103-UCCh.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Elementary Education	**College/School**	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	**Phone**	6447/6457
Email Contact	jmlaiti@alaska.edu	**Faculty Contact**	Carol Barnhardt cabarnhardt@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ED	**Course #**	411	**No. of Credits**	3

COURSE TITLE | Reading, Writing, Language Arts: Methods and Curriculum Development

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course	x	If Change, indicate below what change.	**Drop Course**	

NUMBER		**TITLE**	**DESCRIPTION**	
PREREQUISITES			**FREQUENCY OF OFFERING**	
CREDITS (including credit distribution)		x	**COURSE CLASSIFICATION**	
CROSS-LISTED		**Dept.**	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		**Dept.**	**Course #**	
OTHER (please specify)				

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 **all** that apply)		1		2		3		4		5	x	*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		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core?	**YES**		**NO**	x

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,		W = Writing Intensive, Format		Natural Science, Format	

5. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES [ ]	NO [x]

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?	[ ] TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	[ ] CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: *including dept., number, title and credits*

> **ED F411 Reading, Writing, Language Arts: Methods and Curriculum Development**
> 3 Credits
> Offered Fall
>
> Study and application in the classroom of best practices from research-based strategies for the teaching and learning of reading, writing and language arts concepts. Includes content and methods for students in elementary classrooms with diverse populations. Requires development and classroom implementation of integrated reading and writing unit. Concurrent internship required. Prerequisites: Admission to Internship Year. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

> **ED F411 Reading, Writing, Language Arts: Methods and Curriculum Development**
> 3 Credits
> Offered Fall
>
> Study and application in the classroom of best practices from research-based strategies for the teaching and learning of reading, writing and language arts concepts. Includes content and methods for students in elementary classrooms with diverse populations. Requires development and classroom implementation of integrated reading and writing unit. Concurrent internship required. Prerequisites: Admission to Internship Year. (3+0 2.5 +0+ 0.5) (2.5 + 0 + 1.5)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO [x]   If Yes, DEPT [ ]   NUMBER [ ]

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: *Specify only one*

LETTER [x]   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 | x | Yes | |

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)

None

13. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

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.

Teacher education programs are under a great deal of scrutiny to assure policy makers and the general public that future elementary teachers have sufficient content knowledge and skills in the areas in which they have teaching responsibilities and that they have clearly defined coursework to assure that they also have opportunities to acquire the methods needed to successfully teach and develop meaningful curriculum in multiple content areas.

UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship) currently DO have these opportunities and requirements but this has not been accurately reflected in the current distribution of credits during their internship year. As an artifact of the process of development of the original BAE degree, the number of hours that interns spend in their elementary classroom placements and in their university methods and curriculum development courses has never been accurately reflected in the course credit allocations.

It is important that we correct these inaccuracies now for the following reason:

> *External agencies (political entities and accreditation groups) now want more specific evidence that elementary teacher education students have dedicated coursework and internship requirements to prepare them to teach Reading, Writing, Math, Science, PE/Health and the Arts. This evidence needs to be reflected more directly and more accurately on our program requirements than it has been. Some of the work currently completed by students as part of ED 468 (a 6 credit course currently co-taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.*
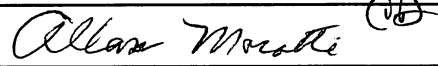
APPROVALS: *(Additional signature blocks may be added as necessary.)*

	Date	2/17/12
Signature, Chair, Program/Department of: Elementary Program	Carol Barnhardt	

	Date	2/17/12
Signature, Chair, College/School Curriculum Council for:		

	Date	2/17/12
Signature, Dean, College/School of: Education	Allan Morotti	

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: *(As needed for cross-listing and/or stacking)*

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

University of Alaska, Fairbanks
School of Education
Preparing professional, culturally responsive, and effective educators for rural and urban Alaska

ED 411: Strategies for Reading and Writing Instruction in Multi-Cultural Classrooms
3 Credits (2.5+0.0+0.5)

This is a course that has both lecture (i.e., university course time) and internship (i.e., elementary classroom time) requirements. Specific times for university course meeting times and elementary classroom internship times are included on the year-long internship calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

Diane Kardash, Instructor	Toll-free FAX: 866 561-8031
Office hours by appointment	Message Phone: 907 378-8410
Email: dlkardash@alaska.edu	Website: http://classes.uaf.edu

The mission of the School of Education is to prepare educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds. Through our programs and professional development courses, we promote the following goals:
- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon the development of literacy of Alaska students through thoughtful instruction based on current research and responsiveness to student needs.

