

(Sign)

110-UCCh.

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 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 #	469	No. of Credits	2
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COURSE TITLE Synthesizing the Standards II

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

Change Course 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 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

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

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

Format 6 also submitted

7 submitted

8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES

NO

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?

CREDIT
S

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

ED F469 Synthesizing the Standards II

2 Credits

Offered Spring

For student interns participating in the second half of the professional internship year. Interns use the UAF/Alaska Teacher Standards as a 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 formally present completed portfolios for reviews and evaluations. Concurrent internship required. Prerequisites: Admission to the Internship Year. (2+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 F469 Synthesizing the Standards II

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Offered Spring

For student interns participating in the second half of the professional internship year. Interns use the UAF/Alaska Teacher Standards as a 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 formally present completed portfolios for reviews and evaluations. Concurrent internship required. Prerequisites: Admission to the Internship Year. (~~2+0~~ 1.0+0+1.0)

3 (1 + 0 + 3)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/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

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 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.

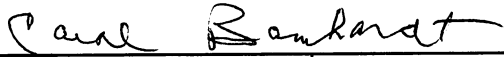
UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship) currently DO have these opportunities and requirements but this has not been accurately reflected in 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 Education	Carol Barnhardt	

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

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

Signature of Provost (if applicable)	Date	
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.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee	Date	
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ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of:	Date	
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Signature, Chair, College/School Curriculum Council for:	Date	
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Date

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Signature, Dean, College/School of:

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ED 469: Synthesizing the Standards II
Fairbanks Campus Section – Spring Syllabus
2 credits (1.0+0.0+1.0) ³ (1 + 0 + 3)

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
<ul style="list-style-type: none"> • Friday, January 20th 9-11am OUP Room 150 • Friday, February 10th 9-11am OUP Room 150 • Friday, February 24, 9-11am OUP Room 150 • Friday, March 30th, 9-11am OUP Room 150 • Wednesday, April 11th, 9am-3pm, Synthesizing Workshop OUP Room 150 • Thursday, May 3rd Portfolios due to mentor teachers by 4pm or to OUP between 4 and 7pm 	<ul style="list-style-type: none"> • Friday, January 27th, 9-11am • Friday, February 3rd, 9-11am • Friday, February 17th, 9-11am • Friday, April 6th, 9-11am • Friday, April 20th, 9-11am • Friday, May 2: Portfolios due to on-site reviewer <p>Audio conference number: 1-800-570-3591 Student code: <div style="border: 1px solid black; padding: 2px; display: inline-block;">2262659</div></p>

Course description (from UAF 2011 Catalog):


For student interns participating in the second half of the professional internship year. Interns use the UAF/Alaska Teacher Standards as a 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 completed portfolios for reviews and evaluations.

Overview of course goals:

The purpose of this course is to assist interns in using 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 gather 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. For more information on the ESSAP and the elementary program competencies, please refer to the section in the Elementary Internship Year handbook labeled "ESSAP."

In the spring, the course focus will turn to UAF/Alaska teacher standards 1 (philosophy), 7 (families and community) and 8 (professionalism). Interns will discuss methods of working with and communicating with families and communities and will work to complete components of a classroom-based Parent Handbook for future use. Spring components of the Parent Handbook will include: a comprehensive parent communication system and parent volunteer opportunities and procedures. Near the end of the semester, the interns will be guided in the examination and synthesis of all the critical assignments they have completed for the ESSAP for the purpose of writing short synthesizing/reflective reflections on each of the eight teacher standards. They will also complete the annotated bibliography and the log of collaboration started in the fall.

