness of oral communication
- Students receive intermediate instructor assistance in developing presentational competency.
- Students must utilize their communication competency across the span of the semester, not just in a final project..
- Students receive instructor feedback on the success of their efforts at each stage of preparing their presentation

Specific Guidelines for “O” Designated Courses Emphasizing Public Communication in Medium or Large Class Contexts (Regularly enrolling at least 12 students)

- Each student must be involved in the individual preparation and delivery of at least 3 course presentations of at least 5 minutes duration each, to an audience of at least 12 persons.
- At least one presentation must involve questions from the audience and responses by the presenter.
- All presentations must have a clear introduction-body-conclusion organization—appropriate to the discipline.
- All presentations will receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions) as well as on subject mastery.
- Students will receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

EVALUATION

This course is graded pass/fail. Final determination of the grade is based on:

- A. satisfactory completion of course assignments which may include but are not limited to
1. readings on designated topics
 2. class discussions
 3. Blackboard or auditory or written responses to topical prompts

4.design, implementation and assessment of units of study which meet criteria determined by SOE

B. quantitative and qualitative measurement of progress and achievement in fieldwork through rubrics and other appropriate instruments. Utilizing the School of Education Observation Form (Form J -attached) students will receive feedback and assessment of presentations to grades 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors. Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards. **A Public**

- C. documentation of progress toward meeting state and national standards
1. demonstration of background preparation and competence
 2. demonstration of pedagogical skills
 3. demonstration of ability to apply knowledge and skills to teaching
 4. demonstration of technological competence (cross reference EDSC 443.)

DOCUMENTATION OF COURSE REQUIREMENTS INCLUDED IN STUDENT PORTFOLIO TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS. Students must prepare a digital portfolio documenting their pre-service experiences. After successfully preparing the portfolio students will present selected portions of the portfolio in a 7-10 minute presentation to faculty, peers and guests. Faculty will give feedback to each presenter utilizing a rubric (attached)

Credits- 3: Additional credits (4-9) may be earned by completion of two or more projects developed by students and/or faculty. For an additional 1 – 2 credits choose one of the following, for 3 – 5 additional credits choose two of the following, and for 6 -9 additional credits choose three of the following:

Case Study requiring a project report,
Develop three thematic or interdisciplinary Units,
Complete an action research project.
Complete three additional Assessment Modules,
Develop a program that addresses the RTI requirements for your school,
Flip learning with at least 10 video lessons and accompanying reflection,

OUTCOMES and EVIDENCE:

All evidence is presumed to apply to the candidate's specific content area.

Outcome 1.1- 1.4 **B,C,D, Public**

Evidence: Each candidate will implement lessons and units including not but limited to whole lessons, mini-lessons, small and large group activities, and other activities in which the candidate is teaching.

Candidates will base lesson plans on the natural philosophy of the content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes into these field-based lessons and activities.

Candidates will modify general teaching tools and strategies (including technology) to their content area(s), presented in an actual social / cultural context to demonstrate their knowledge of the content area and their knowledge of how to teach it to students with various developmental

and instructional needs. Plans and reflections will be on file in the candidate's lesson plan notebook.

Standard: National standards for specific content areas. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his/her specific content area(s). Utilizing the School of Education Observation Form (Form J -attached) students will receive feedback and assessment of presentations to grades 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors. Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards.

Outcome 2.1

Evidence: Each candidate periodically will reconsider his / her written philosophy of teaching in general and specifically toward teaching their content area to grade 7-12 students. Candidate will update his/her philosophy throughout the course. The most recent version will be on file in the candidate's file box.

Standards: AST-L SS3.2

Evidence: Samples of student work indicating understanding of the nature of the content area and its relationship to human values and endeavors, and to the real world.

Standards: AST-I

Evidence: Written report by mentor and/or supervisor of observed practice, consistent with the written philosophy statement.

Standards: AST-I, SS3.3

Outcome 2.2

Evidence: Written lesson plans that reference developmentally-appropriate materials and activities.

Standard: AST-II, SS I.I-1.I0, SS 2.1-2.5

Evidence: Video sample or written report by mentor and / or supervisor of observed teaching which meets academic developmental needs of adolescent learners.

Standards: AST-II, SS 1.1.1.1 O, SS 2.1-2.5

Outcome 2.3

Evidence: Written report by mentor and / or supervisor of observed interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III, SS 3.3

Evidence: Video sample, written reflection or other documentation of interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III

Evidence: Syllabus, bibliography or other listing of culturally-appropriate materials being used in the candidate's classroom.

Standards: AST-III

Outcome 2.4

Evidence: sample lesson plans / materials that demonstrate knowledge of content area and how to teach it Standards: AST-IV, SS1.1-1.1 0, SS2.1-2.5 Evidence; video sample, written reflection

or other documentation by candidate of a lesson that demonstrates knowledge of content area and how to teach it

Standards: AST-IV, SSI.I-1.10, SS2.1-2.5 Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates knowledge of content area and how to teach it
Standard: AST-IV, SSI.1-1.1 O, SS2.1-2.5, SS3.3

Outcome 2.5

Evidence: samples of student assessment instruments including rubrics or other grading tools
Standards: AST-V, SSI.1-1.10, SS2.1-2.5 Evidence: samples of records of student progress and achievement Standards: AST-V, SSI.I-1.10, SS2.1-2.5