ED411 interns will examine methodology, instructional materials, and language arts content relevant to the instruction of developmental language, reading and writing in diverse K-8 classrooms. All ED411 interns will participate in an elementary school practicum spending significant time with children developing skills and understandings of reading and writing. ED411 interns are expected to maintain a high standard of professional ethics and enthusiastically support the education of all children.

The Alaska and UAF School of Education Standards and Performances for Culturally Responsive, Effective Practitioners are addressed in this course with special emphasis on standards 1, 2, 4, 5,6, and 8.

REQUIRED READINGS:

- Words Their Way (2011) Bear, Donald; Invernizzi, Marcia; Templeton, Shane; and Francine Johnson
- The Daily Five (2006) Boushey, Gail and Moser, Joan
- Reading Assessment: A Primer for Teachers and Coaches (2010) Caldwell, JoAnne
- 6+1 Traits of Writing: The Complete Guide – Primary and/or Grades 3 and up (2003) Culham, Ruth
- Classrooms That Work: They Can All Read & Write (2006) Cunningham, Patricia and Allington, Richard
- If You're Going to Teach Kids How to Write . . . you've gotta have this book! (1995) Frank, Marjorie

Recommended Resources:

International Reading Association, articles from the journal <u>The Reading Teacher</u>
  Available for free on the <u>Digital Pipeline: Alaska Library Network</u>
  (login: library; username: iaminak)
  <u>http://search.ebscohost.com/login.aspx?direct=true&db=aph&jid=RET&site=ehost-live</u>

ACTIVITES AND ASSESSMENTS

Class Participation (P) – Rubric on page 6

Participation in the class is crucial. ***Attendance in class, participation in discussions both in class and on Blackboard, and peer response will be assessed***. ED411 interns are expected to contribute knowledge and experience. Assignments for this part of the class may include:

- Quizzes on the Goals for Developing Readers from <u>Becoming a Reader</u> by O'Donnell and Wood (see page 15)
- In-class activities such as whole-group discussions, peer-response and small group work
- Read Aloud Lesson Plan

Classroom Profile (CP) - Rubric on page 7

ED411 interns ***will create a classroom profile to identify important information about each student that can affect student learning.*** Information such as learning styles, student interests, demographics (class size, ages, grades, family sizes, military deployments, etc), developmental levels in literacy, attitudes about school and learning and media permissions should be included. ED411 interns will develop the profile with their mentor and may include parents in identifying important characteristics about students. Surveys for students and for families can be developed. Attitudes about reading and writing should be included and also used in the **Literacy Development Profiles**.

Literacy Development Profiles (LDP) - Rubric on page 9 *Continues through the Spring semester in ED469*

ED411 interns ***will utilize assessments*** provided by the cooperating teacher, professional references or developed by the ED411 intern to develop Literacy Development Profiles on select students. These profiles will be used to facilitate planning and monitor student progress. Assessments will include teacher-made quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. ED411 interns ***will document student progress in reading and writing quarterly*** for a small group of students. Interns will analyze student reading and writing samples and create plans for instruction based on student needs throughout the semester. Interns will share student work and progress with parents, as appropriate.

Week of Teaching, Language Arts (WOTLA) *Rubric TBA

ED411 Interns will assume the teaching of reading, writing, language arts for one week during the fall semester with the direction of the mentor teacher. Differentiated instruction will be a focus. Interns will prepare lesson plans to be approved by mentor teacher <u>and</u> instructor <u>prior</u> to teaching and develop a final submission including all lesson plans with reflections, student work samples and overall final reflection after the completion of teaching.