Required text:

 **Parents and Teachers Working Together** by Carol Davis and Alice Yang, Strategies for Teachers Series, Northeast Foundation for Children (2005)

Required materials:

- ❖ Your ESSAP binder (assembled in the fall semester) and 2 sets of mini Post-it flags (about 1/2" wide by 1.5" long) (preferably in 8 different colors)

Course Outline and Schedule (Spring 2012)

DATE	DUE IN CLASS	AGENDA	ASSIGNMENTS (things to gather or do prior to the next class)
<p>Jan. 20 (ON)</p> <p>Jan. 27 (OFF)</p>		<p>Seminar: Overview of spring requirements for ED 469 and focus on writing student commentaries</p> <p>LASW overview for spring assignments</p> <p>➤ Describe how you will structure your parent/teacher conferences and what parents can expect from these conferences.</p>	<p>Readings: <u>Parents and Teachers Working Together</u>, Intro and Chapters 4,5 and 6</p> <p>Complete Student Commentary Assignment</p> <p>Please collect a few sample newsletters from teachers in your school to share at the next seminar</p>
<p>Feb. 10 (ON)</p> <p>Feb 3. (OFF)</p>	<p>Student Commentary Assignment due (on campus)</p> <p>Bring several sample newsletters to share at the seminar</p> <p>Assigned readings completed (Chapters 4,5 and 6)</p>	<p>Seminar: Focus on the parent handbook assignment part II</p>	<p>Readings: <u>Parents and Teachers Working Together</u>, Chapters 7, 8 and 9</p> <p>Complete Parent Handbook Part II</p>
<p>Feb. 24 (ON)</p> <p>Feb. 17 (OFF)</p>	<p>Student Commentary Assignment due (off campus)</p> <p>Parent Handbook Part II due</p> <p>Assigned readings completed (Chapters 7, 8 and 9)</p>	<p>Seminar: Focus on integration of community in curriculum</p>	<p>Complete your Annotated bibliography of professional resources and Log of collaboration with school and community</p>
<p>March 30 (ON)</p> <p>April 6 (OFF)</p>	<p>Annotated bibliography of professional development resources and Log of collaboration/school involvement</p>	<p>Seminar: Focus on interview portfolios and an introduction to the synthesis essay assignment</p>	
<p>April 11 (ON)</p> <p>April 20 (OFF)</p>		<p>Seminar: Focus on synthesizing the standards and the ESSAP Portfolio: DON'T FORGET YOUR ESSAP Portfolio with cover sheets and Post-it flags</p>	<p>Complete final synthesizing reflections on each of the eight standards and finish organizing your ESSAP portfolio</p>
<p>April 21 (ON)</p> <p>April 28 (OFF)</p>	<p>Final standards synthesis reflections due to Amy via the assignments function on Blackboard DUE DATE ONLY: NO CLASS</p>		
<p>May 3 (ON)</p> <p>May 2 (OFF)</p>	<p>ESSAP Portfolio (with synthesizing reflections and all evidence) turned in: ON CAMPUS: to mentor teacher by 4pm or room 150 between 4 and 7pm OFF CAMPUS: to a designated on-site reviewer, approved by Patt & Carol DUE DATE ONLY: NO CLASS</p>		

Targeted UAF elementary program competencies (ESSAP components):

ESSAP COMPETENCY (see Internship Handbook for description of the ESSAP)	Context of assessment
4-6 and 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
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
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	Standards synthesis reflections
1-2 Explain how several of their teaching activities and responsibilities (e.g., lessons, units, projects, assessment, classroom structure & management) reflect the philosophy	Standards synthesis reflections
8-3 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection	Standards synthesis reflections
7-1 Develop and implement a system for establishing and maintaining regular contact with families	Parent handbook part 2
7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Parent handbook part 2
7-6 Demonstrate respect for students, colleagues, families and community members as reflected on PCFF's and FOFF's	Parent handbook part 2
7-4 Provide feedback to parents and others in a positive and appropriate manner	Student commentary assignment
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 2 Log of collaboration Annotated Bibliography

Grading:

Interns will receive an A, B, C, D or F in this course. 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 469 Course Assessment Rubric” (to be distributed at the January seminar). Grades will be assigned based on the following criteria:

Final Course Grade	Criteria
A	50% or more of all course competencies (listed on ED 469 Course Assessment Rubric) are assessed at the “Target” level. No competencies are assessed at the “Unacceptable” level. <u>Additionally</u> , 50% of more of all * (starred) competencies are assessed at the “Target” level.
B	50% or more of all course competencies are assessed at the “Acceptable” level. None are assessed at the “Unacceptable” level.
C	Between 1 and 5 course competencies are assessed at the “Unacceptable” level. A plan of improvement must be written and completed by May 14 to address any * (starred) competency assessed at the “Unacceptable” level in order to successfully complete the internship year.
D	Between 6 and 10 course competencies are assessed at the “Unacceptable” level. Intern will not successfully complete the internship year.
F	11 or more course competencies are assessed at the “Unacceptable” level. Intern will not complete the internship year.

