Course overview for June/On-campus component of ED 624:
In the June component of the course we will explore and work towards an understanding of several “big ideas.” During the first week, we will continue to focus on the foundational aspects of American and Alaska education and examine the historical, political, social and cultural factors that impact today's schools. We will consider from multiple angles the questions “Who decides what teachers do?” and “In what ways are teachers choices impacted or constrained by forces outside their control?” We will work towards comprehending two related understanding goals:

- Teaching is a profession that requires thoughtful decision making every day
- The choices teachers can make are influenced by and constrained by multiple external factors including historical events and national, state and local laws and policies

In the second week of the on-campus component we will move to the topic of assessment, with an emphasis placed on understanding assessment as learning. We will consider the role standards and standardized testing play in today's educational context, and how we might best utilize the information gained from these tests. We will then consider four additional “big ideas” about assessment:

- Assessment should be closely tied to instructional goals
- Assessment should emphasize performances of understanding over recitation of facts or ideas
- Assessment should be used to shape student learning, as well as summarize it
- While informal assessment is essential, assessment strategies should eventually provide specific, individualized feedback to every student in a consistent manner

Students will complete four major assignments or “performances of understanding” to demonstrate their developing understanding of the aforementioned concepts: (1) a mid-course exam with an in-class component and a take-home component, (2) a quiz to demonstrate understanding and application of standardized test scores, (3) an assessment strategies journal, and (4) a final paper discussing their emerging educational philosophy in the format of considering the overarching understanding goals they desire for their students.

Required Readings
- Alaska Department of Education & Early Development. (2006) Content and Student Standards for Alaska Students


❖ There are several additional required readings. These will be distributed in class or they will be posted on the class Blackboard site. One reading is available only on the ED 624 E-Reserve site through the UAF Rasmuson Library website (password = assessment).
Course Outline and Schedule: Week One

Understanding goal: *The choices teachers can and do make every day in their classrooms are influenced, constrained and expanded by multiple external historical, political, social and cultural factors.*

Guiding Questions: *Who decides what teachers do? In what ways are teachers' choices impacted or constrained by forces outside their control?*

<table>
<thead>
<tr>
<th>DATE</th>
<th>DUE IN CLASS</th>
<th>WEEK ONE AGENDA (subject to change!)</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 5/28       | History of Schooling Assignment Due 9a-Noon Tues. | • FOCUS: Historical context  
• Alaska educational history discussion / classifying terms: Carol  
• History of American Public Schools videos, episodes 3 and part of 4: watch and classify terms on policy chart | Complete assigned readings and be prepared for discussion groups (see attached sheet with reading assignments) |
| 5/28       | 1-4pm Tues.                      | • FOCUS: Local level educational policy: Local level packet investigation and classification on policy chart  
• Discussion groups based on readings  
• Sharing personal educational history information – part I | Complete assigned readings and be prepared for discussion groups (see attached sheet with reading assignments) |
| 5/29       | 1-4pm Wed.                       | • FOCUS: State level educational policy: Alaska State Education Statutes and Regulations, State of Alaska Code of Ethics for the Teaching Profession, classify state level education terms on policy chart: Move to WEDNESDAY for Isabeau  
• Review format for mid-course exam  
• ED Week article jigsaw activity to prepare for mid-course exam  
• Discussion groups based on readings  
• Sharing personal educational history information – part II | Complete assigned readings and be prepared for discussion groups (see attached sheet with reading assignments) |
| 5/30       | 1-4pm Thurs.                     | • FOCUS: Teacher quality and qualifications: Alaska teacher standards, UAF program competencies, accreditation requirements (NCATE and ACEI), certification requirements  
• FOCUS: Standards, GLE’s and the proposed “Common Core” curriculum  
• Review for mid-course performance of understanding | No assigned readings tonight – look over materials to prepare for mid-course assessment tomorrow |
| 5/31       | 1-4pm Fri.                       | • Mid-course performance of understanding – in class portion (should take about an hour)  
• Overview of overarching goals paper assignment  
• Review guidelines for take-home mid-course exam  
• 2:30pm—Standardized Testing 101: Norm-referenced tests versus criterion-referenced tests and their uses in Alaska: Carol Barnhardt | Complete take-home portion of mid-course assessment and complete assigned readings |
Course Outline and Schedule: Week Two