- **Guided or Shared Reading Instruction** that includes before, during and after reading discussion and/or activities.
- **Word Study**: Spelling, vocabulary and/or phonics instruction related to students' instructional needs.
- **Writing Process Project** related to reading selection focused on a key writing Alaska Grade Level Expectation.
- **Independent Self Selected Reading** by students.
- **Read Aloud** selections.

Each Intern will **lead guided or shared reading instruction** as well as provide students opportunities for **self selected reading**. "Guided Reading," means that the students are responsible for most of the reading (ex. partner reading, individual reading). "Shared Reading" means that younger students may read with the teacher (ex. choral reading, echo reading).

"Self selected reading" must include the following four components: choice, time, recordkeeping and sharing. Instruction must include a focus on an Alaska Performance Standard in reading.

Each Intern will **lead a writing project following the writing process: prewrite, drafting which includes revision and editing, and sharing.** The topic of writing projects can be related to reading selections chosen for instruction or integrated into another curricular area such as social studies or science. Topics should relate to students' lives. Instruction must include a focus on an Alaska Performance Standard in writing.

GRADING

Final course grades will be determined through standards-based and points-based criteria. Interns will receive feedback on assignments through competency-based rubrics and narrative feedback and will earn points through participating in course activities. Final grades in the class will be determined by the competency ratings on the rubrics for the major activities in the class and total points earned. For any unmet competencies, interns will need to complete an **ESSAP Plan of Improvement** developed by the instructor (see page 4 of syllabus). All competencies must be met in order to pass the course. The ED411 instructor will provide timely feedback to all interns in the form of competency-based rubrics, narratives and postings on the gradebook on Blackboard.

Point System – 180 points possible
Attend and Participate in each class session = 10 points each
Due Dates Met = 10 points each (Half credit will be given for late, but completed assignments)

CP (Initial and Peer Reveiws) 20	LDP (1st Quarter and 2nd Quarter) 20
WOTLA (Initial and Final) 20	Read-Aloud Lesson Plan 10

Read-Aloud Lesson Plan Completed = 10 points
Final Quiz on Goals for Developing Readers = 20 points

Grade	Criteria
A	160+ points earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels. No more than two *ESSAP Plans of Improvement* were required throughout the semester. No competencies are assessed at the "Unacceptable" level.
B	140+ points earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels No more than three *ESSAP Plans of Improvement* were required throughout the semester. None are assessed at the "Unacceptable" level.
C	120+ points earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels. None are rated at the "Unacceptable" level.
INC	120+ points earned **and** all assignments are completed but one or more of the assignment competencies are assessed at the "Unacceptable" level and insufficient time remains in the semester for the intern to complete an *ESSAP Plan of Improvement.*
D	100+ points earned **and** assignments are completed but one or more competencies were unmet.. *ESSAP Plan(s) for Improvement* were not completed.
F	Below 100 points earned **and** assignments and *ESSAP Plan(s) for Improvement* were not completed

UAF School of Education Elementary Certification Programs
ESSAP Plan of Improvement

Semester and year _____
Intern name _____

Competency assessed at the "needs improvement" level (Please write number and full text of competency):

Context in which competency has been assessed as needing improvement (course number or internship classroom):

Assessor name (instructor, liaison, mentor teacher):
Evidence that the intern needs improvement in this area (what led to the "needs improvement" assessment):

Prior communication with the intern relative to unmet competency (Has the intern been given opportunities already to meet the competency? Does the intern know he/she has been assessed as not meeting the competency?):

Suggested plan of improvement to meet competency (can be offered by assessor, or following a meeting with program faculty and/or the intern):

Date of face to face meeting or e-mail communication with intern regarding plan of improvement _____

Date at which plan of improvement will be evaluated to determine if competency has been met _____

Follow up notes/comments:

_____   _____
Signature of intern   **Signature of program faculty**

Attendance

Students are expected to attend all classes and be actively involved in class discussions and class projects. In case of absence students are responsible for getting information from other students. Due to the high level of student group work involved in this class, *regular attendance is very important and will be included in determination of the course grade.* All handouts will be posted on the ED 411 Blackboard site. Students are expected to submit all assignments on time. Late assignments will be accepted only when students have an occasional legitimate and excused absence.

