

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	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 #	468 O	No. of Credits	6
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COURSE TITLE Internship and Student Teaching

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)		4		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 spring 2013 ^FALL 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 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	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6 also submitted

W = Writing Intensive, Format
7 submitted

Natural Science, Format
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 F468 O Internship and Student Teaching

6 Credits
Offered Spring

For student interns participating in the second half of the year-long professional elementary teacher education internship. Interns must spend at least four days per week in the classroom, one month fulltime in the classroom including at least three weeks of full responsibility for the classroom. Builds on ED F466 requirements with continued assessment based on UAF/ Alaska State and National Standards. Special fees apply. Prerequisites: COMM F131X or COMM F141X; admission to the Internship Year. (1+0+40)

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 F468 O Internship and Student Teaching

6 ~~4~~ Credits
Offered Spring

For student interns participating in the second half of the year-long professional elementary teacher education internship. Interns must spend at least four days per week in the classroom, one month fulltime in the classroom including at least three weeks of full responsibility for the classroom. Builds on ED F466 requirements with continued assessment based on UAF/ Alaska State and National Standards. Special fees apply. Prerequisites: COMM F131X or COMM F141X; admission to the Internship Year. ~~(1+0+40)~~ (2+0+16)

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

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

Yes

No change

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.

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? 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 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.)

<i>Maureen P. Hogan for CB</i>	Date	9-17-12
Signature, Chair, Program/Department of:Elementary	<u>Carol Barnhardt</u>	

<i>Larry Jacobson</i>	Date	9/24/12
Signature, Chair, College/School Curriculum Council for: Education		

<i>Allan Morotti</i>	Date	9-26-12
Signature, Dean, College/School of: Education	<u>Allan Morotti</u>	

	Date	
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Signature of Provost (if applicable)

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

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

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

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

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

University of Alaska Fairbanks, School of Education

“Preparing professional educators who are culturally responsive, effective practitioners”

**ED 466 Elementary Internship and Collaborative Student Teaching
Fall 2013 Syllabus ON and OFF-Campus**

Three Credits - Pass/Fail Updated credit dist.: (1.5+0+12)

**ED 468OElementary Internship: Student Teaching
Spring 2014 Syllabus ON and OFF CAMPUS**

Four Credits – Pass/Fail Updated credit dist.:(2+0+16)

Instructor:

Carol Barnhardt, Chair of Department of Elementary Education: 710 Gruening
cabarnhardt@alaska.edu (474-7341 Office)
Office Hours: After 3 Monday, Wednesday, Friday and by appointment

Support Staff:

Kelly Mendez (474-7981) ksmendez@alaska.edu
Tina Buxbaum (474-7981) (timbuxbaum@alaska.edu)

Because ED 468 builds upon intern experiences during ED 466, the two syllabi are merged into one document.

COURSE DESCRIPTION

This course is designed to provide interns who have completed all prerequisite preparation work for admission to a year-long internship to be immersed in ongoing planning and teaching in collaboration with their mentor teachers in an actual classroom setting. All coursework is integrated with the internship experience. During fall semester, interns assume increasing responsibility and participate in collaborative student teaching with their mentor teacher. During spring semester students continue collaborative student teaching and complete a minimum of three weeks of fulltime student teaching. Each intern is observed and assessed by mentor teachers and university supervisors/liaisons in regard to the intern’s demonstrated performance in meeting UAF, State of Alaska, and national NCATE standards. Specific attention is directed toward effective teaching practices for multicultural classroom settings, for diverse grade levels and schools, and for students who need modifications in order to learn. Additionally, interns are required to integrate technology with classroom planning and instructional delivery. Interns must meet at an acceptable level all of the ED 466 competencies in order to begin ED 468O in January. (See Transition Three as described in the Criteria for Advancement document in the internship handbook for additional information.)

Elementary Internship: Student Teaching (ED 468O) is an oral intensive course, thus interns are required to demonstrate effective oral communication skills in university coursework and in the classroom setting, while being assessed by instructors, supervisors, mentors, and/or principal.

ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course is based on effectiveness of oral communication
- Students receive intermediate instructor assistance in developing presentational competency.
- Students must utilize their communication competency across the span of the semester, not just in a final project..
- Students receive instructor feedback on the success of their efforts at each stage of preparing their presentation

Specific Guidelines for “O” Designated Courses Emphasizing Public Communication in Medium or Large Class Contexts (Regularly enrolling at least 12 students)

- Each student must be involved in the individual preparation and delivery of at least 3 course presentations of at least 5 minutes duration each, to an audience of at least 12 persons.
- At least one presentation must involve questions from the audience and responses by the presenter.
- All presentations must have a clear introduction-body-conclusion organization—appropriate to the discipline.
- All presentations will receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions) as well as on subject mastery.
- Students will receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

During the elementary internship year students are required to participate in university coursework with UAF faculty *and* in aligned internship year responsibilities in an elementary classroom with a qualified mentor teacher. The internship year follows the school district calendars for teachers (approximately 190 days per academic year) and during each school day, interns are required to be in their elementary classroom whenever they are not participating in university required coursework with their UAF instructor or UAF supervisor. There are additional evening and weekend requirements for students during the internship year.

Following the UAF formula for credit distribution, ED 466 includes approximately 20 hours of “lecture” (i.e., face-to-face instruction and individual e-mail interaction with a UAF instructor and with a UAF supervisor) and 180 hours of internship time in the assigned elementary classroom with a qualified mentor teacher. In the catalog, the credit distribution for this 3 credit class is shown as ED 466 (1.5+0+4.5)

Following the UAF formula for credit distribution, ED 468O includes approximately 27 hours of “lecture” (i.e., face-to-face instruction and individual e-mail interaction with a UAF instructor and with a UAF supervisor) and 239 hours of internship time in the assigned elementary classroom with a qualified mentor teacher. In the catalog, the credit distribution for this 3 credit class is shown as ED 411 (2+0+6)

ASSESSMENT

ED 466 Elementary Internship and Collaborative Student Teaching (3 credits) and ED 468O Elementary Internship: Student Teaching (6 credits) are pass/fail courses. In order to pass these two courses, interns must meet, at an acceptable level, all of the competencies listed in this document. On-going and multiple assessments are a shared responsibility of mentor teachers, supervisors/liaisons, and School of Education faculty. Interns who are assessed at an unacceptable level will be required to complete a plan of improvement within a prescribed time period. If the competency remains at the unacceptable level, the intern may be required to complete an extended or additional internship. Most problems surface before the end of the semester or internship, however some difficulties are not recognized until late in the semester or year. Interns will be counseled as to the options available i.e. extension, withdrawal, or an additional placement. The School of Education assumes responsibility for final determination of ED 466 and ED 468 grades.

Criteria for Advancement through Bachelor of Arts in Elementary Education Degree (BAE) and UAF Post-Bac Elementary Certification Program

Performance Data Tracking System

The progress and the performance of undergraduate students in the UAF Bachelor of Arts in Elementary Education Program (BAE) are assessed through multiple measures at four major “transition” points. Transition’s Three and Four are used during the internship year.

TRANSITION THREE: At transition three, candidates are required to meet each assessed Elementary Summative Standards-based Assessment Plan (ESSAP) competency at the acceptable or target level in order to continue. Candidates must receive a grade of C or better* in each course in order to continue in the program. They cannot receive a grade of C or better if they do not meet the required competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable, the respective course instructor prepares a Plan of Improvement with specific activities and dates to address the area of difficulty. Candidates must fulfill the requirements of their Plan of Improvement by the specified dates in order to continue.

TRANSITION FOUR: Throughout the spring semester, the performance of candidates continues to be evaluated relative to their performance in the competencies of the Elementary Summative Standards-based Assessment Plan (ESSAP). The Summative Observation Feedback Form (SOFF) provides an additional standards-based assessment. Candidates must receive a grade of C or better* in each course, and they cannot receive a grade of C or better if they do not meet the required ESSAP competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable, the respective course instructor prepares a Plan of Improvement. Candidates must fulfill the requirements of this Plan by the specified dates in order to complete the program and receive an institutional recommendation, and, consequently, a teaching certificate. Since the collection of evidence to assess candidate progress is ongoing throughout the internship year, most candidate difficulties are targeted early enough to allow for the development, implementation and assessment of the Plan prior to program completion.