Understanding Goal: **Using multiple types of assessment strategies that are designed to shape and inform instruction and student learning and facilitate understanding is arguably more important than using limited types of assessment strategies that function to summarize student knowledge and skills.**

Guiding/Essential Question: **What is the purpose of assessment in schools?**

<table>
<thead>
<tr>
<th>DATE</th>
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<th>WEEK TWO AGENDA (Subject to change)</th>
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</tr>
</thead>
</table>
| Monday 6/3 | Take-home portion of mid course assessment | • Review of today’s required readings  
• Continuum of Classroom Assessment Strategies: Summative/Formative, Selected Response/Constructed Response, Informal, Oral & Written Prompts, Self, Peer, Portfolios, Performance Tasks, higher order thinking, etc.  
• Intro to Week Two Journal of Assessment Strategies with overview of Monday night’s Prompts & Tasks  
• Learning & Assessing for UnderStanding using ALPS  
• Continue review of study guide for standardized test quiz | Complete assigned readings (see attached sheet with reading assignments) |
| Tuesday 6/4|                                  | • Standardized Testing Quiz—1st Hour of Class  
• Sharing/discussion of Monday night’s prompts and tasks from Journal of Assessment Strategies and review of Tuesday night’s prompts & tasks  
• Review samples of Student Report Cards from Fairbanks, Lower Kuskokwim, Chinook Montessori Charter,  
• What is Understanding by Design (UbD)? What is Backward Design?  
  • Designing Understanding Goals  
  • Developing Essential/Guiding Questions  
  • Learning to "Unpack" a PS/GLE  
  • Starting Block Activity | Complete assigned readings |
| Wed 6/5    | a. By 11AM on Wed: send an e-mail to Carol that includes your Understanding Goal and 3 Essential Questions. Include these in the body of the e-mail (i.e., not as an attachment). Send to alvinlove@alaska.edu  
b. Bring to class two written questions for guest speaker based on readings | • Sharing/discussion of Tuesday night’s prompts and tasks from Journal of Assessment Strategies and review of Wednesday night’s prompts and tasks  
• Peer Review of Understanding Goals, Essential Questions and PS/GLEs  
• Developing Higher Order Selected Response questions and Oral/Written prompts relative to Understanding Goal  
• Designing Performance Tasks and Performance Assessments using the GRASP template | Complete assigned readings |
| Thurs 6/6  |                                  | • Sharing/discussion of Wednesday night’s prompts and tasks from Journal of Assessment Strategies and review of Thursday night’s prompts and tasks  
• Peer review of Performance Tasks using GRASP template, and of Oral & Written Prompts  
• Video: Education for Understanding (From Project Zero at Harvard, UbD series on rubric development)  
• Rubric Development Workshop: Amy | Make sure Journal of Assessment Strategies is complete by Friday |
| Friday 6/7 | Completed Journal of Assessment Strategies | • Review of Informal Assessments and intern examples  
• Review of Student Self Assessments & intern examples  
• Review of Interns’ Fulltime Student Teaching Binders and ESSAP Portfolios relative to assessment strategies  
• DVD: No Excuses: How to Increase Minority Student Achievement or Video: The World in Claire’s Classroom | Complete Overarching Goals and Reflection on Assessment Strategies papers by June 26th, incorporating information from all three summer courses |

Enjoy your weekend between classes!
ED 624 Reading Assignments for Discussion Groups for Week I

Readings to be completed for discussion on Tuesday, May 28th PM session

- Perrone: *Lessons for New Teachers*: Preface, About the Author, Chapter 1 "Reflections on Teaching" (15 pgs) and Chapter 12 "Standardized Testing: How Did We Get Here?" (18 pgs)
- MY JOB FOR THIS DISCUSSION IS ________________________________