Plagiarism

The following is excerpted from the **UAF Student Code of Conduct (BOR POLICY 09.02.02):**

As with all members of the university community, the University of Alaska requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including *cheating, plagiarism, or other forms of academic dishonesty.*

The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Regents regulation 09.02. Copies of this are available in the Dean of Students office, Wood Center, on the University web page (http://info.alaska.edu/ua/bor/regulation/9r/r09-02.html), and the library.

Support Services

All written materials prepared outside of class will be assessed on the basis of content and on the use of appropriate writing conventions. The Writing Center on the 8th Floor of the Gruening Building is an excellent resource for all UAF students. Please take advantage of it. There is no charge for UAF students.

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).

ED411 - Participation Rubric

Interns will be assessed through class discussions, written responses, email responses and participation on Blackboard discussion boards, as appropriate.
**Ratings will posted periodically on Blackboard, and rubric will only be used when an ESSAP Plan of Improvement is needed or at the conclusion of the course.

Competency	Acceptable	Target
8-2 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans	• Intern actively participates in class discussions and demonstrates interest to connect ED411 coursework and activities to classroom practice. • Intern accepts feedback from instructor in a positive manner working to utilize feedback to improve practice.	• Intern demonstrates leadership in class discussions and demonstrates strong interest to connect ED411 coursework and activities to classroom practice. • Intern solicits feedback from instructor in a positive manner working to utilize feedback to improve practice.
8-4 Provide evidence of on-going professional development and a commitment to lifelong learning *(Cross-listed with 4-6)*	• Intern's work for ED411 is completed on time and demonstrates careful attention given to expectations.	• Intern's work for ED411 is completed on time demonstrating a high level of effort and organization in meeting expectations. • Intern regularly identifies areas of professional challenge and solicits assistance from instructor, mentor, peers and colleagues.
8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals	• When addressed, intern discusses connections between readings for ED411 and classroom practice. • Intern shares examples of improved or modified practice based on discussions with ED411 peers or class readings.	• Intern actively discusses connections between readings for ED411 and classroom practice. • Intern offers own experience to demonstrate connections. • Intern shares examples of improved or modified practice with artifacts (lesson plans, student work, etc) based on discussions with ED411 peers or class readings.
8-6 Participate in, and value, planning with mentor teacher and peers 8-7 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities	• Intern participates fully in most ED411 activities. • Intern is a contributing member in small group and whole class discussions, projects, and planning. • Intern demonstrates ability to work with most ED411 peers and instructor.	• Intern assumes leadership role in many ED411 activities. • Intern contributes significantly in small group and whole class discussions, projects, and planning. • Intern demonstrates ability to work with all ED411 peers and instructor.

ED411 2011 Classroom Profile Assignment and Rubric
Due Monday, September 12 – Initial Submission
Due Monday, December 12 – Update (See competency 8.6 – Target Rating)

ED411 interns *will create a classroom profile to identify important information about each student that may impact student learning.* **Required** information includes demographics (class size, ages, grades, family sizes, military deployments, etc), developmental/achievement levels in literacy based on previous year's ending grades or assessments from the beginning of this year, each student's areas of interest, and response from families regarding media permission (VideoReleaseform_letterhead.doc - Can this student be included in photographs/videos intern takes to illustrate intern's work in the classroom?).

ED411 interns should develop the profile with their mentor and may include parents in identifying important characteristics about students. A short narrative (no more than 2-pages) should be included to describe collaboration and reflect on the collection of the information for this profile. Surveys for students and for families can be developed or interns can meet with students on an individual basis during break times. Preferred learning styles and attitudes about reading and writing can be included and also used in the **Literacy Development Profiles**.

ED411 students will post classroom profiles on the Blackboard Discussion Board *after receiving feedback from instructor* and will review the profiles of 3 peers reflecting on how their own profiles compare or contrast and, if applicable, how their own profiles might be updated or modified.

The classroom profile can be updated throughout the year and can be included in the *Lesson Plan Notebook, Unit* or *Week of Teaching* packets, and the *Full-time Student Teaching* packet.

