109-UCCh,   *(sign)*

FORMAT 2

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

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

SUBMITTED BY:

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

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ED	**Course #**	467	**No. of Credits**	1

COURSE TITLE	Synthesizing the Standards I

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)		2		**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)	To take effect summer 2013.				

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:

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 F467 Synthesizing the Standards I**
>
> 1 Credits
> Offered Fall
>
> For student interns participating in the first half of the professional internship year. Interns use the UAF/Alaska Teacher Standards as the basis for examining field- and course-based experiences and activities during the internship year. Includes collection and analysis of selected artifacts to document and provide evidence of professional development and achievement relative to educational standards. Interns present portfolio for midyear assessment. Concurrent internship required. Prerequisites: Admission to Internship Year. (1+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 F467 Synthesizing the Standards I**
>
> ~~1~~ 2 Credits
> Offered Fall
>
> For student interns participating in the first half of the professional internship year. Interns use the UAF/Alaska Teacher Standards as the basis for examining field- and course-based experiences and activities during the internship year. Includes collection and analysis of selected artifacts to document and provide evidence of professional development and achievement relative to educational standards. Interns present portfolio for midyear assessment. Concurrent internship required. Prerequisites: Admission to Internship Year.
> (1.0+0+~~1.0~~3 (1 + 0 + 3)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO [No]   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.

No impact.

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		No change.

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 other than the School of Education.

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

None.

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? <u>If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit</u>. 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 <u>and</u> 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 reasons:

1. 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-
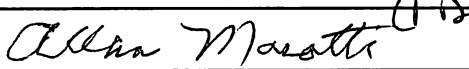
taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.

2. To be eligible for the newly created Alaska Performance Scholarship, university students must be enrolled in 30 credits per academic year. The intern year requirements in the current BA in Elementary Education degree include only 26 credits. These 26 credits are not an accurate representation of the amount of coursework and fieldwork that students actually complete.

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

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

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

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

	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:		

ED 467: Synthesizing the Standards I   *3*
On and Off Campus Sections – Syllabus -2 credits(1.0+0.0+*1*.0)
Instructor: Amy Kenaston, UAF School of Education, Fairbanks Campus
e-mail: abkenaston@alaska.edu, Work phone (907) 474-6898

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.

Course information:

On campus dates, times and locations	Off campus dates and times
• Friday, September 2, 9-11am	• Thursday, September 1, 12:30-2:30pm
• Friday, September 16, 9-11am	• Thursday, September 15, 12:30-2:30pm
• Friday, October 21, 10a-12p	• Thursday, October 20, 12:30-2:30pm
• Friday, November 4, 9-11am	• Thursday, November 3, 12:30-2:30pm
• Friday, November 18, 9-11am	• Thursday, November 17, 12:30-2:30pm
	• **All class sessions will be concurrent eLive and audio conference. You need to be on BOTH.**
All classes meet in Old UPark room 150	• eLive sessions accessed through ED 467 Blackboard
	• Audio conference number: **1-800-570-3591**
	• Student code: **2262659**

Course description (from UAF 2011 Catalog):
For student interns participating in the first half of the professional internship year. Includes collection and analysis of selected artifacts to document and provide evidence of professional development and achievement relative to educational standards. Interns present portfolio for midyear assessment.

Overview of course goals:
The purpose of this course is to allow the interns and their mentor teachers to work together to use the UAF/Alaska Teacher Standards and the Elementary Summative Standards-Based Assessment Plan (ESSAP) as a basis for examining field-based and course-based experiences and activities during the internship year. Program participants will come together monthly to discuss practices and readings, and to engage in discussions and activities designed to enhance understanding of the UAF/Alaska teacher standards and elementary program competencies.

The primary focus of course discussions, activities and assignments in the fall semester will be UAF/Alaska teacher standards 6 (classroom climate) and 8 (professionalism and collaboration). Interns will read the below listed books for fall, will complete two short assignments related to improving their classroom communication skills, will complete another assignment on learning from non traditional sources, and will develop portions of a Parent Handbook for future use. Interns will also be guided through the collection and assembly of critical assignments from the ESSAP to include in their ESSAP portfolio, and they will begin compiling an annotated bibliography of professional resources, and a log of their experiences collaborating with colleagues, families and the community.