Readings to be completed for discussion on Wednesday, May 29th

- Perrone: *Lessons for New Teachers*: Chapter 2 "The Social Conditions of Schools" (6 pgs) and Chapter 3 "American Education: A Historical Overview" (19 pgs), Chapter 4 "A Philosophical Stance" (8 pgs.)
- MY JOB FOR THIS DISCUSSION IS ________________________________

Readings to be completed for discussion on Thursday, May 30th

- Perrone’s *Lessons for New Teachers*: Chapter 7 “Curriculum Construction” (8 pgs.) and Chapter 8 “Toward a Pedagogy of Understanding” (15 pgs.) and Chapter 10 “Connecting Assessment, Teaching and Learning” (11 pgs)
- MY JOB FOR THIS DISCUSSION IS ________________________________

Readings and reflections to be completed for discussion on Friday, May 31st

If you feel prepared for the in-class midcourse assessment on Friday, you can browse through the handouts identified by the numbers that were listed on the board on Thursday.

Discussion Groups and Job Assignments for Week One

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Tues</th>
<th>Job Wed</th>
<th>Job Thurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Connector</td>
<td>Thought Provoker</td>
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<td>Thought provoker</td>
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<td>Connector</td>
<td>Connector</td>
<td>Thought provoker</td>
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</table>

Discussion Group Jobs and Responsibilities

<table>
<thead>
<tr>
<th>If your job is:</th>
<th>While reading you should . . .</th>
<th>In discussion group you should . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Director</td>
<td>Attempt to synthesize the information you are reading and determine what is most important about the information. After reading a section of text, stop and think “what is most important about what I just read? What knowledge will I take away from that section and use in the future?” What issues does the text bring up that you feel are important and worthy of further investigation? What would you like to know more about.</td>
<td>Begin the group discussion by recapping what readings have been done for the week, then bring up your &quot;big ideas&quot; or important questions for discussion. Present them one at a time: &quot;While reading, I felt like one of the most important issues was . . . &quot; or “Something that I learned that I thought was important was . . . “. ALSO, your job is to make sure everyone has a chance to speak and that the discussion stays on track.</td>
</tr>
<tr>
<td>Thought Provoker</td>
<td>Locate a passage or passages that are intriguing to you and that relate to the central/important ideas. The passage might highlight something that is particularly provocative, or thought provoking or troublesome. It should be something that will cause other members in your group to think when you share it with them.</td>
<td>Share the passage(s) you have identified and with your group members. Before you tell the group your rationale for choosing the passage, ask your group members what interpretations they had of the piece. After they have all shared, then you can share your rationale behind choosing the particular passage.</td>
</tr>
<tr>
<td>Connector</td>
<td>Make connections between the central/important ideas you are gaining from your readings and your own experiences, experiences of others and other books or materials (news stories, other media sources, etc.) you have encountered. Making connections helps assimilate new knowledge into known knowledge.</td>
<td>Discuss with your group members the connections you found in the readings relative to the central/important ideas. For each one, ask if the others have experiences or knowledge with the connection you made. For example, you might say “While reading, the section on ________ made me think about my own experiences with ________. Does anyone else have experiences with that also?”</td>
</tr>
</tbody>
</table>
ED 624 Reading Assignments for Discussion and Journal of Assessment Strategies for Week II

**Understanding Goal:** Using multiple types of assessment strategies that are designed to shape and inform instruction and student learning and facilitate understanding is arguably more important than using limited types of assessment strategies that function to summarize student knowledge and skills.

**Guiding/Essential Question:** What is the purpose of assessment in schools?

Readings to be completed for discussion on Monday June 3rd

**Focus Questions:** What is the primary purpose of assessment in schools? Why is our book entitled “Natural Classroom Assessment?” What are some characteristics of “natural” classroom assessment? Why should students be assessed with multiple strategies?