**BAE Candidates must receive a grade of C or better, which means a GPA of 2.0 or better; it cannot be a C-, which has a GPA of 1.7. The catalog states the following: “You must earn a minimum GPA of 2.0 in all work as well as in your major and minor fields. In addition, you must earn a minimum C (2.0) grade in courses required for your major requirements.” The catalog states that PB Candidates must have a cumulative GPA of at least 3.0 in all course work. You must earn a 3.0 or better in F400-level courses; a C (2.0) grade will be accepted in F600-level courses for the purposes of satisfying degree requirements, provided you remain in good standing. A grade of C- (GPA 1.7) is not acceptable.*

It is important for interns to understand that success in ED 466 and ED 468O is dependent upon the intern’s ability to function effectively in the classroom AND to successfully complete the following assignments and meet all of the competencies at an acceptable level.

Overview of Written and Oral Assignments for ED 466/468

Task/Assignment	Assessment Tool	Who Assesses?	Which Course(s)?
Philosophy of Education		Mentor and supervisor read and provide oral feedback	ED 466/468

Classroom Performance	FOFF SOFF PCFF Oral Communication Rubric LASW Binder Informal feedback	Mentor & Supervisor Mentor & Supervisor Mentor & Supervisor, Principal, UAF Faculty Mentor & Supervisor Supervisor Mentor & Supervisor	ED 466/468
School Profile	Collaborative and professional completion	Supervisor	ED 466
Classroom Attendance	Attendance Log	466/468 Instructors	ED 466 and ED 468
Looking at Student Work Assignments	Rubric	Supervisors	ED 466 and ED 468
Mentor/Intern Seminars Attendance and Participation	Observation	466/468 Instructors	ED 466 and ED 468
Language Arts Assessment Activities Continued from ED 411	Rubric	Ed 411 Instructor	ED 468
Trading Classes Experience	FOFF	Teacher in Traded Classroom	ED 468
Trading Classes Reflective Paper	Rubric	Supervisor	ED 468
Fulltime Student Teaching	Binder	Elementary Faculty Team	ED 468
Rural Practicum Experience	Observation	Rural School Personnel and/or SOE Elementary faculty	ED 468 (if option is available)
Rural Practicum Reflective Paper and media presentation to peers and instructor	Rubric	466/468 Instructors	ED 468 (if option is available)
Preliminary Oral Presentation	Rubric	Supervisor	ED 468
Final Oral Presentation: Philosophy of Education	Rubric	<ul style="list-style-type: none"> • Elem Faculty for on-campus interns • School Personnel & Supervisor for off-Campus interns 	ED 468

**ESSAP (Elementary Standards-Based Summative Assessment Plan) Competencies Assessed in:
ED 466 Elementary Internship and Collaborative Student Teaching (3 credits)
and
ED 468O Elementary Internship: Student Teaching (6 credits)**

ALL COMPETENCIES IN ED 466 DURING FALL SEMESTER MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO BEGIN ED 468O. ALL COMPETENCIES IN ED 468O MUST BE MET AT AN ACCEPTABLE LEVEL IN ORDER TO COMPLETE THE REQUIREMENTS FOR GRADUATION AND FOR RECOMMENDATION FOR ELEMENTARY LICENSURE

ESSAP Competency	Assignment or Activity in which Assessed	Which Course(s)?	How Assessed?	Who Assesses?
1-1	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors, Course Instructors, and/or School Personnel
1-1	Fulltime Student Teaching Documents in FTST Binder	468	Rubric	Elementary Faculty
1-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
1-2	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors, Course Instructors, and/or School Personnel
1-3	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs, PCFFs	Mentors, Supervisors Course Instructors
2-1	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
2-1 (4-2)	Literacy Development Profiles (continued from ED 411)	468	Rubrics	ED 411 Instructor: D. Kardash
2-2	Trading Classrooms Reflective Paper	468	Rubric	Supervisors
2-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
2-4 (5-1 & 3-2)	Trading Classrooms Reflective Paper	468	Rubric	Supervisors
2-5	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs PCFFs	Mentors, Supervisors Course Instructors
3-4 (6-1)	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs PCFFs	Mentors, Supervisors Course Instructors
3-4 (6-1)	Oral Communication	466 & 468	Rubric	Mentors and Supervisors
4-1	Fulltime Student Teaching Documents in FTST Binder	468	Rubric	Elementary Faculty
4-2	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
4-3	Fulltime Student Teaching Documents in	468	FTST Rubrics	Elementary Faculty