Required texts:
 📖 How to Talk So Kids Can Learn by Adele Faber and Elaine Mazlish, © 1995, Scribner
 📖 Positive Discipline in the Classroom 3rd Edition, by Jane Nelsen, Lynn Lott and H. Stephen Glenn, ©2000, Prima Publishing

Required materials:
❖ A 3.5" three ring binder (for the ESSAP portfolio)
❖ 8 tabbed dividers

Major assignments and activities:

❖ Assemble part 1 of a parent handbook

- ❖ Begin compiling an annotated bibliography of professional resources and turn in a copy with at least 10 entries at the end of fall semester
- ❖ Complete fall semester log of collaboration and turn in a copy at the end of fall semester
- ❖ Complete all "Turning learning upside down" assignment components
- ❖ Complete 2 short "classroom communication" reflections based on readings from <u>How to Talk So Kids Can Learn</u>

Targeted UAF elementary program competencies (ESSAP components):

ESSAP COMPETENCY (see Internship Handbook for description of the ESSAP)	Context of assessment
4-6, 8-4 Provide evidence of on-going professional development and a commitment to lifelong learning	Annotated bibliography of professional development resources
7-2 Attend school-wide community events and actively participate with students, families and community members	Log of collaboration/school involvement
7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Log of collaboration/school involvement
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	Log of collaboration/school involvement
3-5 Attend or participate in events that support the cultural and linguistic heritage of the community in which their school is located	Log of collaboration/school involvement
6-1 and 3-4 Demonstrate the ability to establish a positive classroom environment that accepts, affirms and constructively builds upon the diversity of the students	Classroom communication reflections
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. (Cross-listed with 3-2 and 5-1)	Turning learning upside down
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)	Turning learning upside down
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)	Turning learning upside down
7-6 Demonstrate respect for students, colleagues, families and community members	Turning learning upside down
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	Turning learning upside down
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	Parent handbook part 1
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	Parent handbook part 1
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	Parent handbook part 1
9-1 Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students and colleagues, delivering instruction)	Parent handbook part 1 Log of collaboration Annotated Bibliography

Grading:
Interns will receive an A, B, C, D or F in this course. There will be no + or – grades awarded in this class. A grade of C or better is required to continue to the spring semester of the internship year. Assessment will be completed using the **"ED 467 Course Assessment Rubric"** (see attached document). Grades will be assigned based on the following criteria:

Final Course Grade	ED 467 Grading Criteria
A	To receive an A 50% or more of all course competencies (listed on the ED 467 Course Assessment Rubric) must be assessed at the "Target" level. No competencies can be assessed at the "Unacceptable" level. Additionally, 50% or more of all STARRED competencies must also be assessed at the "Target' level.
B	To receive a B 50% or more of all course competencies must be assessed at the "Acceptable" level. Between 1 and 3 course competencies may be assessed at the "Unacceptable" level, HOWEVER, no more than ONE STARRED competency may be assessed at the "Unacceptable" level to receive a grade of B. **A plan of improvement must be written to address any starred competency assessed at the "unacceptable" level in order to continue with the internship year.**
C	To receive a C between 4 and 6 course competencies may be assessed at the "Unacceptable" level OR 2 STARRED course competencies may be assessed at the "Unacceptable" level. All other competencies are assessed at the acceptable or target level. **A plan of improvement must be written to address any starred competency assessed at the "unacceptable" level in order to continue with the internship year.**
D	To receive a D between 7 and 10 course competencies, or more than TWO starred competencies are assessed at the unacceptable level. **Intern will not be able to continue with the internship year.**
F	To receive an F more than 10 course competencies, or more than FOUR starred competencies are assessed at the "Unacceptable" level. **Intern will not be able to continue with the internship year.**