Over view of assignments and due dates

(NOTE: Assessment of all assignments is based on the ED 469 course rubric)

Assignment	Due date(s) ON/OFF campus
Student commentary assignment	Feb. 10 (on), Feb. 17 (off)
Parent handbook part 2	Feb. 24 (on), Feb 17 (off)
Annotated bibliography of professional development resources	March 30 (on), April 6 (off)
Spring semester log of collaboration/school involvement	March 30 (on), April 6 (off)
Standards synthesis reflections	April 21 (on), April 28 (off) via assignments function on BB

Annotated bibliography of professional development 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	<u>On Solid Ground</u> – 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 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 maintain a log recording their collaborative efforts with parents, with colleagues at school, and within the community relative to the teaching profession. Please use the following format to structure your log:

Date of activity	Purpose or goal of interaction, and a brief explanation	Name of individual(s) or organization you collaborated with	Knowledge gained	How will this information impact your classroom practice?
Aug. 28, 2004	Weller Back to School Ice Cream Social: opportunity to interact with new students and their parents in an informal setting	Karma Roth (my mentor teacher), staff and community at Weller Elementary	Met about 15 of the students who will be in my class this year, and learned about some of their specific needs from parents	Several of the parents conveyed specific information about their child's interests or strengths and abilities—I will be able to use this information to better meet the needs of these children (provide specifics if possible!!)
Sept. 14, 2004	Grade level meeting to collaborate on curriculum activities and to coordinate our next field trip	4 th grade teachers at my school (my Mentor teacher and two others)	The three teachers spent a while looking at the new GLE's for 4 th grade math, and then planned a trip to Birch Hill for our three classes	The 4 th grade GLE's should be the foundation of the math instruction I plan this year. I will need to get to know these standards well!

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. By the end of the year, you should have a minimum of 20 entries. There are some activities that are **required** during the internship. They are indicated below.

Entries for the collaboration log can include (but are not limited to):

- An event that supports the cultural and linguistic heritage of the community in which their school is located (e.g. Festival of Native Arts, Fairbanks Fiddle Festival, etc.). We will make a point of sharing

activities that we know of in the community with you, and hope that you will keep your fellow interns informed also. (REQUIRED to attend at least one during the year)

- Attending school sponsored activities after school hours (open houses, after-school clubs or sports, family math night, etc.)
- Grade level planning meetings (REQUIRED to attend if they occur during school hours and do not conflict with UAF coursework)
- In-services that include interaction with staff members
- IEP or intervention meetings (REQUIRED to attend a minimum of one during the year, and all others held during school hours provided they do not conflict with UAF coursework)
- Parent-teacher conferences (REQUIRED to attend unless UAF coursework conflicts)
- Letters, phone conversations or e-mails made to parents that involved collaborating to improve student performance
- Assisting other professionals in the school (e.g. helping another teacher with Benchmark testing, assisting with reading assessments, etc.)

The annotated bibliography and log of collaboration will be assessed based on the criteria listed in the ED 469 course rubric. They should be TYPED.

Information on the Parent Handbook Part II and the Student Commentary Assignment can be found in separate documents

Final Standards Synthesis Reflections

Interns will complete eight reflection worksheets synthesizing their experiences and work relative to each of the eight UAF/Alaska teacher standards. We will discuss the process of examining and organizing the work in your ESSAP portfolios and consider the guiding questions for each standard. We will work together at April seminar to examine the work in your ESSAP portfolio and to consider the guiding questions for each standard (see below).

