Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete
description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

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

1. ACTION DESIRED (CHECK ONE):

Trial Course		New Course	X

2. COURSE IDENTIFICATION:

Dept	ED	Course #	476	No. of Credits	1

Justify upper/lower division status & number of credits:	This course is part of the professional internship year.

3. PROPOSED COURSE TITLE: Literacy Development Profiles

4. To be CROSS LISTED? YES/NO — no — If yes, Dept: — Course # —

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO — no — If yes, Dept. — Course # —

6. FREQUENCY OF OFFERING: Every spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) — AY 2013-14

8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	1	2	3	4	5	X	6 weeks to full semester

OTHER FORMAT (specify)	

Mode of delivery (specify lecture, field trips, labs, etc)	

9. CONTACT HOURS PER WEEK:

1	LECTURE hours/weeks		LAB hours /week	22	PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION *including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):*

Interns will review, evaluate and create assessments to document elementary student literacy development. Interns will analyze results of literacy assessments and develop plans for instruction for each elementary student. Assessments may include teacher-made quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. Interns will identify important characteristics of each student including, but not limited to, student interests and goals for literacy development. ~~(5+0+15)~~ Updated credit distribution is: (0.5+0+4)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:		NO:	x

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

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		Natural Science, Format 8	

12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	x

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. GRADING SYSTEM: *Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.*

LETTER:	x	PASS/FAIL:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES | Admitted to the internship year, or permission of instructor

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES | $

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? | No
Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact because no change in total number of credits.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

| No | X | Yes | | **The content of this course is already taught within the existing course ED 468.** |

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None other than the School of Education.

21. 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. Use as much space as needed to fully justify the proposed course.

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

UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship)

currently DO have these opportunities and requirements but this has not been accurately reflected in the current distribution of credits during their internship year. As an artifact of the process of development of the original BAE degree, the number of hours that interns spend in their elementary classroom placements and in their university methods and curriculum development courses has never been accurately reflected in the course credit allocations.

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

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

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

APPROVALS: Add additional signature lines as needed.

Maureen P. Hogan for CB	Date	9-17-12
Signature, Chair, Program/Department of:	**Carol Barnhardt, Chair, Elementary**	
Gary Jacobsen	Date	9/24/12
Signature, Chair, College/School Curriculum Council for:		
Allan Morrotti	Date	9-26-12
Signature, Dean, College/School of:	**Allan Morrotti, Dean, School of Education**	
	Date	

Signature of Provost (if applicable)

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

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

	Date	
Signature, Chair		

Faculty Senate Review Committee: ___Curriculum Review   ___GAAC

___Core Review   ___SADAC

ED476: Assessment of Literacy Development
1 Credit ~~(0.5+0.0+1.5)~~ (0.5+0+4)

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.

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 476 includes approximately 7 hours of "lecture" (i.e., face-to-face instruction and individual e-mail interaction with a UAF instructor and with a UAF supervisor) and 59 hours of internship time in the assigned elementary classroom with a qualified mentor teacher. In the catalog, the credit distribution for this 1 credit class is shown as ED 476 ~~xxxxxxxxx~~ (0.5+0+4)

Diane Kardash, Instructor
Office hours by appointment
Email: dlkardash@alaska.edu

Toll-free FAX: 866 561-8031
Message Phone: 907 378-8410
Website: http://classes.uaf.edu

The mission of the School of Education is to prepare educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds. Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

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

ED476 interns will utilize assessments provided by the cooperating teacher, professional references or developed by the ED476 intern to continue the development of Literacy Development Profiles. ED476 interns will also update and refine a classroom profile that details important characteristics of their students. These profiles will be used to facilitate planning and monitor student progress. Assessments will include teacher-made quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. ED476 interns will document student progress in reading and writing quarterly for a small group of students. Interns will analyze student reading and writing samples and

create plans for instruction based on student needs throughout the semester. Interns will share student work and progress with parents, as appropriate.