Examples of profiles completed by former students can be reviewed at the following links:
- **Profile created with Excel**: https://docs.google.com/fileview?id=0B-eSAMmb3BGWYmJhZWI1NzAtZmEyZS00OTlhLTlhMjgtMzQ1MmE1MTcwNjgy&hl=en&authkey=CJr_7voC
- **Profile created with Word - Primary**: https://docs.google.com/fileview?id=0B-eSAMmb3BGWZjEzYjdlMWYtOTRkNC00YzM1LTgxMWEtOTIxMWNIYzl1NjVh&hl=en&authkey=CIeUg8MC
- **Profile created with Word - Intermediate**: https://docs.google.com/a/alaska.edu/leaf?id=0B-eSAMmb3BGWZWQwOTA4NDMtNTBjMC00ZjFjLWE3YTMtODA2Y2JhMzVIY2Y2&sort=name&layout=list&num=50

Competency	Acceptable	Target
8-6 Participate in, and value, planning with mentor teacher and peers	• Intern describes collaboration with mentor to create profile. • Intern reviews submissions from ED411 peers that are posted on a Blackboard Discussion Board regarding Classroom profiles, providing positive feedback comparing/contrasting profiles and plans for updates if applicable.	• Intern describes collaboration with mentor to create profile. • Intern reviews submissions from ED411 peers that are posted on a Blackboard Discussion Board regarding Classroom profiles. • Profile is updated and resubmitted in December; reflection about changes is included.
8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals	Cited references to the course readings or resources from mentor/colleagues are included.	• Cited references to the course readings or resources from mentor/colleagues are included • Plans for updating profile are described.
2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles	Intern identifies the learning styles, intelligences or learning preferences for students as demonstrated or discussed in school. Learning preferences can include how a student prefers to learn (on own, in groups, with a partner) and/or preferred subject areas.	• Intern identifies the learning styles or learning preferences for each student evident in the classroom • Input from parents regarding the student at home is also included.

3-2 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management) *(Cross-listed with 2-4 and 5-1)*	Intern identifies at least **six** areas or characteristics to include in the profile. Required areas are as follows:
	• demographic information.
	• developmental/achievement levels in literacy (reading and writing).
	• each student's area(s) of interest.
	• response from families regarding media permission (VideoReleaseform.doc)
		• Intern identifies at least six areas or characteristics to include in the profile, including the four required areas. Suggested additions include:
		    o **Attitudes** about reading and writing are included (does the student enjoy reading and writing?). Consider modifying the survey created by McKenna and Kear and shared in the article Measuring Attitude Toward Reading: A New Tool for Teachers on Google Docs.
		    o **Media Use**: What types of media does each child engage with regularly (TV, Video, Internet, Radio, Music, Gaming, Print)? What are favorite shows, artists, video games, websites, authors, etc?
		• Intern provides concise written description of each area and short rationale for inclusion.

7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Intern plans how he/she would solicit information from families regarding students.	• With mentor's approval, intern solicits information from families regarding students. • Intern documents family participation and reflects on actions taken based on family participation.
8-1 Adheres to the State's Code of Ethics http://www.eed.state.ak.us/TeacherCertification/20AAC10.html The intern shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law. Interns may identify students by number instead of name to promote confidentiality.	• Students are identified by initials, number or pseudonym. • Student names are removed from student work samples and replaced by initials, number or pseudonym.	Not Applicable
4-7 Clearly communicate information and instructions *Adapted from Six-Trait Scoring Guide, Beaverton Model*	• Organization structure is strong with a recognizable introduction, well-placed transitions and clear conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning.	• Organization and presentation is logical, compelling, and well controlled with an inviting introduction, clear, thoughtful transitions, and satisfying conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when "hunted."

ED 411 – Literacy Development Profiles (LDP)

Part 1: First Quarter Samples – Due by the week of October 10
Part 2: Second Quarter Samples - Due by the week of December 5

Off-Campus Students: Profiles can be scanned and sent via email to dlkardash@alaska.edu or **copies (keep originals!)** can be sent via the regular mail to Diane Kardash, 769 Wanda Drive, North Pole 99705 or profiles can be faxed, *toll-free*, one at a time, to Diane Kardash at (866) 561-8031

Assessments for Third Quarter and Final Fourth Quarter Overview will be submitted in the Spring in ED468 (Due dates TBA)

ED411 interns *will utilize assessments* provided by the cooperating teacher, professional references or developed by the ED411 intern to develop *Literacy Development Profiles* on select students. These profiles will be used to facilitate planning and monitor student progress. Assessments will include teacher-made/published quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. ED411 interns *will document student progress in reading and writing quarterly* for a small group of students. Interns will analyze student reading and writing samples and create plans for instruction based on student needs throughout the semester. Interns will share student work and progress with parents, as appropriate, during informal meetings or parent conferences.