- Smith, Smith & Delisi: Natural Classroom Assessment: Intro, Preface, About the Authors, Chapter 1 “Determining Goals, Targets and Objectives” (8 pages), Chapter 2 “How Will Assessment be Used?” (8 pages), Chapter 3 “Designing Assessments that Evolve from Instruction” (8 pages), Chapter 4 “Beginning the Design Process” (16 pages), Chapter 5 “Choosing Performance/Authentic Assessments/Projects” (9 pages),
- Tomlinson, Carol Ann: Learning to Love Assessment in Education Leadership, Dec 2006/Jan 2007, Vol 65, No. 4, pages 8 to 13 (distributed in class on Friday, May 31)
- Other Readings: Course handouts identified by the numbers that were listed on the board on Friday

Readings to be completed for discussion on Tuesday, June 4th

**Focus Questions:** Why should teachers focus on developing lessons and units that require students to gain “understandings” and not just accumulate knowledge and facts?

- Smith, Smith & Delisi: Natural Classroom Assessment: Chap 6 “Using Multiple Choice and Other Objective Measures” (10 pages), Chapter 7 “Using Essays and Reports” (9 pages), Chapter 8 “Incorporating Affective and Related Ideas (10 pages)
- McTighe and Wiggins: Understanding by Design: Professional Development Workbook, Do a review (not a thorough/in-depth reading) of the following pages: 3 to 12, 24 to 27; 66 to 72, 89 to 91, 108 to 110, 116, 131 to 133, 141 to 143, 290 to 292
- Other Readings: Course handouts identified by the numbers that were listed on the board on Monday

Readings to be completed for discussion on Wednesday, June 5th

**Focus Questions:** What do Cultural Standards and “Place-based Education” have in common? Why is it so essential to connect teaching/learning to students’ lives outside of the classroom? Can performance tasks help to connect school with “real life?”

- Read the two Alaska Native Knowledge Network Cultural Standards booklets that are listed for today’s reading requirements on the Week 2 Blackboard site. Based on your reading, bring two written questions to class for today’s guest speaker.
- Smith, Smith & Delisi: Natural Classroom Assessment: Chap 9 “Preparing Students for Assessments” (9 pages), Chap 10 “Scoring and Communicating Results” (11 pages), Chap 11 “Planning Parent-Teacher Conferences” (8 pages), Chap 13 “Seamless Integration of Goals, Instruction, and Assessment” (2 pages)
• McTighe and Wiggins: Understanding by Design: Professional Development Workbook. Re-read very carefully all of the assigned pages listed for Tuesday

• Other Readings: Course handouts identified by the numbers that were listed on the board on Tuesday

Readings to be completed for discussion on Thursday, June 6th

Focus Questions: When and why does it make sense to use a rubric as an assessment tool?
• Arter & McTighe Scoring Rubrics in the Classroom: Introduction, Preface, Chapter 3 “Developing Rubrics” (11 pages). This chapter is located on the E-Reserve link in the UAF Rasmuson Library website: http://eres.uaf.edu/. The link to this reading is also on the Blackboard site. The password for ED 624 is “assessment.”

• McTighe and Wiggins: Understanding by Design: Professional Development Workbook, Pages: 155 to 158, 161, 165, 168 to 174, 199, 202, 205, 208 to 210, 228, 231, 233 to 234, 239 to 240,

• Other Readings: Course handouts identified by the numbers that were listed on the board on Wednesday

Readings and reflections to be completed for discussion on Friday, June 7th

• To be announced
ED 624 Assessment System

Please keep track of your own scores during the class

In ED 624, The letter grades A, B, C and D will include a “+” or “-” to indicate that a student’s level of performance is slightly higher or lower than that of the letter grade alone.