Course Outline and Schedule

DATE	DUE IN CLASS	AGENDA	ASSIGNMENTS (things to gather or do prior to the next class)
September 2 (on) September 1 (off)		• Go over syllabus, required texts and major assignments • Learning environment & classroom organization: Material and supply organization, classroom furniture and layout	• Create the template for your annotated bibliography, and download the form you will use for your log of collaboration (on Blackboard) and make at least one entry in each • Collect evidence from a minimum of THREE different teachers' homework policies and procedures, and pay attention to classroom systems and routines • READ: How to Talk So Kids Will Learn: Chapters 1, 2 and 3 (Pages 21-128) • READ: Positive Discipline in the Classroom: Chapters 1, 2 and 3 (Pages 1-43)
September 16 (on) September 15 (off)	1.3 sample homework policies/procedures 2.Required readings completed	• Learning environment & classroom organization: Classroom "systems" and routines, homework policies and procedures • Introduce and explain ESSAP Portfolio Cover Sheets and organizing documents	• Complete classroom communication reflection 1 • READ: How To Talk So Kids Will Learn: Chapters 4, 5 and 6 (Pages 129-228) • READ: Positive Discipline in the Classroom: (Chapters on class meetings) Chapters 4, 5, 6 and 7, 11 and 12 (Pages 45-101 and 153-187) • Identify four possible "teachers" for turning learning upside down and submit info on Blackboard discussion board
Oct. 1	DUE: Submit a bulleted list of your four options for Turning Learning Upside Down by adding an entry to the discussion board "Turning Learning Upside Down Step One" on the ED 467 Blackboard site		
October 21 (on) October 20 (off)	1. Classroom communication reflection 1 2. Turning learning upside down learning plan due on Blackboard discussion board (Step Three) 3. Required readings completed	• Classroom management strategies part I • Share "Turning Learning Upside Down" learning plans	• Collect evidence from a minimum of THREE different teachers' classroom management systems (samples from teachers in your school) • Complete classroom communication reflection 2 • READ: Positive Discipline in the Classroom: Chapters 8 through 10 and 13 (Pages 103-151 and 189-216) • Complete the Turning Learning Upside Down assignment (due November 17/18)
November 4 (on) November 3 (off)	1. Classroom communication reflection 2 2.3 sample management plans from teachers in your school 3. Required readings completed	• Classroom management strategies part II and class meetings	• Complete parent handbook part 1 • Complete annotated bibliography of at least 10 resources • Make sure that collaboration log is complete • Write up reflection on Turning Learning Upside Down
November 18 (on) November 17 (off)	4. Parent Handbook part 1 5. Annotated bibliography with at least 10 entries 6. Log of collaboration 7. Turning learning upside down reflection 8. Bring your computer, ESSAP portfolio binder, and all completed "critical tasks" with assessments (on campus)	• Organizing the ESSAP Portfolio • Share "Turning Learning Upside Down" experiences	• Gather assignments and assessments for ESSAP portfolio and fill in ESSAP cover sheets with assessment information for fall course competencies • **Fall ESSAP Portfolio with all required evidence, and cover sheet assessment information filled in is due by December 19th. On campus: Send link to your ESSAP Google doc to ksmendez@alaska.edu and abkenaston@alaska.edu and turn in your portfolio to Kelly at the School of Education. Off Campus: Send link to your ESSAP Google doc to ksmendez@alaska.edu and abkenaston@alaska.edu**
WINTER BREAK!			