Competencies assessed:

- 2-1/4-2 Apply knowledge of developmental abilities of students when assessing student work and make appropriate revisions to instruction based on the demonstrated ability and knowledge level of students
- 4-7 Clearly communicate information and instructions
- 5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress
- 5-6 Select, adapt, develop and use performance assessments and understand why it is important to do this
- 5-7 Integrate assessment and instruction
- 5-8 Demonstrate the ability to design a realistic plan for recording and use assessment results that can be shared with students, parents and others
- 8-1 Adheres to the State's Code of Ethics http://www.eed.state.ak.us/TeacherCertification/20AAC10.html
- 9-1: Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students, families and colleagues, delivering instruction)

Part 1: First Quarter

Assess a select group of students (5-10 students) in reading during student-with-teacher reading, whole and small group reading and/or individual reading to determine relative reading level and appropriate reading selections for each student. Assess the same students in writing through analyzing two or more writing samples demonstrating the developmental level of each student to develop plans for instruction for each student. Work with your mentor to determine the make-up of the student group. Attitudes about reading and writing can be included and also used in the **Classroom Profile.**

- Develop a system for recording results of assessments that will facilitate sharing with UAF instructor, mentor, students and parents. Include copies of student work or assessment documentation.
- Develop an initial plan for instruction based on assessments and include the students, if possible, in setting and reflecting on goals.

Part 2: Second Quarter

Assess each student again in reading through observation during student-with-teacher reading, whole and small group reading and individual reading and document growth from initial assessment. Assess each student again in writing through analyzing two or more writing samples appropriate to the developmental level of each student to document growth from initial assessment.

- Refine a system for recording results of assessments that will facilitate sharing with UAF instructor, mentor, students and parents. Include copies of student work or assessment documentation.
- Develop a plan for instruction based on assessments for the spring semester.

ED411syllabusfall11.doc

- If you were able to share your profiles during parent conferences, demonstrate by including a separate narrative about the experience.

Grading Rubric

COMPETENCY	MEETS STANDARD	TARGET
5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress 5-6 Select, adapt, develop and use performance assessments and understand why it is important to do this	• Intern assesses the reading and writing providing samples of dated student work and/or dated anecdotal notes. • Intern assesses at least 5 students at the start and end of the quarter in reading through multiple means. • Intern assesses characteristics of at least 5 students as writers by using multiple samples of a student's writing at the start and at the end of the quarter. • Intern provides a short overview explaining the assessments chosen and their usefulness for each student.	All criteria in the "Meets Standard" column plus • Plans for the following quarter are included. • Quarter 1: Intern develops 1-3 goals with each student for reading and writing. What would each student like to do better or learn more about in the area of reading and writing? • Quarters 2, 3 and 4: Intern documents conferences with each student in which the intern reviews with the students the work collected and goals set in earlier quarters. Students' insights and revised goals, if applicable, are noted.
2-1/4-2 Apply knowledge of developmental abilities of students when assessing student work and make appropriate revisions to instruction based on the demonstrated ability and knowledge level of students 5-7 Integrate assessment and instruction	For each student each quarter, intern develops a plan for instruction for each student profiled noting areas of strength and areas of need of instruction based on assessments. (1-2 paragraphs)	All criteria in the "Meets Standard" column plus • Lesson plans taught by intern are included that show differentiation for students profiled.
5-8 Demonstrate the ability to design a realistic plan for recording and use assessment results that can be shared with students, parents and others 9-1: Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students, families and colleagues, delivering instruction)	Intern develops a system for recording assessments and plans for instructions and reviews with UAF instructor, mentor, students and families **as appropriate.**	All criteria in the "Meets Standard" column plus • Intern shares results with mentor, students and families and **reflects on experience**.
4-7 Clearly communicate information and instructions *Adapted from Six-Trait Scoring Guide, Beaverton Model*	• Organization structure is strong with a recognizable introduction, well-placed transitions and clear conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning.	• Organization and presentation is logical, compelling, and well controlled with an inviting introduction, clear, thoughtful transitions, and satisfying conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when "hunted."
8-1 Adheres to the State's Code of Ethics www.educ.state.ak.us/TeacherCertification/20AAC10.html The intern shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law.	• Students are identified by initials, number or pseudonym. • Student names are removed from student work samples and replaced by initials, number or	Not Applicable