The focus questions for the synthesizing worksheets are as follows:

1. **Standard 1:** Looking at your educational philosophy, and the work you have done this year, how do you see your philosophy reflected in your work? How has your philosophy *changed* as a result of your experiences this year? What *overarching belief* about how students learn and how teachers should teach is most evident in your work? (i.e. if there was one "moral" to your approach to teaching, what would it be? and how is that evident in the work in your portfolio?). What changes have you noticed in your professional characteristics/dispositions over the course of the year (relative to those in the PCFF)?
2. **Standard 2:** Reflecting on the lessons and units you have developed and taught this year, which one do you feel best demonstrates your ability to meet the needs of students in your class who have different levels of ability? Which lesson or unit best demonstrates your ability to meet the needs of students who learn in different styles? How has your ability to determine the developmental levels and learning styles of students, and your ability to meet students' needs individually developed over the course of the year? What might you do in the future to continue to grow and develop in this area?
3. **Standard 3:** Reflecting on the lessons and units you have developed and taught this year, which one (or ones) do you think best demonstrate your ability to meaningfully incorporate the characteristics and culture of the students' and the local community? How has your ability to demonstrate respect for students from diverse backgrounds, and to establish an environment that accepts, fosters and affirms diversity developed over the course of the year? What might you do in the future to continue to grow and develop in this area?
4. **Standard 4:** Reflecting on the units and lessons you have developed and taught this year in the major content areas, which one are you most proud of and why? Which one was the most challenging for you to develop and why? Which unit or lesson do you feel best achieved your stated instructional goals? What lessons or activities did you do that enhanced your students' critical thinking abilities? How do you *know* that the lessons or activities made them think? What are some examples of ways that you connected the content you were teaching to students' prior knowledge and "real-life" situations? Where did you meaningfully integrate instruction in several subject areas? What content area or areas would you most like to gain additional knowledge and experience in in the future?

5. **Standard 5:** Reflecting on the assessment strategies you have utilized and integrated into your units and lessons this year, and on the approaches you have used for looking at and learning from student work, what area of assessment do you feel most comfortable and confident with? What assessment concept is still confusing to you, or do you find yourself struggling with the most? What types of assessment strategies do you feel you will rely on most heavily in your first years of teaching, and why? What area of assessment would you like to continue to learn more about for future use in your classroom?
6. **Standard 6:** Reflecting on your experiences in the classroom this year, how has your ability to effectively manage a classroom changed? What has been your biggest challenge in classroom management this year? What aspect of classroom management comes most easily for you? What significant lessons have you learned from your mentor teacher and your liaison this year, relative to classroom management? What is one thing you *know* you are going to do in your future classroom, relative to classroom management? What is one thing you know you will *not* do in your future classroom relative to classroom management?
7. **Standard 7:** Reflecting on your experiences in the classroom this fall, and your work developing a parent handbook in the fall, how has your knowledge and ability to work as a partner with parents and families developed over the course of the year? What encounter or series of encounters with a parent (or guardian) served as a real learning experience (or “eye-opener”) to you this year? What did you learn from the experience? What is one thing you *know* you are going to do in your future classroom to facilitate meaningful communication with parents and families? What is one thing you know you are *not* going to do in your future classroom relative to communication, because you do not feel it will benefit your students?
8. **Standard 8:** How has your ability to engage in thoughtful self reflection grown over the year? Why do you feel it is important, as a future teacher, to be able to consistently examine your practices and beliefs? What areas of teaching are you most interested in learning more about in the next few years and how might you engage in professional development in these areas? In what area or areas of teaching do you feel you could serve as a resource to others (i.e. what do you feel particularly confident and knowledgeable in)?

Information on the ESSAP Portfolio

Interns will receive a set of cover sheets, organized by standard and by semester 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.

Interns will assemble their completed, assessed critical tasks in an ESSAP portfolio over the course of the internship year. The role of the ESSAP portfolio is quite different from the role of the culminating portfolio used to assess intern performance in elementary programs in previous years. 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 worksheets on each of the 8 standards in the spring, and do not write individual rationale statements for each included item. The reflections require holistic reflection on interns’ growth in each of the nine standards.
- Interns use extensive cross-referencing across standards and among pieces of evidence when writing their synthesizing reflections 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:

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 8th Floor of the Gruening Building. There is no charge to use their services – take advantage of it! Teachers have to be capable, effective communicators, in both their written and oral work – now is the time to master these essential skills!