Outcome 2.6

Evidence: facsimile of effective physical classroom environment Standards: AST-VI, SSI.I-1.10, SS 2.1-2.5 Evidence: video sample, written reflection or other documentation of students actively engaged in and contributing to learning Standards: AST-VI, SS 1.1-1.1 0, SS 2.1-2.5 Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates a learning environment in which all students are actively engaged and contributing members Standards: ASTNI, SSI.1-1.10, SS2.1-2.5, SS3.3

Outcome 2.7

Evidence: samples of communication with parents, families, and the community that demonstrate an attitude of partnership Standards: AST-VII

Outcome 2.8

Evidence: artifacts documenting participation in or contribution to professional activities
Standards: AST-VIII

Evidence: Written documentation, calendar, and electronic portfolio indicate scope and sequence of course requirements and method of documenting satisfactory completion of requirements using applied technology Standards: SS3-4

Outcome 3.1

Evidence: Candidates will send copies of written assignments to his / her university supervisor by email or internet as required by their supervisors.
Standard: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology.

Outcome 3.2 **C and D Public**

Evidence: Candidates will prepare an electronic portfolio on a CD or other accessible site to document how their field experiences meet course outcomes, state teacher standards, and national teacher standards. They will use a variety of creative documentation ideas such as animated cartoons, musical compositions, poetry, maps, sociograms, slide shows, and i-Movies of field trips and guest speakers. Standards: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology. Students will present selected portions of the portfolio in a 7-10 minute presentation to faculty, peers and guests. Faculty will give feedback to each presenter utilizing a rubric (attached)

Outcome 3.3 **B,C,D, Public**

Evidence: Candidates will create and teach lessons using applications such as word processing, spreadsheets, databases, Powerpoint, and i-Movies using laptop computers and printers to maximize student learning. Utilizing the School of Education Observation Form (Form J - attached) students will receive feedback and assessment of presentations to grades 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors. Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards.

Standards: AST-IV, SS1.1-1.10

READINGS

Current and classic readings on selected topics including:

- academic needs of adolescents - current issues in education
- current practices in education - meeting education standards
- secondary handbook-program expectations, assignments and rubrics

EXPECTATIONS

Students are expected to behave in a manner consistent with that of professionals in the field of education.

CALENDAR

Students are expected to follow the calendars of the school districts in which they are placed for field experiences. Students meet periodically for seminars; times and dates are listed on the following calendar.

ACADEMIC SUPPORT

Academic Support Services including library hours, computer lab hours and services and writing center hours and services can be found at the following web site. <http://www.uaf.edu/ssspl>

DISABILITY SERVICES

The UAF 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. Your instructor will work with the [Office of Disability Services](#) (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the [Office of Disability Services](#) on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

CALENDAR

Students are expected to follow the calendars of the school districts in which they are placed for field experiences. Students meet periodically for seminars; times and dates are listed on the following calendar.

EDSC 472 spring Seminar Schedule

	Resume Workshop	Career Services	OUP 160
	Supervisor and Intern discussion on classroom presentations		
	Two UAF Mentor Presentations		
February	Professional Teaching Practices	Noel Wien Library	
	Supervisor and Intern discussion on initial unit presentation in the classroom		
	Presenter, Director PTPC		
	Understanding the Teaching Contract, Director Fairbanks Education Association		
	Two UAF Mentor Presentations		
March	Mock Interviews	Gruening 7th Floor	
	Students will be interviewed by Assistant Principals and /or Principals		
April	Administrative Panel: Application Focus	Local School Library	
	Supervisor and Intern discussion on final unit of instruction in the classroom		
	Clarence Bolden, FNSBSD Human Resources Director		
	School Counselor		
	School Principal		
	Rural School Principal		
	Two UAF Mentor Presentation		
	Cody Haas, Professional Learning Communities		
<i>*April (mid)</i>	<i>Alaska Teacher Placement Job Fair, Anchorage (optional) usually at Captain Cook</i>		
<i>Hotel</i>			
May	Celebration: Portfolio Presentations	OUP 160	
	Presentation of the intern's electronic portfolio to other interns and the University supervisors and mentors		

Mentor's presentation can include the following topics: Professional Learning Communities, Organizing Place-based Learning, Organizing International Travel, Backward Design, Technical Writing

EDSC 472 -Justification for “Oral Intensive” Designation.

Students enrolled in **EDSC F472 Secondary Teaching: School Internship II and Seminar** are engaged in student teaching while completing the requirements for secondary licensure.

Students enrolled in this course participate in grades 7-12 classrooms for an entire semester and are responsible for all classroom instruction for a period of four to six weeks. During the course of their internship, students receive feedback from mentors and university supervisors. The form developed for this purpose is pasted below.