**Section one of grade: Assignments (constitutes 80% of grade)**

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Point value</th>
<th>My score</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Education Assignment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mid-course Exam with In-Class &amp; Take-home portions (50 points) — Week 1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Standardized Testing Quiz</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Journal of Assessment Strategies — (50 points)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Overarching Goals Assignment (25 points)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Reflection on Assessment Strategies (30 points)</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total earned points for this section (out of 200 possible) = (_______÷200) x .80 = _________ (A)

**Section two of grade: May Pre-Session (constitutes 10% of grade)**

<table>
<thead>
<tr>
<th>May Pre-Session</th>
<th>Point value</th>
<th>My score</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
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</tbody>
</table>

Total points for this section (out of 10)= _________ (B)

**Section three of grade: Professional dispositions (constitutes 10% of grade)**

<table>
<thead>
<tr>
<th>Already a teacher</th>
<th>Gathering teaching dispositions</th>
<th>Need to contemplate a different profession</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>If your performance in this class reflected most of these attributes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrived late and/or slept during class on a regular basis</td>
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<tr>
<td></td>
<td></td>
<td>• Did not participate unless instructor was standing there watching my group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Didn’t crack the books, missing many assignments, many missed deadlines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interacted with others in a negative manner or not at all, clearly did not want to be in class</td>
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<tr>
<td></td>
<td></td>
<td>• I don’t know why I am enrolled in this class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Late on more than one occasion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sometimes had readings done, sometimes didn’t, usually turned assignments in on time, but sometimes not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Worked with others when necessary, interacted and provided feedback when required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Still not sure this teaching thing is for me, but it might be</td>
</tr>
</tbody>
</table>

ADD 8-10 points to your score (C) ADD 5-7 points to your score (C) ADD 0-4 points to your score (C)

FINALLY, ADD (A)_______+ (B)_______ + (C)_______ - # of absences = ____________ your grade.
ED 624 Statement and Policies on Attendance and Deadlines

The ability to be on time and responsible for your actions are two professional characteristics necessary in successful teachers (see the School of Education "Professional Characteristics Feedback Form"). Teachers have to be present, on time, and they have to meet numerous deadlines in the context of their job. Some examples are:

- Teachers need to be at school, on time (30 minutes before the students arrive), every day of the school year.
- If a teacher is going to be absent – for any reason, including illness, family emergencies and/or travel – they must contact their principal, arrange for a substitute, and prepare all the plans and materials for the day. Most teachers who miss days of school go to school anyway, to get things ready for their substitute, and then go home for the day.
- Teachers have to complete grades and narrative reports on students three or four times a year, and these reports must be submitted by a deadline. Typically, they have to be turned in to a principal for review prior to being sent home to parents. There is almost no legitimate excuse for a teacher to have not completed his or her report cards on time.
- Teachers have to complete lesson plans (for the week) prior to the start of each week. Typically, these lesson plans have to be submitted to and approved by the principal.
- Teachers have to retrieve their students from recess and “specials” throughout the school day. If they are late in these duties, they will impact and inconvenience other teachers and students in the school.
- Teachers have to facilitate conferences with parents at least two times a year. They must be on time and professional, and they must plan ahead to make sure the conferences are productive and purposeful.
- Teachers have to complete self-evaluations and evaluations on other individuals and instructional activities throughout the year. These evaluations have to be turned in by scheduled deadlines.

Because it will be imperative that you are able to complete these duties in a satisfactory manner when you are a teacher, attendance and deadlines in this course will be firmly enforced. The following policies apply.

**Attendance:** Every class you miss will impact your ability to be successful in the class. Points will be deducted from your final grade for every missed class, regardless of the reason (i.e. there will be no differentiation between “excused” and “unexcused” absences). If you miss a class, it is your responsibility to find out what you missed. We will provide you with any handouts at the next class, but for information on content covered you will need to ask a classmate.

**Deadlines:** All assignments are due in class at the beginning of class. Late assignments will not be accepted more than one class past the due date, and will not receive full credit. If you miss class the day an assignment is due, you are not excused from the deadline. If you are not in class, you are still expected to submit assignments on time – you may send them as Word attachments via e-mail (alvinlove@alaska.edu or through Blackboard).