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

REQUIRED READINGS:
- Words Their Way (2011) Bear, Donald; Invernizzi, Marcia; Templeton, Shane; and Francine Johnson
- The Daily Five (2006) Boushey, Gail and Moser, Joan
- Reading Assessment: A Primer for Teachers and Coaches (2010) Caldwell, JoAnne
- 6+1 Traits of Writing: The Complete Guide – Primary and/or Grades 3 and up (2003) Culham, Ruth

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

ACTIVITES AND ASSESSMENTS

Class Participation (P) – Rubric on page 5
Participation with classmates in class activities is crucial. ED476 interns are expected to contribute knowledge and experience.

Classroom Profile (CP) - Rubric on page 6
ED476 interns will refine and update a classroom profile to identify important information about each student that can affect student learning. Information such as learning styles, student interests, demographics (class size, ages, grades, family sizes, military deployments, etc), developmental levels in literacy, attitudes about school and learning and media permissions should be included. ED476 interns will develop the profile with their mentor and may include parents in identifying important characteristics about students. Surveys for students and for families can be developed. Attitudes about reading and writing should be included and also used in the Literacy Development Profiles.

Literacy Development Profiles (LDPs) – Rubric on page 8
ED476 interns will utilize assessments provided by the cooperating teacher, professional references or developed by the ED476 intern to develop Literacy Development Profiles on select students. These profiles will be used to facilitate planning and monitor student progress. Assessments will include teacher-made quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. ED476 interns will document student progress in reading and writing quarterly for a small group of students. Interns will analyze student reading and writing samples and create plans for instruction based on student needs throughout the semester. Interns will share student work and progress with parents, as appropriate.

GRADING
Final course grades will be determined through standards-based and points-based criteria. Interns will receive feedback on assignments through competency-based rubrics and narrative feedback and will earn points through participating in course activities. For any unmet competencies, interns will need to complete an "ESSAP Plan of Improvement" developed by the instructor (see page 3 of syllabus). All competencies must be met in order to pass the course. The ED476 instructor will provide timely feedback to all interns in the form of competency-based rubrics, narratives and postings on the gradebook on Blackboard.

Grade	Criteria
A	At least 90% of points possible earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels. No more than one *ESSAP Plans of Improvement* were required throughout the semester. No competencies are assessed at the "Unacceptable" level.
B	At least 80% of points possible earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels No more than two *ESSAP Plans of Improvement* were required throughout the semester. None are assessed at the "Unacceptable" level.
C	At least 70% of points possible earned **and** all of the assignment competencies are assessed at the "Acceptable" or "Target" levels. None are rated at the "Unacceptable" level.
INC	At least 70% of points possible earned **and** all assignments are completed but one or more of the assignment competencies are assessed at the "Unacceptable" level and insufficient time remains in the semester for the intern to complete an *ESSAP Plan of Improvement*.
D	At least 60% of points possible earned **and** assignments are completed but one or more competencies were unmet. *ESSAP Plan(s) for Improvement* were not completed.
F	Below 60% of points possible earned **and** assignments and *ESSAP Plan(s) for Improvement* were not completed

UAF School of Education Elementary Certification Programs
ESSAP Plan of Improvement

Semester and year _____
Intern name _____

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

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

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

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

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

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

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

Follow up notes/comments:

_____   _____
Signature of intern   Signature of program faculty

Attendance

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

Plagiarism

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

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

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

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

Support Services

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

Disabilities Services

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health & Counseling (474-5655).

ED476 - Participation Rubric

Interns will be assessed through class discussions, written responses, email responses and participation on Blackboard discussion boards, as appropriate.

