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REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

Department Secondary College/School School of Education

Prepared by Diane M. Noble/Karen J. Eiler _____
dmnoble@alaska.edu/kjeiler@alaska.edu _____

Phone 474-6180

1. COURSE IDENTIFICATION:

Dept.: Secondary Education EDSC Number: 472 No. of Credits 3

Course Title EDSC F472 Secondary Teaching: School Internship II and Seminar

Existing Course [X]

New Course Pending Approval []*

*Must be approved by appropriate Curriculum Council

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

- Group (medium or large class) []
- Public (medium or large class) []
- Public (small class) []
- Public (large class) [X] "O"

3. COURSE DESCRIPTION: (use catalog format including dept., number, credits, and title, etc.)

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines on Page 18 of this manual.)

GROUP [Medium or Large Class] (Regularly enrolling at least 12 students):

- A -- 15% of the final grade based on oral communication
- B -- 1 ongoing, integrated group project with 5-8 students
- C -- 2 presentations (minimum of 5 minutes per member)
- D -- Question & Answer period for both presentations
- E -- Group and Individual grading
- F -- Instructor Evaluation/Feedback on all presentations

PUBLIC [Medium or Large Class] (Regularly enrolling at least 12 students):

- A -- 15% of the final grade based on oral communication
- B -- 3 presentations (minimum of 5 minutes each)
- C -- Question & Answer period for at least 1 presentation
- D -- Instructor Evaluation/Feedback on all presentations

PUBLIC [Small Class] (Regularly enrolling less than 12 students):

- A -- 15% of the final grade based on oral communication

- B -- 2 presentations of 20 minutes with Question/Answer or
3 presentations of 10 minutes with Question/Answer
- C -- Instructor Evaluation/Feedback on all presentations

PUBLIC [Medium or Large Class] (Regularly enrolling 20 or more students, and designated "O"):

- A -- 7.5 % of the final grade based on oral communication
- B -- 1 presentation (minimum of 5 minutes), and
- C -- 1 presentation of 8-10 minutes with Question/Answer
- D -- Instructor Evaluation/Feedback on all presentations

4. JUSTIFICATION FOR ACTION REQUESTED: (attach sheets if necessary)

See attached justification.

APPROVALS:

School of Education:

Larry Meath Date 9/20/12
 Head, Program/Department of Secondary Education, Larry Meath, Chair

Larry Jarvelin Date 9-25-12
 Chair, College/School Curriculum Council for SOE

Allan Morotti Date 9-26-12
 Dean, College/School of Education, Allan Morotti

SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO GOVERNANCE OFFICE

_____ Date _____
 Chair, Senate Core Review Committee

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 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>	<u>Standard II</u>	<u>Standard III</u>	<u>Standard IV</u>	<u>Standard V</u>	<u>Standard VI</u>	<u>Standard VII</u>	<u>Standard VIII</u>
A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.	A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.	A teacher teaches students with respect for their individual and cultural characteristics	A teacher knows the teacher's content area and how to teach it.	A teacher facilitates, monitors, and assesses student learning.	A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.	A teacher works as a partner with parents, families, and with the community.	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 _____ Name and role of person completing this form _____

Date:

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

N P M

T NA

- | |
|--|
| • 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: _____

In addition, all 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 pres

**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.

University of Alaska Fairbanks School of Education
EDSC 472 Secondary Teaching: School Internship II and Seminar Spring, 2011

Instructor: Secondary Licensure Program Faculty
Contact Information: 474-6589 lmeathjr@alaska.edu or your assigned mentor
Office: Gruening 701A Conference by appointment

COURSE DESCRIPTION

Supervised observation and teaching in secondary schools approved by the School of Education. 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 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 area and their knowledge of how to teach it.

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 which 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.

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
- B. quantitative and qualitative measurement of progress and achievement in fieldwork through rubrics and other appropriate instruments ***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 ED642.)

DOCUMENTATION OF COURSE REQUIREMENTS INCLUDED IN STUDENT PORTFOLIO TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS: sample outcomes
All evidence is presumed to apply to the candidate's specific content area.

OUTCOMES

Outcome 1.1- 1.4

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).

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-1.10, 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.I0, 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.I-1.1 0, 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.I-1.10, SS2.1-2.5 Evidence: samples of records of student progress and achievement Standards: AST-V, SSI.I-1.I0, 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.I0, 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-VI11

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 selections from portfolios at a meeting of peers, invited guests, incoming candidates and faculty.

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.

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/sssp>

DISABILITY SERVICES

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are

eligible, please contact Disability Services on the UAF campus at 474-5655, or visit <http://www.uaf.edu/disability/> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.