Additional information on assignments

Information on the Parent Handbook assignment, the Turning Learning Upside Down assignment and the Classroom Communication Reflections can be found in separate documents

Annotated bibliography of professional resources
For this activity, interns are asked to complete an annotated bibliography over the course of the internship year of professional resources that you have encountered and how you intend to use them in the future using the following format:

Date of entry	Title of resource and where to obtain it	Type of resource (e.g. book, video, guest speaker, field trip, resource kit, etc.)	A brief description of the resource including how you heard of it and your opinion of it	How or when you might use it in the future
SAMPLE ENTRY #1: Sept. 9	Wendell Shiffler, phone 555-5555	Guest speaker on trapping in Alaska	I attended a resource fair at central office and Wendell had a booth telling about the Fairbanks Trapping Association, as well as lots of furs and sample traps. He seems like he would interact well with kids and would be comfortable visiting a classroom.	He would be a great person to have come in and be a guest speaker during a unit on "living off the land." He could bring in some sample furs and traps and explain sustainable trapping to the kids.
SAMPLE ENTRY #2: November 13	On Solid Ground – available through Heinemann or Amazon.com	Book on early primary reading instruction	During our mentor/intern seminar, a first grade teacher said this was "the one book" she'd recommend most strongly to future K-1-2 teachers because it has great advice for setting up a reading program. I looked through it and thought it seemed logical and worth getting if I end up in a primary grade.	If I end up teaching K, 1 or 2 and I feel like I need more guidance or resources for setting up my reading program, I will definitely buy this book

The purpose of this activity is to compile for future use resources that will be useful *to you*. It is intended to be 100% practical – anything you enter in this chart should be there because you want to remember it and you hope you will have an opportunity to use it in the future. By winter break, you should have a minimum of 10 entries on your chart and by the end of the year, you should have a minimum of 20 entries.

Professional resources can include (but are not limited to):
* people (experts to call on in the community)
* books
* resources or materials for teaching various subjects
* organizations
* magazines, internet resources, other periodicals

Log of collaboration with parents, school and community
For this activity, interns are asked to record their collaborative efforts with parents, with colleagues at school, and within the community relative to the teaching profession. The purpose of this activity is to demonstrate that you are interacting with parents, other school professionals and the community in a collaborative and mutually beneficial manner, and to provide you with an opportunity to compile and reflect on the collaboration. Please use the template *ED 467 Fall Semester Log of Collaboration* (available on the ED 467 Blackboard site) to complete this assignment.

The annotated bibliography and log of collaboration will be assessed based on the criteria listed in the ED 467 course rubric. They should be TYPED and are due in the fall on November 18th (on campus) and November 17th (off campus).

Information on the ESSAP Portfolio

Interns will receive a set of cover sheets, organized by course or standard that outline all the competencies they will have to meet, along with an area to record whether or not they exceeded the standard, met it, or needed support in it (could also be stated as target, acceptable or unacceptable). Interns will be able to use these cover sheets to monitor their own performance over the course of the internship year. ESSAP Cover Sheets will be distributed at the second seminar.

Interns will assemble their completed, assessed critical tasks in an ESSAP portfolio over the course of the internship year. Some of the characteristics of the new "ESSAP Portfolio" include the following:

- The portfolio provides interns with a place to assemble critical tasks that are part of the ESSAP and the primary purpose of assembly will be to assist interns in seeing their work as a whole, and to compile critical tasks for the purpose of writing synthesizing essays

- Assessment of intern competency in the UAF/AK teacher standards is embedded in individual assignments and is ongoing throughout internship year. The portfolio will NOT be assessed as a whole, except for the purpose of providing narrative feedback from mentor teachers at the end of the year.

- The ESSAP portfolio is organized around the 8 AK/UAF teacher standards. There are cover sheets for each standard listing all competencies from the ESSAP being assessed for that standard over the course of the year (including information on course # and critical task used to assess them).

- Interns complete synthesizing reflections on each of the 8 standards in the spring. The reflections require holistic reflection on interns' growth in each of the standards.

- Interns use extensive cross-referencing across standards and among pieces of evidence when writing their synthesizing papers for each standard.

- All portfolio evidence is acquired and critical tasks completed during the context of the internship year coursework and activities, and the portfolio includes only required evidence (critical tasks from ESSAP), not self-selected evidence.

- The portfolio and cover sheets will be turned in to program faculty for review (not evaluation) at end of fall and end of spring semester. There will be opportunities for remediation throughout the internship year (see below).

