

Revised 11/14/2012

**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 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 one or more projects developed by students and/or faculty. These may include but are not limited to action research, meta-analyses, development of specified on-line presentations, curricular innovations, service on school or district committees.

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 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 O, 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, SS1.1-1.1 O, 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, SS1.1-1.1 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.I-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 1.1-1.10, 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 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/sssp/>

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.

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

- | |
|---|
| <ul style="list-style-type: none"> • Making learning goals and instructional procedures clear to students • Making content comprehensible to students • Encouraging students to extend their thinking |
| <ul style="list-style-type: none"> • 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:_____