	FTST Binder			
4-7	Oral "Philosophy of Ed" Presentation	468	Rubric	Supervisors, Course Instructors, and/or School Personnel
4-7	Oral Communication	466 & 468	Rubric	Mentors, Supervisors
4-7	Literacy Development Profiles (continued from Ed 411)	468	Rubric	ED 411 Instructor:
4-7	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubric	Elementary Faculty
5-1 (2-4, & 3-2)	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
5-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
5-3	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
5-3	Classroom Internship & Univ. Coursework	466 & 468	SOFFs	Mentors, Supervisors
5-5	Looking at Student Work Assignments	468	Rubrics	Supervisors
5-5	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
5-5	Literacy Development Profiles (continued from Ed 411)	468	Rubric	ED 411 Instructor:
5-6	Literacy Development Profiles (continued from Ed 411)	468	Rubrics	ED 411 Instructor:
5-7	Teaching Documents in FTST Binder	468	Rubric	Elementary Faculty
5-7	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
5-7	Literacy Development Profiles (con't from ED 411)	468	Rubric	ED 411 Instructor:
5-8	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
5-8	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
5-8	Literacy Development Profiles (continued from Ed 411)	468	Rubric	ED 411 Instructor:
5-9	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
5-9 (6-7)	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty

6-1 (3-4)	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs PCFFs	Mentors, Supervisors Course Instructors
6-4	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs, PCFFs	Mentors, Supervisors Course Instructors
6-4	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
6-5	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
6-7	Classroom Internship & Univ. Coursework	466 & 468	SOFFs	Mentors, Supervisors
7-4	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
7-6	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs PCFFs	Mentors, Supervisors Instructors
8-1	Literacy Development Profiles (continued from Ed 411)	468	Rubric	ED 411 Instructor: D. Kardash
8-1	Classroom Internship & Univ. Coursework	466 & 468	SOFF, PCFFs	Mentors, Supervisors, Instructors
8-2	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFFs PCFFs	Mentors Supervisors Instructors
8-3	Trading Classrooms	468	Rubric	Supervisors
8-3	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty
8-4	Trading Classrooms Reflective Paper	468	Rubric	Supervisors
8-5	Looking at Student Work Assignments	466 & 468	Rubrics	Supervisors
8-6	Classroom Internship & Univ. Coursework	466 & 468	SOFFs, FOFF's PCFFs	Mentors Supervisors Instructors
9-1	Fulltime Student Teaching Documents in Binder	468	FTST Rubrics	Elementary Faculty
9-2	Fulltime Student Teaching Documents in FTST Binder	468	FTST Rubrics	Elementary Faculty

If Difficulties Arise

Because the elementary internship student teaching is a complex experience requiring a multiplicity of skills and abilities, difficulties or problems may arise. If difficulties do surface, the university supervisor and the Director of the Office of Fieldwork Experiences should be informed immediately. The supervisor and/or the Director of Fieldwork Experiences will confer with the intern and the mentor teacher for the purpose of developing a plan of action or a plan of improvement. Specific requirements will be collaboratively established and a time frame for completion determined. If problems persist, the Office of Fieldwork Experiences will arrange for an alternative observation and follow-up conference with the intern and/or mentor teacher. The intern may be asked to withdraw from the internship and counseled to either complete additional preparatory work or to consider another vocation. A conference with the Chair of the Department of Elementary Teacher Education Programs and the Director of the Office of Fieldwork will be conducted with the intern before a final decision is made.

At the conclusion of satisfactory completion of specified requirements, the intern may request another internship placement. The university does not place a student for the elementary internship more than once following the original placement and does not guarantee an internship placement. Placement is contingent upon the willingness of a building administrator and a classroom teacher to accept an intern.

Many problems can be extinguished or remedied if promptly addressed. A mentor teacher is not expected to sacrifice educational progress within his/her classroom in order to accommodate an intern. A mentor teacher and a building administrator may request the removal of an intern.

Occasionally, difficulties will not be evident until the intern assumes full-time teaching responsibilities. Unfortunately, full-time student teaching occurs late in the internship year. In order to satisfactorily address the difficulties that become evident at this time, the intern may be required to extend or to repeat the internship the following year. A conference with the Chair of the Department of Elementary Teacher Education Programs and the Director of the Office of Fieldwork Experiences will be conducted with the intern before a final decision is made.