**AND PLEASE . . . NO PRINTING EXCUSES.** Finish early and give yourself enough time to overcome those pesky printing hurdles. © The printer in room 150 at Old UPark is for faculty use only.

**Cell Phones**

PLEASE silence your cell phones during class.

**Laptop Use in Class**

There will be activities during class time that require the use of your laptop, so you should plan on bringing it to class. However, unless specified otherwise, we ask that you please have your laptops closed and put away once class begins, and that you do not leave them open unless you are engaged in a class-related activity that requires laptop usage. We appreciate your cooperation on this matter.

**Disabilities Services**

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health & Counseling (474-7043).

**Written Assignments and the Writing Center**

All typed assignments should be done in a 10 or 12 point normal font (nothing big or goofy like this or this), with 1” margins all around. Please make sure your name is marked clearly at the top of your paper. PLEASE PROOFREAD YOUR WORK. If you are apprehensive about your writing abilities, GO TO THE WRITING CENTER – they are there to help you! The Writing Center is located on the 8th Floor of the Gruening Building. There is no charge to use their services – take advantage of it! Teachers have to be capable, effective communicators, in both their written and oral work – now is the time to master these essential skills!
Course and Instructor-specific Statement on Plagiarism and Academic Integrity

The following information is adapted from the University of Alberta’s policies and procedures on academic integrity (www.ualberta.ca/~unisecr/chtssheet.html) and applies to this course only.

Plagiarism: No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

Cheating: No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity.

No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

Procedures in Cases Regarding Inappropriate Academic Behavior: When the instructor believes that a student may have committed an inappropriate academic behavior offense, the instructor will e-mail the student and/or ask to meet with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable period of time specified by the instructor, or consensus regarding the offense is not reached, the proposed consequences will be implemented by the instructor, and the student can choose to appeal their final course grade through the UAF grade appeals process following the completion of the course.

Consequences: The following consequences are commonly used for plagiarism, cheating and participating in an offence:

- A mark of 0 on an assignment
- Reduction of a grade in a course
- A grade of F for a course.

Connection with UAF School of Education Conceptual Framework

The overarching goal of the UAF School of Education is “to prepare professional educators who are culturally responsive, effective practitioners.” This course directly reflects that goal by: introducing future participants in our teacher education programs to the foundations of education, including the historical political, social and cultural influences on American and Alaskan schooling and prominent educational reform efforts, and by discussing the impact of those influences on the profession today; by discussing the origins and possible solutions for solving the “achievement gap”; and by providing students with an understanding of major concepts in student assessment.

Course description (from the UAF catalog):

Foundations of Education in Alaska: From Segregation to Standards (3 credits)

Through a study of major reform efforts in Alaska, students gain understanding of historical and current state, national and international policies and practices related to development of educational systems that respond to the needs of culturally and linguistically diverse student populations. Factors that influence curriculum, pedagogy and assessment decisions are analyzed. Students are required to understand and utilize all components of the current Alaska reform effort “The Quality Schools Initiative” and focus on integration of Alaska Standards for Culturally Responsive Schools.
Targeted Teacher Standards

A. UAF/Alaska Teacher Standards and Student and Cultural Standards Directly Addressed in ED 624

- Alaska and UAF School of Education Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools targeted in ED 624 (in order of centrality to course): 1 (Philosophy), 3 (Diversity), 5 (Assessment), 7 (Families & Community), 2 (Learning Theory), 6 (Classroom Environment), 8 (Professional Development), 4 (Content Knowledge)

- Alaska Cultural Standards for Students targeted in ED 624: A, B, C, D, and E

- Alaska Student Content Standards targeted in ED 330: Government & Citizenship; Geography; History; World Languages; Skills for a Healthy Life, Technology

B. National NCATE/ACEI Elementary Teacher Standards Directly Addressed in ED 624

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</td>
</tr>
<tr>
<td>3.2</td>
<td>Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</td>
</tr>
<tr>
<td>3.3</td>
<td>Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</td>
</tr>
<tr>
<td>4.0</td>
<td>Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
</tr>
</tbody>
</table>