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/~unisechr/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. 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 reflection or other similar activity.

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

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

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

Procedures in Cases Regarding Inappropriate Academic Behavior: When the instructor believes that a student may have committed an inappropriate academic behavior offense, the instructor will e-mail the student and/or ask to meet

with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable period of time specified by the instructor, or consensus regarding the offense is not reached, the proposed consequences will be implemented by the instructor, and the student can choose to appeal their final course grade through the UAF grade appeals process following the completion of the course.

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

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

Targeted ACEI (Association for Childhood Education International) Standards:

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;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

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 the larger 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 469 Course Assessment Rubric for _____

	★	Competency	Target	Acceptable	Unacceptable
PARENT HANDBOOK Competencies					
PH1	★	7-1 Develop and implement a system for establishing and maintaining regular contact with families	Handbook contains a well-considered and clearly articulated <u>two-directional</u> plan for communicating regularly with parents and families. Plan is likely to engage parents and improve student learning if implemented. Sample newsletter created by intern is included.	Handbook contains a realistic plan for communicating regularly with parents and families. Plan will adequately keep the lines of communication with parents open.	Handbook does not contain a plan for communicating with parents, or plan is not well developed or conceptualized. Expectations for parent communication are unrealistic and unlikely to ever be fully implemented.
PH2	★	7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Handbook describes more than two meaningful ideas for incorporating parents in the classroom for the purposes of improving student learning. Ideas are interesting and well-conceived, and are likely to elicit a high level of parent participation.	Handbook describes two meaningful ideas for incorporating parents in the classroom for the purposes of improving student learning.	Handbook does not include two ideas for incorporating parents in the classroom OR suggested ideas for parent incorporation will have no visible impact on student learning.
PH2.5	★	7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Handbook includes information on the structure and expectations for parent/teacher conferences. Intern describes an innovative format that involves <u>two-directional</u> communication during the conference, and is likely to elicit a high level of parent participation.	Handbook includes information on the structure and expectations for parent/teacher conferences. Expectations are realistic.	Handbook does not include information on the structure and/or expectations for parent/teacher conferences and/or the stated expectations are unrealistic and/or not well thought-through.
PH3	★	7-6 Demonstrate respect for students, colleagues, families and community members	Handbook includes an innovative plan for recruiting and incorporating parent volunteers in the classroom. Idea is well conceived and likely to elicit a high level of parent participation.	Handbook includes a plan for recruiting and incorporating parent volunteers in the classroom.	Handbook does not include information on recruiting and using parent volunteers and/or the stated expectations are unrealistic and/or not well thought-through.
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 ideas and references from Parents and Teachers Working Together	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.
PH5		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.
PH6		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.
PH7		Format, citations and credit	SAME AS ACCEPTABLE	All ideas are appropriately cited (including those borrowed from other teachers, books, the internet, etc.). Assignment is completed in required TWO COLUMN format.	Ideas or components are not appropriately cited, or are not cited at all. Ideas are borrowed from others but no credit is given. Assignment is not completed in required TWO COLUMN format
STUDENT COMMENTARY ASSIGNMENT Competencies					
SC1	★	7-4 Provide feedback to parents and others in a positive and appropriate manner	Student commentary reflects a clear knowledge of the child and his/her strengths in the classroom. Language is positive and appropriate in tone and content. Descriptions back up interpretive comments and provide a vivid picture of the child and his/her strengths and challenges.	Student commentary includes relevant information and follows assignment guidelines. Letter is written in parent friendly language and is positive and appropriate in tone and content.	Student commentary is superficial and does not reflect knowledge of the child and/or does not follow assignment guidelines or include required information. Language is negative and/or inappropriate in tone or content.
SC2		Use of parent-friendly language	Intern has taken great care to make sure that the commentary is easily understood and "user-friendly." Educational "jargon" is avoided (unless it is explained).	Language in commentary is accessible. Information is explained in a way that parents would understand.	Commentary is disorganized and difficult to understand. Writing is either very unclear or utilizes phrases and "jargon" that parents would not understand. It's hard to tell what you're trying to say!