UAF SCHOOL OF EDUCATION SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM OBSERVATION AND REFLECTION FORM J

Candidates' Name:		Date:		Time Block:		
School/Grade:		No. of Students:		Unit or Lesson:		
Mentor Teacher/In Room? Y N		Name & Role of Person Completing this Observation:				
Alaska Teacher Standards						
<u>Standard I</u> A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.	<u>Standard II</u> A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.	<u>Standard III</u> A teacher teaches students with respect for their individual and cultural characteristics	<u>Standard IV</u> A teacher knows the teacher's content area and how to teach it.	<u>Standard V</u> A teacher facilitates, monitors, and assesses student learning.	<u>Standard VI</u> A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.	<u>Standard VII</u> A teacher works as a partner with parents, families, and with the community.
<u>Standard VIII</u> A teacher participates in and contributes to the teaching profession						

Observation

Context: _____

Review of Lesson Plans: (Circle) Plans provided Plans not provided NA

N = needs work P= progressing M= meets expectations T = strong NA = not applicable to this observation

Domain A. Organizing Content Knowledge for Student Learning: Planning/Preparation

N P M T NA

• Becoming familiar with relevant aspects of students' background knowledge and experience
• Articulating clear learning goals for the lesson that are appropriate for the students
• Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
• Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
• Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

COMMENTS:

Alaska Teacher Standards addressed

Domain B. Creating an Environment for Student Learning: Classroom Climate

N P M T NA

• Creating a climate that promotes fairness
• Establishing and maintaining rapport with students
• Communicating challenging learning expectations to each student
• Establishing and maintaining consistent standards of classroom behavior
• Making the physical environment as safe and conducive to learning as possible.

COMMENTS:

Alaska Teacher Standards addressed

Intern _____
form _____

Domain C: Teaching for Student Learning-Instruction: Teaching & Assessment Climate

N	P	M	T	NA
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- Making learning goals and instructional procedures clear to students
- Making content comprehensible to students
- Encouraging students to extend their thinking
- Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- Using instructional time effectively.

COMMENTS:

Alaska Teacher Standards addressed

Domain D: Teacher Professionalism

N P M T NA

- Reflecting on the extent to which learning goals were met
- Demonstrating a sense of efficacy.
- Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- Communicating with parents or guardians about student learning.

COMMENTS:

Alaska Teacher Standards addressed

SUMMARY COMMENTS

STRENGTHS		GOALS	

[We have discussed this observation. My signature does not imply agreement with this assessment.]

Candidate _____

date: _____

Mentor Teacher _____

date: _____

Observer/Supervisor _____

date:_____

Students are required to present a summary of their classroom experiences, emphasizing their philosophies and highlighting selected instructional events. These presentations are made to peers, incoming program participants, faculty and guests. Faculty will utilize the attached rubric to assess presenter.

EDSC 472
Oral Presentation Assessment

Intern's Name _____ **Date** _____

Reviewer's Name _____ **Role** _____

Instructions: Please complete the rubric below by checking off criteria that best apply to the _____ presentation. In the comment section, please provide at least **one** positive comment and at least **one** suggestion that would strengthen the presentation

An intern will be able to:

1-1 Articulate his/her general philosophy of education, and briefly explain the experiences and/or knowledge base that have contributed to the formation of those beliefs.

1-2 Explain how several of his/her teaching activities and responsibilities (e.g. lessons, units, projects, assessments, classroom structure and management) reflect his/her philosophy

	Target	Acceptable	Unacceptable
1-1 Intern articulates his/her general philosophy of education	Intern philosophy is comprehensive and clear. All components are consistent and impact multiple components of practice.	Stated philosophy is unclear-i.e., it is hard to define what the intern believes	Stated philosophy is unclear-i.e., it is hard to define what the intern believes
1-1 Intern briefly explains experiences and/or knowledge base that have contributed to formation of those beliefs	Intern offers multiple thoughtful explanations of the knowledge base that contributed to his/her philosophy. Philosophy flows logically from stated knowledge and experiences.	Intern does not offer any insight into the knowledge base or experiences that contributed to his/her philosophy	Intern does not offer any insight into the knowledge base or experiences that contributed to his/her philosophy
1-2 Intern explains how several of his/her teaching activities & responsibilities reflect his/her philosophy	Multiple examples of philosophy in practice show a deliberate and thoughtful connection with stated philosophy	Examples of philosophy in practice are not consistent with stated philosophy.	Examples of philosophy in practice are not consistent with stated philosophy.
1-2 Intern explains how several of his/her teaching activities & responsibilities reflect his/her philosophy	Intern exhibits an advanced understanding of his/her philosophy during presentation and question and answer period	Intern does not offer a clear understanding of his/her philosophy during the presentation and during the question and answer period	Intern does not offer a clear understanding of his/her philosophy during the presentation and during the question and answer period
Technical quality of presentation	Presentation is of the specified length. Presenter is enthusiastic and clearly demonstrates a desire to be an effective teacher.	Presentation is not of specified length, it does not hold the attention of the audience.	Presentation is not of specified length, it does not hold the attention of the audience.
Level of professionalism in presentation	Evidence of significant time and effort and thought put into preparation (e.g., very well organized, professional manner and appearance, very confident in speaking and responding to questions)	Little evidence that intern has carefully prepared for presentation. Very high level of nervousness evident.	Little evidence that intern has carefully prepared for presentation. Very high level of nervousness evident.

EDSC 472 – Internship II SPRING SEMESTER

EDSC 472 is the second semester seminar equivalent of EDSC 471, and together the two seminars meet approximately 10 times throughout the entire school year.

Interns also begin their intensive teaching practicum as part of EDSC 472 during the second semester, starting with full responsibilities for one class on the first day of the semester and gradually adding classes until they are carrying a full teaching load for approximately 4-6 weeks. After that time, classes are gradually returned to the mentor teacher except for the initial class in the intern's teaching load. That class is carried throughout the entire semester. During this semester, interns take on all the demands of a regular teacher including planning and teaching lessons and the assessment of students. All decisions involve the consultation of the intern's mentor teacher, but the interns acquire full classroom responsibilities as part of the practicum.