The summative standards-based assessment plan provides the framework for intern advancement through the internship year and is the basis for determining successful program completion. At the end of the fall semester, interns must meet each competency at a basic level ("meets standard") in order to proceed to the spring internship. If an intern is still assessed as "needing support" in any competency at the end of the fall semester, an individual plan of improvement will be written collaboratively by the intern and an appropriate UAF faculty member, listing activities for remediation and dates for reassessment. Interns not meeting standards will have to demonstrate that they have fulfilled the requirements of their plans of improvement by the specified dates in order to complete the program. At the end of the spring semester (completion of the program), interns have to meet each competency at a basic level ("meets standard"). The fact that the collection of evidence to assess candidate progress is on-going throughout the internship year leads program faculty to hope that a majority of candidate difficulties will be targeted early enough to allow for the development, implementation and assessment of a plan of improvement prior to graduation or program completion.

Information on support services (ON CAMPUS):
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).

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 8the 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!

For More Information: http://www.uaf.edu/english/writingcenter/

Information on support services (OFF CAMPUS):
UAF DISABILITY SERVICES FOR DISTANCE STUDENTS: UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit http://www.uaf.edu/chc/disability.html 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) 474-7043, fydso@uaf.edu.

WRITING ASSISTANCE FOR UAF DISTANCE STUDENTS:

What is the UAF Writing Center? UAF's Writing Center offers distance students the opportunity to improve their writing through distance tutoring. Student tutors at the Writing Center, located on the Fairbanks campus, can help with brainstorming and generating topics, organizing ideas, developing research strategies, using a variety of citation styles, and editing for clarity and correctness.
What Services Can I Expect? We will collaborate with you on a one-to-one basis with any aspect of your writing: planning, drafting, and revising. We can also help you discover ways of improving grammar, mechanics, and punctuation.
How do I Use This Service? 1)First call us at (907)474-5314 to arrange a time to talk with a writing tutor. Then fax your paper to us (toll free)a t 1-800-478-5246. We will then arrange a telephone tutorial session with a tutor at a designated time. We offer fax tutorials Monday through Thursday evenings and Sunday afternoons. *For More Information:* http://www.uaf.edu/english/writingcenter/

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/chtsheet.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. If you are unclear what constitutes plagiarism, I highly recommend the book Doing Honest Work in College by Charles Lipson. It is available at Amazon.com for under $10. You can also visit the following websites for further information:

http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
http://sja.ucdavis.edu/avoid.htm#guidelines

Please be advised: The statement "I didn't know I was breaking the rules" will not excuse you from any violations of academic integrity. Make sure you are informed.

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

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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.

Targeted ACEI (Association for Childhood Education International) Standards:

ACEI Standard
DEVELOPMENT, LEARNING AND MOTIVATION 1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
CURRICULUM 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
INSTRUCTION 3.1 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;
3.2 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;
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
ASSESSMENT 4.0 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.
PROFESSIONALISM 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in thelarger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Connection with UAF School of Education Conceptual Framework

The primary goal of the UAF School of Education is *to prepare professional educators who are culturally responsive, effective practitioners*. This course reflects that goal by providing a forum for interns in their final year of preparation to interact with practicing professional educators (mentor teachers) and to reflect on all aspects of their preparation (course-based and field-based) in relation to the UAF/AK teacher standards as described in the Conceptual Framework.