SC3		Written conventions, sentence structure and adherence to assignment directions	Written conventions are error-free. Sentences are fluid and well structured and the writing is easy to follow. All required components of commentary are included.	Writing conventions and sentence fluency are adequate (readability is not impaired by either). All required components of commentary are included.	Errors in conventions and/or sentence fluency significantly impair readability. Reader has to pause periodically to make meaning of writing. Required components of commentary are missing.
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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 20 completed entries. Column on how information might be used in the future is well considered and thoughtful.	Annotated bibliography contains a minimum of 20 complete entries. Column on how information might be used in the future is completed with thought.	Annotated bibliography contains fewer than 20 complete entries. Little or no thought has been put into how the information will be used in the future.
			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 20 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 community events, including at least one school-wide community event.	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 <u>spring semester</u> grade-level planning meetings, staff meetings, an IEP or intervention meeting, parent-teacher conferences and in-services (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 <u>spring semester</u> participation in grade-level planning meetings, staff meetings, an IEP or intervention meeting, parent-teacher conferences and in-services (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 during <u>spring semester</u> .
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 Fairbanks community.	Log of collaboration includes evidence of participation in an event that supports the cultural and linguistic heritage of some part of the Fairbanks community.	Log of collaboration includes no evidence of participation in an event that supports the cultural and linguistic heritage of some part of the Fairbanks community.
LC4		Diversity of listed events	Log lists a diversity of events that intern has participate in. Intern is clearly attempting to collaborate and work with parents, the school and the community.	At least three different types of events are listed on the log.	Two or fewer types of events are listed on the log (e.g. only notes home to parents)
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 20 entries.	Entries are incomplete. Columns are left empty on some entries.

SYNTHESIS REFLECTIONS and ESSAP PORTFOLIO Competencies

SP1	★	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	Synthesis reflection #1 refers to and reflects thoughtfully upon the intern's personal philosophy and its development over time. Intern is able to articulate the impact his/her internship year experiences has had on his/her philosophy.	Synthesis reflection #1 refers to the intern's personal philosophy. Connections are made between internship year experiences and the evolution of a personal philosophy.	References to a personal philosophy in synthesis reflection #1 are minimal, or are stated in broad enough terms to not be recognizable. Intern has difficulty recognizing internship year experiences that have helped shape his/her philosophy.
SP2	★	1-2 Explain how several of their teaching activities and responsibilities (e.g., lessons, units, projects, assessment, classroom structure & management) reflect the philosophy	In synthesis reflection #1, intern is able to coherently connect his/her philosophy to actual teaching experiences in the internship year, and is able to identify an overarching belief that he/she has and provide evidence of that belief in practice.	In synthesis reflection #1, intern provides more than one valid example of their philosophy in practice.	In synthesis reflection #1, no mention is made of a connection between the intern's philosophy and his/her classroom practices. Or, the connection between philosophy and practice is weak or questionable.