Because interns are actively teaching during the second semester, the demands of EDSC 472 seminar are somewhat different than those of 471. Instead of numerous reflections based on observations and conversations with other interns and teachers, the second semester seminar has only two larger assignments that are directly linked to the teaching experience. These are units of study developed in concert with the mentor teacher and similar in scope to the Work Sample completed for EDSC 402. Each unit is a critical assignment and a requirement for program completion. They are due approximately in mid February and the beginning of April respectively.

The seminars expose interns to a variety of education related experiences and expert speakers. Two sections of EDSC 472 vary slightly in their delivery. Rural students take the class via distance delivery by audio--limiting the content somewhat. Interns in Fairbanks meet in face-to-face sessions and therefore have more latitude with the seminar offerings. Topics chosen by interns vary from utilizing community resources to practice interviews with area administrators. The seminars in Fairbanks are located in the interns' home schools, and typically begin with a brief introduction to the school by the interns teaching there. Rural students share their experiences in a similar fashion even though they are often physically separated by hundreds of miles. While the distance delivery section of the class may be limited by the relative isolation of the interns in the class, the discussions are pertinent and engaging.

EDSC 472 culminates in early May with a brief portfolio presentation by the interns to faculty, friends, and prospective interns into the program.

WORKING DRAFT OF TIMELINE

EDSC 472

Intern:


Content Area(s):

Mentor(s):

Supervisor:

Optimum Full time teaching is 6 weeks

Week	Teaching activities/responsibilities	Notes
1		1 st prep – carried through to the last day of school
2	Supervisor will review and assess initial class presentation for a class period (one hour)	Add 2 nd prep/class
3		Add 3 rd prep/class
4		Add 4 th class
5	Supervisor will review and assess initial unit class Presentation for once class period (one hour)	Add 5 th class
6		Add 6 th class (7-period day)
7		Practicum mid-term conf w/in these weeks
8	Supervisor will observe and assess on class period (one hour)	Practicum mid-term conf
9		
10		
11	Supervisor will observe and assess on class period (one hour)	
12		1 class less

13		1 class less
14	Supervisor will observe and assess final unit presentation (one class period - one hour)	1 class less
15		1 class less Begin 1/2 day schedule
16	Supervisor will observe and assess on class period (one hour)	1 class less (7-period day)
17		Practicum final conference w/in these weeks
18	Supervisor will observe presentation of electronic portfolio (15-20 minutes)	
19		
20		

EDSC 472 SECONDARY TEACHING INTERNSHIP

Spring Semester Field Documentation

Name _____
 Supervision _____

Assignment	Due Date	Submitted	Comments
education philosophy provided by intern at beginning semester)			
A.			
B.			
C. Units			
Unit 1			
Unit 2			
Observations (Form J)			
Supervisor #1			
Supervisor #2			
Supervisor #3			
Supervisor #4			
Supervisor #5			
Supervisor #6			
Mentor #1			
Mentor#2			
Mentor #3			
Mentor #4			
Mentor #5			
Mentor #6			
			The following assessments are completed by intern, mentor, and supervisor together
Assessments			
Final Field Assessment – (Form H)- Supervisor			
Content Observation Form (Intern) (K-U)			This document is completed by intern throughout the program and verified by mentor and/or supervisor

EDSC 472 SECONDARY INTERNSHIP II

Initial Unit Submission

The unit submission will contain each of the following components.

-Unit title

-A Calendar of activities that will take place each day the unit is being taught. This calendar may be a copy of your plan book for the duration of the unit. Notations on the calendar may denote changes from planned to actual implementation schedule.

-Student Supplementary Handouts-Include any materials given to students that are additional to or in place of the/a text.

-Grade Derivation-explain how a student's performance in this unit is calculated into the overall grade for the course.

-Rationale: Answer the question, "Why is this unit being taught?" and list Alaska State Student Content and Performance Standards addressed.

-Unit Objectives: What will students know or be able to do after experiencing this unit of instruction? These should be aligned with appropriate state and national standards.

-Lesson Plans for each of the unit's lessons

Use a lesson plan format that is most efficient for you. Make sure, however, that each lesson plan contains required components (Objectives, assessment, instruction and modifications for special needs students)

-Content Reading Strategies- Include samples of at least two content reading strategies developed for this unit. Explain where they fit into the overall unit presentation.

-Student Assignments with assessments- Include any student assignments (please include a copy of those found in the text) and rubrics that assess these assignments. If an assignment is assessed by means other than a rubric please explain the assessment. Include any quizzes or other formative assessment documents

-Pre and Post Assessments: Include pre and post assessment instruments. In a graphic display, compare student performances on the pre-assessment to those on the post assessment. Determine and report the percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results. Reflect on pattern(s) which are apparent in the data, explain anomalies and discuss how the outcomes of the post assessment inform your subsequent instructional decisions.

-Student Work-Secure permission from several students whose work in assignments and/or summative assessment(s) represents a range of student work. Choose samples of work which indicates that the student has not reached the objectives (unsatisfactory), work which indicates that the student has adequately reached the objectives assessed (satisfactory) and work which indicates the students has surpassed the objective assessed (exemplary). Samples may be collected, copied or photographed. Include instructor feedback given to the students and which indicates how the student can improve his/her performance or develop greater proficiency.

-Reflection-Comment on the overall implementation of the unit.

Explain, specifically, how this unit reflects the implementation of your philosophy of education. Discuss changes you might make the next time this unit is taught. Analyze student performance and remediation for identified students needing further practice.