ED 467 Course Assessment Rubric

	★	Competency	Target	Acceptable	Unacceptable
PARENT HANDBOOK Part 1 Competencies					

	★	Competency	Target	Acceptable	Unacceptable
PARENT HANDBOOK Part 1 Competencies					
PH1	★	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	Competency 6-2 components are clearly described, and the justification for each component is clear. Components are clearly designed to accommodate the needs of *all* students in the classroom.	Competency 6-2 components described in the handbook are designed to accommodate the needs of *all* students in the classroom. Justification for each component is clear.	Intern includes no information and/or no justification in handbook on competency 6-2 components as described in assignment.
PH2	★	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	Comprehensive classroom management plan is clearly articulated and justified. Intern provides thoughtful, well-stated rationale for chosen system. System, as described, will promote a classroom environment in which all students can learn.	Comprehensive classroom management plan is described and rationale for choice of system is stated. System, as described, will promote a classroom environment in which all students can learn.	Classroom management plan is incomplete and/or described in a cursory fashion. A parent would have difficulty understanding the system and the expectations and consequences for his/her child. It is unclear why the intern has selected the system he/she mentions.
PH3	★	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	Competency 6-6 components are clearly described, and the justification for each component is clear. Components creatively and meaningfully require students to assume responsibility for the classroom and for learning.	Competency 6-6 components are described and justified adequately. At least one component requires students to assume responsibility for their classroom or their learning.	Intern includes no information and/or no justification in handbook on competency 6-6 components as described in assignment.
PH3.5	★	9-1 Demonstrate knowledge and application of technology for professional responsibilities	Assignment is completed in required two column format. Cover is attractive.	Assignment is completed in required TWO COLUMN format. A cover page is present.	Assignment is not completed in required TWO COLUMN format
PH4		Incorporates an idea from your mentor teacher and an idea from another teacher (in your building or in our seminar)	SAME AS ACCEPTABLE	Input from your mentor teacher and at least one other teacher is clearly noted (e.g. citation included)	Handbook includes no noted ideas from mentor teacher and/or additional teacher.
PH5		Incorporates ideas and references from <u>Positive Discipline in the Classroom</u>	Ideas from book are meaningfully included, appropriately referenced, and adapted carefully for the hypothetical classroom of the intern. Ideas have been carefully thought through and are ready to be implemented. The intern has clearly read the assigned readings.	One referenced idea from the book is included and cited appropriately.	No reference is made in the parent handbook to the required course texts.
PH6		Use of parent-friendly language	Intern has taken great care to make sure that handbook is easily understood and "user-friendly." Nothing is confusing or left to the imagination.	Language in parent handbook is accessible. Components are explained in a way that parents would understand.	Handbook is disorganized and difficult to understand. Writing is either very unclear or utilizes phrases and "jargon" that parents would not understand.
PH7		Written conventions and sentence structure	Written conventions are error-free. Sentences are fluid and well structured and the writing is easy to follow.	Writing conventions and sentence fluency are adequate (readability is not impaired by either).	Errors in conventions and/or sentence fluency significantly impair readability. Reader has to pause periodically to make meaning of writing.
PH8		Citations and credit	SAME AS ACCEPTABLE	All ideas are appropriately cited (including those borrowed from other teachers, books, the internet, etc.).	Ideas or components are not appropriately cited, or are not cited at all. Ideas are borrowed from others but no credit is given.

CLASSROOM COMMUNICATION REFLECTION Competencies

CC1	★	6-1 Demonstrate an ability to establish a positive environment that accepts, affirms and constructively builds upon the diversity of the students	Reflection offers substantial evidence of the intern's ability to consciously change his/her communication strategies to positively impact his/her students. Intern recognizes the impact of language and communication on the ability to resolve conflicts with and between students.	Reflection indicates that, through the conscious implementation of a new communication strategy, the intern was able to positively improve his/her ability to communicate with and resolve conflicts with and between students.	Reflection offers little evidence of the intern making any conscious change to his or her communication patterns to better meet the needs of his/her students. Intern does not see the value in examining communication strategies to improve the ability to resolve conflicts with and between students.
CC2		Evidence of implementation of communication strategy and quality of reflection	Reflection indicates that intern has carefully read about and considered the communication strategies discussed in How To Talk So Kids Will Learn. Intern selected and made a conscious effort to employ a new communication strategy over a period of time, and has made multiple observations regarding the impact of the strategy on his/her communication skills.	Reflection indicates that intern has read How To Talk So Kids Will Learn and reflected on and chosen an appropriate communication strategy to target in his/her classroom. Reflection indicates that an effort was made to employ new communication strategy over a period of time.	Reflection shows little evidence of the intern having read How To Talk So Kids Will Learn. Chosen communication strategy to target, if apparent at all, is superficial, and there does not appear to be much evidence that the strategy was, in fact, implemented more than one or two times. Intern does not acknowledge the need for examination of communication strategies.
CC3		Written conventions and sentence structure	Written conventions are error-free. Sentences are fluid and well structured and the writing is easy to follow.	Writing conventions and sentence fluency are adequate (readability is not impaired by either).	Errors in conventions and/or sentence fluency significantly impair readability. Reader has to pause periodically to make meaning of writing.