SP3	★	8-3 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection	All eight synthesis reflections reflect a high level of introspection and an ability to recognize and address personal strengths and weaknesses. The intern has clearly thought holistically about his/her internship year experiences and drawn meaningful lessons from the synthesizing process.	Most synthesis reflections reflect a high level of introspection and an ability to recognize and address personal strengths and weaknesses. Overall quality is uneven – some reflections are quite thoughtful, while others are more superficial in nature.	Few synthesis reflections reflect a clear capacity for self-reflection. Intern does not appear to recognize his/her personal strengths and weaknesses, or appears unwilling to admit any need for further improvement in any areas.
SP3.5	★	Organization and preparation of ESSAP portfolio for mentor teacher review and completion of ESSAP cover sheets	Same as acceptable	All required components of ESSAP portfolio are included and organized in a way that makes the work easy to review. ESSAP cover sheets are filled in with all available competency information and included in portfolio AND submitted electronically.	ESSAP portfolio is not organized and/or submitted in time for mentor teacher review. ESSAP cover sheets are not included in portfolio and/or are not submitted electronically.
SP4		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.
SP5		Overall organization and consistency of quality	All eight synthesis reflections are clearly organized and flow logically. The quality of all eight is of a uniformly high quality. An "outside" reader would be able to easily follow the organization of the reflections.	Most of the synthesis reflections are organized logically. Some are clearly stronger than others.	Many of the synthesis reflections are difficult to follow and/or most appear to have been hastily completed OR intern re-typed his/her responses to the guiding questions and did not integrate the responses into coherent essays.
SP6		Utilization of synthesis worksheets	All eight synthesizing reflections address the guiding questions in the synthesis worksheets.	Synthesis worksheets have clearly been used as a guide when crafting the synthesis reflections, although some questions are not addressed.	Intern does not appear to have referred to the synthesis worksheets when crafting his/her synthesis reflections, or responses to guiding questions on worksheets are minimally present.

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 several times.	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.
Total number of competencies in each category:			Target	Acceptable	Unacceptable

ED 469 Student Commentary Assignment

Overview: Teachers have to complete written commentaries with their report cards typically four times a year. Meaningful commentaries can be an important form of communicating with parents and can provide important documentation for the future. Figuring out what to say and how to say it can be a challenge for beginning teachers! This assignment is intended to help you begin to think through how you might author a commentary on a student that addresses the student's academic and social strengths and weaknesses in a positive and productive manner.

Targeted ESSAP competency:

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

Format and deadline: The written commentary should be between a half and a full page, single spaced in a 10 point font. It should be typed and printed and turned in at our February seminar (off campus, submit via the assignments function on Blackboard).

What to do: Pick a student in your current classroom who you would like to write a commentary about. *Make sure to change the students' name when writing about him/her!* Write a commentary that meets the following criteria:

- Begins with a positive comment!
- Includes specific information relative to the child's progress, strengths and areas of difficulty in a minimum of two academic areas
- Includes specific information relative to the child's social and emotional attributes, strengths and challenges
- Includes specific, descriptive information as much as possible
- Includes descriptive comments to back up the interpretive comments
- Concludes by offering a thoughtful suggestion regarding something the parent can work with the child on in the coming months

Tips: Try to phrase things in a positive and straightforward manner.

Avoid the phrase "but . . ."

Offer concrete examples of generalized statements (e.g. if you say "Ben is not working up to his potential" offer specific evidence of this)

Think of how you would state the situation if you were stating it face to face.

ED 469 Parent Handbook Assignment: PART 2 (Spring)

Overview:

After gathering ideas and information from mentor teachers, other teachers in your school and at the mentor/intern seminar, and from course readings and discussions, interns will complete the creation of a parent handbook for future use in their own classroom. Parts of the parent handbook pertaining to UAF/Alaska Teacher Standard 6 (Classroom climate, organization and management) will be completed during the fall semester. In the spring semester, interns will complete part 2 of the handbook assignment, adding information pertaining to UAF/Alaska Teacher Standard 7 (Collaboration with families and community). The parent handbook, as developed for this course, will contain two columns of information for every component included: one that describes and explains the policy, practice or procedure, and a second that provides a clearly articulated justification for that component, along with the resources that influenced your adoption of the component (book, mentor teacher, colleague, etc.). It is envisioned that when the opportunity arises for the intern to use the parent handbook they develop during their internship year in their own classroom, they will be able to just delete the "justification" column, and be left with a useable document in "ready-to-distribute-to-parents" condition.

Format and deadlines:

The spring semester component of the Parent Handbook is due at our Feb. 17 seminar. On-campus, please print out and bring a hard copy to class. Off campus, please submit via the assignments function on Blackboard. Because this assignment is meant to simulate something you would create as a practicing teacher, the Parent Handbook **must be carefully edited and proofread!** Imagine that it was going to be distributed to 25 families – you would NOT want any grammatical errors! It should have a cover page, and be clearly organized. The final product will be included as evidence in the ESSAP portfolio. Assessment of the final assignment will be based on the criteria found in the "ED 469 Course Assessment Rubric."