INITIAL UNIT ASSESSMENT

EDSC 472 Initial Unit Assessment

Date _____

Intern _____

Reviewed by _____

Percentage of students demonstrating at least a 10% gain _____

The unit assessment has two sections. The first section is a short checklist of items that give information about the unit. Each of the items is required; if an item is not present the unit will be returned for revision. Items are not assessed but are simply checked off. The second section contains assessed items. Each item is required and is assessed by its own criteria. If any item is not at the "Meets" level of its criteria the unit will be returned for revision.

Section I

Present/Not Present Components

Each unit must contain the following components. If all components are not present the unit will be returned for revision.

Present

Not Present

Unit Title _____

Calendar of Unit Activities _____

Student Supplementary Handouts

(include with appropriate lesson plans) _____

Grade Derivation _____

Section II

Assessed Components

Rating of each component is checked.

Rationale

___*Exceeds*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards. Describes importance of unit's content to the students to whom it is taught.

___*Meets*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards.

___*Does Not Meet*: Connection between unit content local curriculum and state/national standards is not clearly described or is missing.

Objectives

___*Exceeds*: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent. The connection of the objectives to state/national standards is articulated.

___*Meets*: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent.

___*Does Not Meet*: Objectives are vague and/or not measurable. Standards are not selectively chosen; it appears that no criteria for selection have been applied to included standards.

Lesson Plans

___*Exceeds*: Plans are detailed and thorough. All required components are included (including objectives, assessment, and instruction). Contingencies are made for special needs students and for student differentiation.

___*Meets*: Plans are understandable but are not as detailed as a sub would need. Some components are missing from some plans. Contingencies are made for special needs students but differentiation for other students is not apparent.

___*Does Not Meet*: Plans are vague and incomplete. Required components are consistently overlooked. Accommodations for special needs students and differentiation for other students are not apparent.

Content Reading Strategies

Exceeds: At least two content reading strategies are included and are clearly aligned with the lesson or lessons within the unit. Explanation of their placement and function is included.

___*Meets*: At least two content reading strategies are included. Their placement within the unit is explained.

___*Does Not Meet*: Fewer than two content reading strategies are present or the strategies' inclusion in the unit is not explained.

Assignments

___*Exceeds*: Includes a range of assignment types with a variety of assessments including group and individual work. Copies of assignments and assessments are congruent. Connections to lesson/unit objectives are articulated.

___*Meets*: Includes more than one type of assignment and assessment. Congruence of assignments and assessments is apparent. Connections to lesson/unit objectives seem clear but are not articulated.

___*Does Not Meet*: One type of assignment and assessment predominates. Congruence of assignments/assessments and lesson/unit objectives is not always apparent and is not articulated

Pre and Post Assessments

___*Exceeds*: Pre and Post assessment tools are present. A graphic display compares student performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. An explanation of how the post assessment measures student progress toward objectives and standards is present. A reflection on the displayed data and a clearly described plan for acting on the data is included.

___*Meets*: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. . Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. The discussion of the data is cursory and plans based on displayed data do not take into account all levels of student performance.

___*Does Not Meet*: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. There is no discussion of the data.

Student Work

___*Exceeds*: Includes multiple samples of a range of student work that includes instructor feedback. Feedback specifies both positive elements of work and ways to improve. Samples are clearly copies or photographed.

___*Meets*: Includes at least one sample of exemplary, satisfactory and unsatisfactory student work with instructor feedback. Feedback explains errors and gives suggestions for improvement. Samples may be somewhat difficult to read.

___*Does Not Meet*: Includes one or fewer samples –no range. Samples do not have instructor comments. Copies of samples are difficult to read.

Reflections

___*Exceeds*: Reflections are thoughtful and constructive and demonstrate a clear desire to maximize student understanding. Clear connection between stated philosophy and unit implementation is articulated. Future modifications are noted.

___*Meets*: Reflections are adequate but do not demonstrate deep consideration of student needs and progress toward objectives/standards. A connection between stated philosophy and unit is apparent. Connection is not articulated but can be inferred. Tendency is to assume all is well unless proven otherwise.

___*Does Not Meet*: Little or no depth in the reflection. Inadequacies are blamed on others (students/mentor/situation). Reluctance to accept responsibility for unit's inadequacies. No connection to stated philosophy is articulated and none can be immediately inferred.

Comments:

EDSC 472 Secondary Internship II

Final Unit Submission

The unit submission will contain each of the following components.

-Unit title

-A Calendar of activities that will take place each day the unit is being taught. This calendar may be a copy of your plan book for the duration of the unit. Notations on the calendar may denote changes from planned to actual implementation schedule.

-Student Supplementary Handouts-Include any materials given to students that are additional to or in place of the/a text.

-Grade Derivation-explain how a student's performance in this unit is calculated into the overall grade for the course.

-One Page Statement of Philosophy, which includes specific references to content and content standards.

-Rationale: Answer the question, "Why is this unit being taught?" and list Alaska State Student Content and Performance Standards addressed along with appropriate national standards.

-Unit Objectives: What will students know or be able to do after experiencing this unit of instruction. These should be aligned with appropriate state and national standards.

-Lesson Plans for each of the unit's lessons

Use a lesson plan format that is most efficient for you. Make sure, however, that each lesson plan contains required components (Objectives, assessment, instruction and modifications for special needs students) At least **two types of instructional formats** and **two types of assessments** are required within the implementation of the unit.