**Ratings will posted periodically on Blackboard, and rubric will only be used when an ESSAP Plan of Improvement is needed or at the conclusion of the course.*

Competency	Acceptable	Target
8-2 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans	• Intern actively participates in class discussions and demonstrates interest to connect ED476 coursework and activities to classroom practice. • Intern accepts feedback from instructor in a positive manner working to utilize feedback to improve practice.	• Intern demonstrates leadership in class discussions and demonstrates strong interest to connect ED476 coursework and activities to classroom practice. • Intern solicits feedback from instructor in a positive manner working to utilize feedback to improve practice.
8-4 Provide evidence of on-going professional development and a commitment to lifelong learning (Cross-listed with 4-6)	• Intern's work for ED476 is completed on time and demonstrates careful attention given to expectations.	• Intern's work for ED476 is completed on time demonstrating a high level of effort and organization in meeting expectations. • Intern regularly identifies areas of professional challenge and solicits assistance from instructor, mentor, peers and colleagues.
8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals	• When addressed, intern discusses connections between readings for ED476 and classroom practice. • Intern shares examples of improved or modified practice based on discussions with ED476 peers or class readings.	• Intern actively discusses connections between readings for ED476 and classroom practice. • Intern offers own experience to demonstrate connections. • Intern shares examples of improved or modified practice with artifacts (lesson plans, student work, etc) based on discussions with ED476 peers or class readings.
8-6 Participate in, and value, planning with mentor teacher and peers 8-7 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities	• Intern participates fully in most ED476 activities. • Intern is a contributing member in small group and whole class discussions, projects, and planning. • Intern demonstrates ability to work with most ED476 peers and instructor.	• Intern assumes leadership role in many ED476 activities. • Intern contributes significantly in small group and whole class discussions, projects, and planning. • Intern demonstrates ability to work with all ED476 peers and instructor.

ED476 Classroom Profile Assignment and Rubric

ED476 interns *will update and refine a classroom profile to identify important information about each student that may impact student learning.* **Required** information includes demographics (class size, ages, grades, family sizes, military deployments, etc), developmental/achievement levels in literacy based on previous year's ending grades or assessments from the beginning of this year, each student's areas of interest, and response from families regarding media permission (VideoReleaseform_letterhead.doc - Can this student be included in photographs/videos intern takes to illustrate intern's work in the classroom?).

ED476 interns should develop the profile with their mentor and may include parents in identifying important characteristics about students. A short narrative (no more than 2-pages) should be included to describe collaboration and reflect on the collection of the information for this profile. Surveys for students and for families can be developed or interns can meet with students on an individual basis during break times. Preferred learning styles and attitudes about reading and writing can be included and also used in the **Literacy Development Profiles**.
Examples of profiles completed by former students can be reviewed at the following links:

- **Profile created with Excel**: https://docs.google.com/fileview?id=0B-eSAMmb3BGWYmJhZWI1NzAtZmEyZS00OTlhLTlhMjgtMzQ1MmE1MTcwNjgy&hl=en&authkey=CJr_7voC
- **Profile created with Word - Primary**: https://docs.google.com/fileview?id=0B-eSAMmb3BGWZjEzYjdlMWYtOTRkNC00YzM1LTgxMWEtOTlxMWNlYzl1NjVh&hl=en&authkey=CleUg8MC
- **Profile created with Word - Intermediate**: https://docs.google.com/a/alaska.edu/leaf?id=0B-eSAMmb3BGWZWQwOTA4NDMtNTBjMC00ZjFjLWE3YTMtODA2Y2JhMzVIY2Y2&sort=name&layout=list&num=50

Competency	Acceptable	Target
8-6 Participate in, and value, planning with mentor teacher and peers	• Intern describes collaboration with mentor to create profile. • Intern reviews submissions from ED476 peers that are posted on a Blackboard Discussion Board regarding Classroom profiles, providing positive feedback comparing/contrasting profiles and plans for updates if applicable.	• Intern describes collaboration with mentor to create profile. • Intern reviews submissions from ED476 peers that are posted on a Blackboard Discussion Board regarding Classroom profiles. • Profile is updated and resubmitted in December; reflection about changes is included.
8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals	Cited references to the course readings or resources from mentor/colleagues are included.	• Cited references to the course readings or resources from mentor/colleagues are included • Plans for updating profile are described.
2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles	Intern identifies the learning styles, intelligences or learning preferences for students as demonstrated or discussed in school. Learning preferences can include how a student prefers to learn (on own, in groups, with a partner) and/or preferred subject areas.	• Intern identifies the learning styles or learning preferences for each student evident in the classroom • Input from parents regarding the student at home is also included.
3-2 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the diversity within the classroom in their teaching responsibilities (e.g., lesson	Intern identifies at least **six** areas or characteristics to include in the profile. Required areas are as follows: • demographic information. • developmental/achievement levels in literacy (reading and writing). • each student's area(s) of interest.	• Intern identifies at least six areas or characteristics to include in the profile, including the four required areas. Suggested additions include: o **Attitudes** about reading and writing are included (does the student enjoy reading and writing?). Consider modifying the survey created by