The **entire** handbook is to be completed in a **two-column format** with the left hand column describing the policy, procedure or practice and the right hand column providing a well-considered justification for the policy, procedure or practice (i.e. *why* you are choosing the approach you describe on the left hand side), as well as the source of your ideas for that component. **SOURCES OF ALL IDEAS (books, teachers, the internet, etc.) SHOULD BE CLEARLY CITED!** You may choose a citation system of your choice, but please be consistent in your citation format.

Your handbook must include at least one clearly referenced idea taken from the course text (Parents and Teachers Working Together), and it is hoped that you will find and utilize more information from the book also!

Targeted ESSAP competencies:

The following 3 competencies from the ESSAP will be assessed in a summative manner through this assignment this spring. Interns must be assessed at the "Acceptable" level, or a plan of improvement will be written that must be completed in order to proceed through the internship year.

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

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

7-6 Demonstrate respect for students, colleagues, families and community members

Required Parent Handbook Components for Spring Semester:

Relative to competency 7-1 *Develop and implement a system for establishing and maintaining regular contact with families:*

- Describe a proposed system for establishing and maintaining regular contact with families
 - Examples include: weekly letters, weekly newsletters, individual notes sent home to parents, parent/teacher journals, parent/teacher/student journals, etc.

- Think through the system you will use and describe it in as much detail as possible. If you are going to use a newsletter, what information will you include? How often will you send it home? If students are going to create the newsletter, how will you organize that activity?
- A sample newsletter or weekly letter home would be great (but is not required)

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

- Describe a minimum of **two** strategies you will use to incorporate parents and families into your classroom for the purpose of improving student learning (note: this is different from the parent volunteer opportunities described below). Parents and Teachers Working Together is a wonderful resource for ideas for this section, and we will discuss other ideas in our seminar. Describe each strategy you will use, and **explain the impact it will have on student learning in your classroom.**
- Describe how you will structure your parent/teacher conferences and what parents can expect from these conferences.

Relative to competency 7-6 **Demonstrate respect for students, colleagues, families and community members**

- Determine strategies and procedures for incorporating parent volunteers in your classroom and describe these opportunities in your handbook.

Please note: The strategies that you describe in your handbook should primarily be “two-directional.” Page 6 in Parents and Teachers Working Together describes two-directional strategies as those that are “not just about how teachers can get information to parents; they’re also about how teachers can hear *from* parents about their hopes and concerns, receiving *from* them their insights and wisdom . . . they’re about how parents’ interests, skills, and insights can infuse the curriculum and classroom life.”

For each of these areas (there should be **FIVE** total) you should have a two column box that looks something like this:

Policy/procedure/routine/plan description (written with future parents as your audience)	JUSTIFICATION for policy/ procedure/ routine/ plan and SOURCES that contributed to your proposed idea
<p><i>EXAMPLE: You might notice when you enter our classroom that there are no desks! Instead of individual desks, the students in our classroom work at tables. For some activities and times of the day they have assigned work areas, while during other parts of the day they are invited to choose their own spots to work. Students have easily accessible cubbies (magazine boxes) in and area of the room where they keep their own folders and notebooks.</i></p>	<p><i>EXAMPLE: I think that not having students “stake out” a spot in the classroom significantly improves the sense of classroom community. They are less prone to discussions and altercations regarding what belongs to whom. Also, the larger work space provided by tables (as opposed to desks pushed together) allows for better group work, as well as additional flexibility when putting kids into groups.</i></p> <p><i>SOURCES: My mentor teacher, Laura Barr, uses tables instead of desks and I have seen first hand the benefits listed above.</i></p>

REMEMBER: The more you can help parents understand the rationale behind your classroom policies, the more cooperation you will have, and the fewer misunderstandings will occur. In the right hand column **EXPLAIN** why you have made the rules, policies and procedures in your handbook!

REMINDER: Check the “Acceptable” criteria in the ED 469 rubric **BEFORE** submitting your Parent Handbook to make sure you will not have any unmet competencies or areas of assessment.