TURNING LEARNING UPSIDE DOWN Competencies

TL1	★	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. (Cross-listed with 3-2 and 5-1)	Intern goes above and beyond in completion of the assignment.	Intern selects four appropriate "non-traditional" sources of knowledge to learn from, and completes an hour long learning experience with one of them.	Intern has great difficulty identifying a non-traditional source of knowledge and/or does not complete an hour long learning experience with a student or parent.
TL2	★	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) AND -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)	Reflection offers strategies to connect students' or parents' out of school knowledge to the classroom experience in a manner that is likely to be implemented. Learning experience takes place outside of school grounds.	Reflection offers a realistic way to connect the students' or parents' out of school knowledge to some aspect of the classroom learning experience.	Reflection offers weak or no evidence of ideas regarding connections between the students' or parents' out of school knowledge and some aspect of the classroom learning experience.
TL3	★	7-6 Demonstrate respect for students, colleagues, families and community members	Intern completes the assignment with enthusiasm showing a desire to continue to learn from non-traditional sources in the future.	Intern completes all aspects of the assignment in a respectful and professional manner, showing a willingness to learn from non-traditional sources.	Intern shows strong hesitation or great discomfort in completing some or all components of the assignment.
TL4	★	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	Reflection is insightful and demonstrates clear evidence of consideration of all aspects of the assignment.	All portions of the reflection are addressed.	Some portions of the reflection are addressed in a cursory manner or not at all.

ANNOTATED BIBLIOGRAPHY Competencies

AB1	★	4-6 and 8-4 Provide evidence of on-going professional development and a commitment to lifelong learning	Annotated bibliography contains several more than 10 complete entries by Winter break. Column on how information might be used in the future is well considered and thoughtful.	Annotated bibliography contains a minimum of 10 complete entries by Winter break. Column on how information might be used in the future is completed with thought.	Annotated bibliography contains fewer than 10 complete entries by Winter break. Little or no thought has been put into how the information will be used in the future.
AB2	★		Entries in the annotated bibliography reflect multiple references to resources and/or activities that are not mandatory program requirements.	Entries in the annotated bibliography include references to resources and/or activities that are not mandatory program requirements.	Entries in the annotated bibliography include only references to resources and activities that are mandatory program requirements.
AB3		Diversity of listed professional resources	Bibliography lists a diversity of resources. Intern is clearly gathering information and ideas from as many sources as possible.	At least three different types of resources are listed on the bibliography.	Two or fewer types of resources or activities are listed on the bibliography (e.g. only books)
AB4		Quality of entries	Entries are complete and thoughtful. All related information has been included, and this will clearly serve as a useful reference for the intern in the future.	Entries are complete. All columns are filled in on all 10 entries.	Entries are incomplete. Columns are left empty on some entries.