-Pre and Post Assessments: Include pre and post assessment instruments. In a graphic display, compare student performances on the pre-assessment to those on the post assessment. Determine and report the percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results. Reflect on pattern(s) which are apparent in the data, explain anomalies and discuss how the outcomes of the post assessment inform your subsequent instructional decisions.

-Student Assignments with assessments- Include any student assignments (please include a copy of those found in the text) and rubrics that assess these assignments. If an assignment is assessed by means other than a rubric please explain the assessment. Include any quizzes or other formative assessment documents

-Student Work-Secure permission from several students whose work in assignments and/or summative assessment(s) represents a range of student work. Choose samples of work that indicates that the student has not reached the objectives (unsatisfactory), work which indicates that the student has adequately reached the objectives assessed (satisfactory) and work which indicates the students has surpassed the objective assessed (exemplary). Samples may be collected, copied or photographed. Include instructor feedback given to the students on/with the samples

-Reflection-Comment on the overall implementation of the unit. Explain, specifically, how this unit reflects the implementation of your philosophy of education. Discuss changes you might make the next time this unit is taught.

EDSC 472 FINAL UNIT ASSESSMENT

EDSC 472 Final Unit Assessment
Date _____

Intern _____
Reviewed by _____
Percentage of students demonstrating at
Least a 10% gain _____

The unit assessment has two sections. The first section is a short checklist of items that give information about the unit. Each of the items is required; if an item is not present the unit will be returned for revision. Items are not assessed but are simply checked off. The second section contains assessed items. Each item is required and is assessed by its own criteria. If any item is not at the "Meets" level of its criteria the unit will be returned for revision.

Section I

Present/Not Present Components

Each unit must contain the following components. If all components are not present the unit will be returned for revision.

Present

Not Present

Unit Title _____

Calendar of Unit Activities _____

Student Supplementary Handouts
(include with appropriate lesson plans)

Grade Derivation - Explain how unit grade(s) is/are incorporated in
overall assessment plan

Section II

Assessed Components

Rating of each component is checked.

Philosophy Statement

___ *Exceeds*: Articulates clearly and concisely beliefs about teaching and learning. Is research and experientially based. Explains how philosophy will be implemented in content area.

___ *Meets*: Articulates beliefs about teaching and learning. Appears to be experientially based. Conforms to length requirements. Is generalized but is not applied to content area.

___ *Does Not Meet*: Is not identifiable as a philosophy. Beliefs are not clearly explained. May exceed or be grossly under length requirement.

Rationale

___*Exceeds*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards. Describes importance of unit's content to the students to whom it is taught.

___*Meets*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards.

___*Does Not Meet*: Connection between unit content local curriculum and state/national standards is not clearly described or is missing.

Objectives

___*Exceeds*: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent. The connection of the objectives to state/national standards is articulated.

___*Meets*: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent.

___*Does Not Meet*: Objectives are vague and/or not measurable. Standards are not selectively chosen; it appears that no criteria for selection have been applied to included standards.

Lesson Plans

___*Exceeds*: Plans are detailed and thorough. All required components are included (including objectives, assessment, and instruction). Contingencies are made for special needs students and for student differentiation. **More than two** types of instructional models are utilized within the unit. At least two different types of assessments are utilized within the unit.

___*Meets*: Plans are understandable but are not as detailed as a sub would need. Some components are missing from some plans. Contingencies are made for special needs students but differentiation for other students is not apparent. **Two types** of instructional models and two types of assessments are utilized within the unit.

___*Does Not Meet*: Plans are vague and incomplete. Required components are consistently overlooked. Accommodations for special needs students and differentiation for other students are not apparent. There is no variation in types of instructional models and/or assessment types within the unit.

Pre and Post Assessments

___*Exceeds*: Pre and Post assessment tools are present. A graphic display compares student performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. An explanation of how the post assessment measures student progress toward objectives and standards is present. A reflection on the displayed data and a clearly described plan for acting on the data is included.

___*Meets*: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. The discussion of the data is cursory and plans based on displayed data do not take into account all levels of student performance.

___*Does Not Meet*: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. There is no discussion of the data.

Assignments

___*Exceeds*: Includes a range of assignment types with a variety of assessments including group and individual work. Copies of assignments and assessments are congruent. Connections to lesson/unit objectives are articulated.

___*Meets*: Includes more than one type of assignment and assessment. Congruence of assignments and assessments is apparent. Connections to lesson/unit objectives seem clear but are not articulated.

___*Does Not Meet*: One type of assignment and assessment predominates. Congruence of assignments/assessments and lesson/unit objectives is not always apparent and is not articulated

Student Work

___*Exceeds*: Includes multiple samples of a range of student work that includes instructor feedback. Feedback specifies both positive elements of work and ways to improve. Samples are clearly copies or photographed.

___*Meets*: Includes at least one sample of exemplary, satisfactory and unsatisfactory student work with instructor feedback. Feedback explains errors and gives suggestions for improvement. Samples may be somewhat difficult to read.

___*Does Not Meet*: Includes one or fewer samples –no range. Samples do not have instructor comments. Copies of samples are difficult to read.

Reflections

___*Exceeds*: Reflections are thoughtful and constructive and demonstrate a clear desire to maximize student understanding. Clear connection between stated philosophy and unit implementation is articulated. Future modifications are noted.