While the university is ultimately responsible for the final decision regarding the Elementary Internship and Collaborative Student Teaching grades, evaluation is a shared responsibility between the mentor teacher, the university supervisor/liaison, and the university faculty partners. Information from the mentor teacher, and/or the building principal is essential to determine the final grade.

PCFF (Professional Characteristics Feedback Form) Criteria in ESSAP

Exceeds: PCFF's received from methods instructors, liaison and mentor teacher with majority 3's and no 0's or 1's

Meets: PCFF's received from methods instructors, liaison and mentor teacher with two or fewer 1's or 0's

Does Not Meet: Low ratings (i.e., 3 or more 1's or 0's) on fall PCFF's will warrant a plan of action for continuation in the internship year

Disabilities Services

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health and Counseling (474-7043). To access services, the student must provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

COLLABORATIVE STUDENT TEACHING Guidelines

As a component of the yearlong internship, each intern is expected to fulfill the requirements for student teaching in order to be licensed to teach. Student teaching is scheduled to span both fall and spring semesters, thus providing the intern with opportunities to implement, reflect, revise, and refine effective teaching practices throughout the year. During fall semester, interns are required to work with the mentor teacher in a collaborative student teaching experience. Interns are expected to continue collaborative student teaching with the mentor during spring semester culminating with a three-week block devoted to fulltime student teaching.

The mentor teacher who shares the classroom and daily instruction with the intern is considered the major facilitator during the entire internship, therefore the mentor teacher with input from the intern and the university supervisor/liaison and the university faculty determines the most appropriate time for interns to participate in student teaching experiences. The fall semester student teaching experiences should be viewed as a collaborative project with responsibility shared between the mentor teacher and the intern. The intern is expected to design, prepare, and teach a Language Arts/Social Studies unit during a specified time during fall semester and to teach specific Language Arts Lessons at a designated time. Each mentor and intern should assess the individual needs, strengths, and weaknesses of the intern and arrange a schedule to permit the intern to progressively assume more responsibility for the classroom.

During fall semester collaborative student teaching, the mentor teacher and the intern should plan lessons and activities that promote both singular teaching and team teaching. If appropriate, the intern may assume responsibility for transitions, opening and closing exercises, attendance, and other parts of the myriad of activities required of teachers. The mentor teacher's support and feedback are essential to the development of the intern's confidence and competency in teaching. Collaborative student teaching relies upon the mentor's willingness to guide and direct the intern during this period of developing, implementing, and delivering instruction with opportunities to reflect upon the activities, lessons, etc. Mentor teachers are not expected to relinquish all responsibilities to the intern.

Suggestions for mentor teacher:

- Plan a lesson together. Model delivery for the intern.
- Plan a lesson together. Have the intern deliver the lesson. Provide comments and suggestions to the intern following the lesson.
- Plan a lesson together. Team-teach the lesson. Assess the lesson.
- Have the intern plan a lesson. Provide feedback to the intern before and after the lesson.
- Try a day when the intern takes care of classroom "business" and the mentor only teaches. (Of course, the mentor may have some responsibilities that the intern can't assume.)
- Reverse the above day.
- Collaboratively plan a lesson. Have the intern teach the lesson and critique/reflect his/her teaching. Have the mentor teach the next day and reflect with the intern.
- Have the intern serve as a secondary teacher while the mentor is the primary teacher. (Mentor is teacher and intern is aide.)
- Reverse the above.
- Plan an "I'm not really here!" morning or afternoon where the mentor teacher is present, but invisible leaving the intern in-charge.
- Plan a "sick" day where the mentor leaves plans (collaboratively prepared) for the intern to follow. The mentor may choose to sit in the hall outside the door or drop by during the day.

There are many more ideas and strategies that can be developed for use during collaborative student teaching. The above are merely suggestions. The mentor teacher and the intern should feel free to implement activities that will provide the intern with opportunities to "try" teaching and that will enable the mentor to continue to provide a quality learning experience for the young learners

**UAF School of Education Elementary Teacher Education 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, supervisor, 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):

Face-to-face meeting or e-mail communication with intern regarding plan of improvement.

Date _____

Participants _____

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:

Additional Information or documentation; (e-mail messages, correspondence, meeting narratives, etc.)