Page 11 of 17   ED411syllabusfall11.doc

pseudonym.

UAF/ALASKA TEACHER STANDARDS
ELEMENTARY COMPTENCIES BY NUMBER
ESSAP—Elementary Standards-Based Summative Assessment Plan

Standard I: Philosophy and Application to Practice
The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice.

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

1-2 Explain how several of their teaching activities and responsibilities (e.g., lessons, units, projects, assessment, classroom structure & management) reflect the philosophy

1-3 Demonstrate flexibility, persistence and an ability to take risks as reflected on PCFF's and FOFF's

Standard II: Learning Theory and Application to Practice
The teacher understands how students learn and develop, and applies that knowledge in teaching practice.

2-1 Apply knowledge of developmental abilities of students when assessing student work and make appropriate revisions to instruction based on the demonstrated ability and knowledge level of students

2-2 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students from multiple developmental levels

2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles

2-4 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management). *(Cross-listed with 3-2 and 5-1)*

2-5 Demonstrate a belief in the ability of all children to learn as reflected on PCFF's and FOFF's

Standard III: Integration of Community & Cultural Diversity—in Alaska Context
The teacher teaches with respect for students' individual and cultural characteristics.

3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the student's and local community culture into instructional strategies that support student learning

3-2 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management) *(Cross-listed with 2-4 and 5-1)*

3-3 Develop and teach a variety of units or lessons that incorporate and use materials relevant to Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues

3-4 Demonstrate an ability to establish a positive classroom environment that accepts, affirms and constructively builds upon the diversity of the students *(Cross-listed with 6-1)*

3-5 Attend or participate in events that support the cultural and linguistic heritage of the community in which their school is located

Standard IV: Knowledge of Content Area and How to Teach It
The teacher knows the appropriate subject matter content and how to teach it in the ten student content areas: English /Language arts; Mathematics; Science; Government & Citizenship; Geography; History; Arts; World Languages; Skills for a Healthy Life; Technology

4-1 Develop and teach a series of lessons (e.g. unit) in each major content area as defined by ACEI (math, science, social studies, language arts, health & PE, art) that demonstrates knowledge of the content (i.e. reflects accurate information in the subject area), knowledge of central concepts (i.e. focuses on an important area of the subject that is recognized as valuable to teach), knowledge of tools of inquiry (i.e. reflects "best practice" approaches to teaching that subject area)

4-2 Apply knowledge of developmental abilities of students when assessing student work and make appropriate revisions to instruction based on the demonstrated ability and knowledge level of students

4-3 Use a variety of instructional strategies, and when appropriate, uses technology to support instruction in the content areas

4-4 Help students make connections within and across disciplines

4-5 Connect content in a teaching activity to students' prior knowledge and to practical "real-life" situations encountered outside the school (especially in the students' community)

4-6 Provide evidence of on-going professional development and a commitment to lifelong learning
(Cross-listed with 8-4)

4-7 Clearly communicate information and instructions

4-8 Enhance students' critical thinking abilities by using higher-level questions and/or questioning skills to help students extend their thinking and is developing a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating ability to think creatively

Standard V: Multiple Assessments Linked with Varied Instructional Strategies & Resources
The student facilitates, monitors, and assesses student learning.