___*Meets*: Reflections are adequate but do not demonstrate deep consideration of student needs and progress toward objectives/standards. A connection between stated philosophy is apparent. Connection is not articulated but can be inferred. Tendency is to assume all is well unless proven otherwise.

___*Does Not Meet*: Little or no depth in the reflection. Inadequacies are blamed on others (students/mentor/situation). Reluctance to accept responsibility for unit's inadequacies is apparent. No connection to stated philosophy is articulated and none can be immediately inferred.

Comments:

SUPERVISOR'S ROLE

UAF supervisors are facilitators whose primary purpose is to work collaboratively with mentor teachers to guide the learning experiences of the interns, and to evaluate intern growth and progress. Supervisors are liaisons between the SOE program and the school experience. They will work closely with the intern during the actual internship and will provide information and feedback to both the intern and the mentor in order to maximize the intern's progress.

SUPERVISION EXPECTATIONS

Weekly contact -On campus and off campus

Supervisors are expected to have contact with each intern at least weekly. Contact may be face to face, through journaling and responses, by class or audio conference or by e-mail. Supervisors are expected to keep a *contact log* for each student they supervise.

Initial Visit: Form D (Initial Conference Checklist)

On campus and at local travel less than a day site: Meet face to face with intern and mentor and administrator (if needed). This visit sets up parameters and expectations for all parties.

All other off campus: Meet by audio conference with intern and mentor and administrator (if needed). This conference sets up parameters and expectations for all parties.

Observational visits: Form J (Classroom Observation Form)

On campus and at local travel less than a day site: At least three face to face observations during first semester and six during second semester are required.

Off campus requiring distant travel in UAF service area (except Aleutians) –one face to face visit per quarter is required. Intern must be responsible for at least a half day of classroom instruction during the observation.

Off campus out of UAF service area - three face to face visits are required, one each during 1st, 3rd and 4th quarters. Intern must be responsible for at least a half day of classroom instruction during the observation.

Form E and F – 1st semester mid-term conference and 2nd semester mid-term conference outline.

On campus – mentor, supervisor and intern meet for discussion.

Off-campus face-to-face or audio conference.

Mid-Year and Final Field Work Performance Review – Forms G and H

Meet with mentor(s) and intern to review classroom performance utilizing Alaska Teacher Standards.

Forms to be Completed

Fall Semester: B, D, E, G, J

Spring Semester: B, F, H, J, and Content Observation in conjunction with intern (K-U). In addition, those supervisors with English, Social Studies or Foreign Language students complete additional forms.

FALL SEMESTER

SPRING SEMESTER

Form	B	D	E	J	G	B	F	H	J	Content form (K- U)	T1 (Science only)	SSTS Form – Social Studies only	Addendum A & B – For. Lang
Supervisor	X			X (3x)		X			X (6x)	X	X	X	X
Mentor	X			X (3x)		X			X (6x)	X			
Intern 3-way conference		X	X		X		X	X		X			

*Content form (K-U) should be completed throughout the year and individual artifacts entries should be check off my mentor and/or supervisor on an ongoing basis.

Form B = Professional Characteristics form

Form D = Initial conference checklist

Form E = First semester mid-semester conference outline

Form F = Second semester mid-semester conference outline

Form G = Mid-Year Progress Report of Field Experience

Form G = Mid-Year Progress Report of Field Experience -**Foreign Language** interns

Form H = Final Assessment of Field Experience

Please use this Form H1 rubric for all interns except English and Foreign Language

*Please use the Form H2 rubric for **English** interns*

Form H3 = Final Assessment of Field Experience – **Foreign Language** majors only

Please use the Form H4 Foreign Language rubric for Foreign Language interns

Form J = Classroom Observation Form

Content Observation Forms (Forms K-U)

Science Laboratory Observation Form T1

Social Studies Thematic Standards – (in conjunction with content forms L,O,P,Q,U)

World Language Addendum A and B – Use when completing Form J for **Foreign Language** interns

INTERN'S ROLE

CALENDAR: Interns will report to their school sites on the first professional development day. During the first public school semester, beginning with the first teacher day, interns will be in their schools half days. During the second public school semester through the last teacher day, interns will be in their schools full days. Interns will attend professional development days and parent-teacher conferences.

WEEKLY COMMUNICATION WITH UNIVERSITY PARTNER: Interns are expected to initiate communication with their university supervisor once a week. This communication should indicate instruction scheduled for the upcoming week and should reflect thoughts, experiences and insights into the teaching process and experience. If the communication is via email, the communication and response may be printed out or saved in a file. If it is in person or via phone, brief notes may be taken and kept.

WORK DAY **Fall semester:** interns are at their school sites for half-days as indicated on the program calendar. **Spring semester:** Interns adhere to the same teaching schedules as their mentors, including being on site 1/2 hour before and after the student contact day. Interns should accompany mentors during any assigned supervisory duties (e.g., hall duty or bus duty). During the last month of teaching, interns may attend their field sites for half-day periods if teaching responsibilities have been successfully fulfilled.

ATTENDANCE: The combination of coursework and field experience is at the core of the licensure program. An intern who does not take these responsibilities seriously jeopardizes his program standing.

University Classes: Due to limited classroom time, attendance and participation at all classes are mandatory.

Field Site: Site attendance shall be noted on the EDSC 471 calendar.