LOG OF COLLABORATIVE ACTIVITIES Competencies

LC1	★	7-2 Attend school-wide community events and actively participate with students, families and community members	Log of collaboration includes evidence of participation in multiple school-wide community events.	Log of collaboration includes evidence of participation in at least one school-wide event (open house, ice cream social, field day, carnival, etc.).	Log of collaboration includes no evidence of participation in any school wide events.
LC2	★	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	Log of collaboration includes evidence of participation in grade-level planning meetings, staff meetings, an IEP or intervention meeting, parent-teacher conferences and professional development activities (ALL REQUIRED UNLESS THEY CONFLICT WITH UAF COURSEWORK). Additional evidence of collaboration within the school is provided in log entries.	Log of collaboration includes evidence of participation in grade-level planning meetings, staff meetings, an IEP or intervention meeting, parent-teacher conferences and professional development activities (ALL REQUIRED UNLESS THEY CONFLICT WITH UAF COURSEWORK)	Log of collaboration includes no evidence of having participated in all of the events listed in the column to the left of this one.
LC3	★	3-5 Attend or participate in events that support the cultural and linguistic heritage of the community in which their school is located	Log of collaboration includes evidence of participation in multiple events that support the cultural and linguistic heritage of some part of the school community	Log of collaboration includes evidence of participation in an event that supports the cultural and linguistic heritage of some part of the school community	Log of collaboration includes no evidence of participation in an event that supports the cultural and linguistic heritage of some part of the school community
LC4	★	7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Log of collaboration provides evidence of multiple extended conversations engaged in with parents for the purpose of improving student learning and school success	Log of collaboration provides evidence of an extended conversation engaged in with parents for the purpose of improving student learning and school success	Log of collaboration provides no evidence of an extended conversation with parents for the purpose of improving student learning and school success
LC5		Quality of entries	Entries are complete and thoughtful. All related information has been included, and the intern has reflected on the knowledge gained from each entry.	Entries are complete. All columns are filled in on all entries.	Entries are incomplete. Columns are left empty on some entries.

ADDITIONAL COURSE Competencies

AC.5	★	9-1 Demonstrate knowledge and application of technology for professional responsibilities	Log of collaboration and annotated bibliography are completed using requested template/format. When printed out, both documents are easy to read (i.e. no columns cut off or strange page breaks).	Log of collaboration and annotated bibliography are completed using requested template/format.	Log of collaboration and/or annotated bibliography are not completed using requested format.
AC1	★	Seminar attendance	Intern misses no seminars and arrives on time.	Intern misses one seminar or arrives late.	Intern misses more than one seminar.

AC2	✱	Seminar participation	Intern participates enthusiastically and contributes meaningfully without monopolizing discussions	Intern participates at an adequate level when required	Intern rarely, if ever contributes, or contributions are frequently negative.
AC3	✱	Timeliness and preparedness	Intern completes all required assignments on time and comes to the seminar fully prepared for the activities.	Intern completes all but one assignment on time and comes to the seminar adequately prepared for the activities.	Intern misses many deadlines for assignments and comes to the seminar unprepared for activities.
AC4		Additional professional characteristics: Intern is willing to assume personal responsibility for student learning and for his/her own actions	Intern is personally committed to ensuring the best learning experience for all children in his/her classroom, regardless of the child's life outside of school. Intern recognizes and accepts responsibility for his or her actions, strengths and weaknesses.	Intern is willing to assume personal responsibility for student learning and for his/her own actions. Intern understands that all children are equally capable of learning, and demonstrates a desire to meet the needs of all student.	Intern frequently attributes student difficulties to factors outside of school and suggests that the students' ability to learn is outside of his/her realm of responsibility. Intern frequently blames others or other situations for difficulties he/she is having in coursework or fieldwork.
AC5		Additional professional characteristics: Intern is open to feedback from others and is eager to learn	Intern welcomes feedback from peers, instructor, mentor teacher and fieldwork liaison and is enthusiastic about learning how to become a successful teacher.	Intern accepts feedback from peers, instructor, mentor teacher and fieldwork liaison. Intern has a positive attitude about completing program and course requirements.	Intern becomes defensive when receiving feedback from peers, instructor, mentor teacher or liaison. Intern does not appear to want to be in the course and/or program.
AC6		Additional professional characteristics: Intern is flexible in their thinking, willing to try new things, and looks for creative resolutions to problems	Intern enjoys challenges and new situations and exhibits a clear ability and comfort with "going with the flow."	Intern is capable of adapting to new situations and assimilating new information in an acceptable manner.	Intern exhibits great difficulty adjusting to new situations or changes in plans.

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**