5-1 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson and unit development, assignments, assessments, classroom structure and management) (Cross-listed with 2-4 and 3-2)

5-2 Develop and use instructional plans (e.g., lessons, units, projects) that are directly aligned with the district's and state's standards and curriculum

5-3 Supplement teachers' manuals and textbooks with both modified and original instructional resources and teaching strategies that are relevant to the lives of his/her students and meaningful in the real-world contexts of students' communities

5-4 Select instructional resources that directly support students in their ability to develop proficiency in the state's performance standards

5-5 Select, adapt, develop and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their own progress

5-6 Select, adapt, develop and use performance assessments and understand why it is important to do this

5-7 Integrate assessment and instruction

5-8 Demonstrate the ability to design a realistic plan for recording and use assessment results that can be shared with students, parents and others

ED411syllabusfall11.doc

5-9 Demonstrate the ability to continually modify and adapt plans based on assessment information and to be flexible in the teaching process *(Cross-listed with 6-7)*

Standard VI: Effective Learning Environments Created
The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.

6-1 Demonstrate an ability to establish a positive classroom environment that accepts, affirms and constructively builds upon the diversity of the students *(Cross-listed with 3-4)*

6-2 Prepare a plan for the physical organization/environment of a classroom that provides evidence of understanding of the need to appropriately accommodate the physical, social and emotional needs of all children

6-3 Prepare a classroom management plan and a rationale that includes descriptions of the types of modifications necessary to maintain an environment in which all students can learn. The plan should be appropriate for distribution to students and families

6-4 Make plans ahead of time (for short term and long term lessons, projects, units, activities, etc.)

6-5 Write lesson and unit plans that have clear expectations for students.

6-6 Design and facilitate classroom activities that allow students to have meaningful opportunities to determine the direction of their learning process and classroom environment.

6-7 Demonstrate the ability to continually modify and adapt plans based on assessment information and to be flexible in the teaching process. *(Cross-listed with 5-9)*

6-8: Understand and apply knowledge of effective methods of verbal, nonverbal and media communication techniques to enhance student learning and foster a safe, positive and collaborative classroom environment.

Standard VII. Partnerships with Parents, Families and Communities
The teacher works as a partner with parents, families, and with the community.

7-1 Develop and implement a system for establishing and maintaining regular contact with families

7-2 Attend school-wide community events and actively participate with students, families and community members

7-3 Demonstrate collaboration with families to set goals for students and improve student learning

7-4 Provide feedback to parents and others in a positive and appropriate manner

7-5 Incorporate community-based resources into some lessons or activities

7-6 Demonstrate respect for students, colleagues, families and community members as reflected on PCFF's and FOFF's

Standard VIII. Participation in and Contributions to the Teaching Profession
The teacher participates in and contributes to the teaching profession.

8-1 Adhere to the State's Code of Ethics

8-2 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans

8-3 Recognize that self reflection is one of the key components in the lifelong process of becoming a better teacher   and demonstrate a capacity to engage in thoughtful self reflection

8-4 Provide evidence of on-going professional development and a commitment to lifelong learning
  (Cross-listed with 4-6)

8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals

8-6 Participate in, and value, planning with mentor teacher and peers

8-7 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities

Standard IX. Use of Technology

9-1: Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students, families and colleagues, delivering instruction)

9-2: Provide instruction and support for students in the use of technology

Goals for Developing Readers
Taken from
Becoming a Reader: A Developmental Approach to Reading Instruction
by Michael O'Donnell and Margo Wood

In which activities are these goals being supported in your classrooms?

Emergent Readers
1. **Seek out and enjoy books**
2. **Become familiar with the language of literature and patterns of stories**
3. **Understand and follow the sequence of stories read to them**
4. **Begin to acquire specific understandings about the nature, purpose and function of print**
5. **Begin to hear the separate speech sounds in words.**
6. **Experiment with reading and writing through approximation**
7. **See themselves as readers and writers**

Initial Readers
1. **Understand that reading is a meaning-making process**
2. **Acquire sight vocabulary**
3. **Make balanced use of the cueing systems in written language (syntax, graphophonemics, and semantics) to identify words not known at sight**

Transitional Readers
1. **Increase fluency in reading and writing**
2. **Increase motivation to read and write**
3. **Focus on meaning in reading and writing**

Basic Literacy
1. **Expand breadth of experience in reading**
2. **Comprehend increasingly complex reading material**
3. **Extend meaning vocabulary**