TEACHING RESPONSIBILITIES: The following are the intern's responsibilities during the first public school semester:

- attending a variety of school-related meetings and events,
- observing in the mentor's classroom and at the school site,
- journaling of school experiences,
- reviewing teaching materials and school policies,
- completing a variety of instructional experiences which will culminate in a work sample.

At the beginning of the second public school semester, the intern shall begin to assume teaching responsibilities. In increments to be decided by the intern, mentor teacher and university supervisor, responsibilities shall increase until the intern carries a full teaching load. This individually-planned schedule will be outlined on the Secondary Internship II Timeline.

- A full teaching load usually consists of 4 or 5 classes with no more than 3 different preparations at the high school and 6 classes with no more than 3 different preparations at the middle school level.
- Full-time teaching must continue successfully for a minimum of four weeks with the end of March as a target completion date.
- After successfully completing the full-time teaching block, students may "step down" or reduce their teaching load incrementally according to their Secondary Internship II Timeline plan.
- The intern will teach one class/section throughout the entire semester.

LESSON PLANS: Interns will prepare comprehensive, written, individual or unit lesson plans for each lesson or unit they teach. Plans will be formatted and submitted as agreed upon by the intern, mentor and supervisor. The procedure should go into effect as soon as the intern begins teaching. Interns will submit

lesson and unit plans and receive mentor feedback before teaching them. Mentors are asked specifically to check intern-generated material and tests before they are used. All lesson plans should be kept on file and available for reference and documentation.

INSTRUCTION TIME

As the year progresses, the intern assumes greater responsibility for instruction and any full-time responsibilities agreed upon by the mentor, intern, and supervisor which further the intern's professional development. This is an agreement made between the intern and the mentor teacher. Mentor teachers can add more teaching assignments as they feel the intern is ready to handle the load. Some mentor teachers will start the intern out with one period a day. As the year progresses, the intern assumes more teaching responsibilities.

In most cases, interns will begin their internship observing the mentor teachers. In the case of an intern who has previously worked as a teacher aide in the school, the mentor teacher can assist the intern in making the transition to the new role as a teacher. In particular, it is important for the intern to be involved with the planning of lessons and to recognize that teachers arrive at school earlier and stay later than teacher aides are required to do.

PROBLEM SOLVING PROCEDURES: It is not unusual for problems to occur during the course of a year-long internship. Interns should contact UAF-SOE supervisor to discuss a potential problem situation when it first arises. In authentic learning labs the appearance of a problem is not a negative reflection on any of the parties. Generally speaking, small problems are easier to address before they become major ones; and interpersonal relationships can be better preserved if issues are brought out early for resolution.

If any formal evaluation indicates that the intern has serious deficiencies or is not making satisfactory progress, a 3-way conference may be called to develop an improvement plan.

PROFESSIONAL PORTFOLIO: Each intern will complete a professional portfolio as part of program documentation. The purpose of the professional portfolio is to articulate the intern's philosophy about teaching and illustrate how that philosophy is put into action. It should also demonstrate how the intern meets state teacher standards. It should highlight strengths and abilities as an effective beginning teacher. Interns plan and gather information for inclusion in their portfolios from the beginning of their programs. Completion date of the portfolio is May 1. **Specific instructions for portfolio preparation are on pages 52-68.**

IMPROVEMENT PLANS

If assessments indicate that the intern has serious deficiencies or is not making satisfactory progress, a 3-way conference with intern, mentor, and supervisor may be called to develop an improvement plan. The secondary program chair shall be informed/involved at this step.

Unless there are unusual circumstances, an improvement plan shall be written and begun before the end of the full-time teaching block.

An improvement plan **must** be developed at a 3-way conference, approved by the secondary program chair, and carried out prior to a determination that an intern will not pass EDSC 471/472.

The plan shall include specific behaviors or skills to be improved, list the activities which the intern shall complete, and indicate the timeline by which improvement must be demonstrated.

At the end of the timeline, the university, with input from the mentor and intern, will determine if the improvement plan has been satisfactorily completed, will be revised and extended, or will be terminated as unsatisfactorily completed. Further action will be determined by the department chair and faculty.

Any questions from an intern, mentor, or administrator regarding interpretation of this policy should be addressed to the university supervisor who may refer them to the secondary program chair.

SAMPLE IMPROVEMENT PLAN

Initial Conference

Timeline Update

Evaluation of Targeted Components

Present: Intern, Mentor, Supervisor, Program Chair

[Progress] on TARGETED COMPONENTS:

- * Increase teacher movement around the room in a natural way to make positive contact with students as well as monitor their behavior. **[progress noted, keep working on expanding movement around the whole room]**
- * Increase communication with mentor through written "journal" entries containing intern's reflection on lesson planning and presentation and related dialog questions to which the mentor would respond. **[oral journal working well, continue through the end of April]**
- * Follow up on disciplinary interventions: write detentions, office referrals, etc. and keep copies or a log. **[progress noted, continue to implement follow-up strategies]**
- * Write out the list of computer lab rules, general procedures, and management strategies including rewards or consequences. Post a LARGE version in the computer lab to refer to when reinforcement is needed. **[posted and student copies signed]**
- * Write out a reward plan related to the class end-of-year activity. **[Progress noted, using +,- and stamps for positive reinforcement]**

Intern's field team has determined that the improvement plan has been satisfactorily completed. Intern's schedule for the remainder of the semester is as follows:

REVISED TIMELINE:

Initial	team teach, prepare for next 2 weeks
following	teach periods 1,2,3
final	teach period 1