and unit development, assignments, assessments, classroom structure and management) *(Cross-listed with 2-4 and 5-1)*	• response from families regarding media permission (VideoReleaseform.doc)	McKenna and Kear and shared in the article <u>Measuring Attitude Toward Reading: A New Tool for Teachers</u> on <u>Google Docs</u>. ○ **Media Use:** What types of media does each child engage with regularly (TV, Video, Internet, Radio, Music, Gaming, Print)? What are favorite shows, artists, video games, websites, authors, etc? • Intern provides concise written description of each area and short rationale for inclusion.
7-3 Demonstrate collaboration with families to set goals for students and improve student learning	Intern plans how he/she would solicit information from families regarding students.	• With mentor's approval, intern solicits information from families regarding students. • Intern documents family participation and reflects on actions taken based on family participation.
8-1 Adheres to the State's Code of Ethics http://www.eed.state.ak.us/TeacherCertification/20AAC10.html The intern shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law. Interns may identify students by number instead of name to promote confidentiality.	• Students are identified by initials, number or pseudonym. • Student names are removed from student work samples and replaced by initials, number or pseudonym.	Not Applicable
4-7 Clearly communicate information and instructions *Adapted from Six-Trait Scoring Guide, Beaverton Model*	• Organization structure is strong with a recognizable introduction, well-placed transitions and clear conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning.	• Organization and presentation is logical, compelling, and well controlled with an inviting introduction, clear, thoughtful transitions, and satisfying conclusion. • Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when "hunted."

ED 476 – Literacy Development Profiles Spring 2012

ED476 students *will utilize assessments* provided by the cooperating teacher, professional references or developed by the ED476 student to develop Literacy Development Profiles on select students. These profiles will be used to facilitate planning and monitor student progress. Assessments will include teacher-made quizzes or tests, anecdotal records based on observing children, student reading and writing samples, and spelling assessments. ED476 students *will document student progress in reading and writing quarterly* for a small group of students. Interns will analyze student reading and writing samples and create plans for instruction based on student needs throughout the semester. Interns will share student work and progress with parents, as appropriate.

Competencies assessed:

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

Part 3: Third Quarter – Complete before FTST starts!

- Assess each student again in reading through observation during student-with-teacher reading, whole and small group reading and individual reading and document growth from initial assessment. Assess each student again in writing through analyzing two or more writing samples appropriate to the developmental level of each student to document growth from initial assessment.
- Refine a system for recording results of assessments that will facilitate sharing with UAF instructor, mentor, students and parents. Include copies of student work or assessment documentation.
- Develop a plan for instruction based on assessments for the fourth quarter.

Part 4: Final Fourth Quarter Overview (RUBRIC IS DIFFERENT FROM OTHER SUBMISSIONS – SEE FINAL PAGE)

- Be sure to collect at least TWO reading and writing samples of student work during FTST. Assess each student again in reading through observation during student-with-teacher reading, whole and small group reading and individual reading and document growth from initial assessment. Assess each student again in writing through analyzing two or more writing samples appropriate to the developmental level of each student to document growth from initial assessment.
- Refine a system for recording results of assessments that will facilitate sharing with UAF instructor, mentor, students and parents. Include copies of student work or assessment documentation.
- Write a short summary of each child's progress this year and suggested plans for this child next year. Choose 1-2 sample(s) from each quarter in reading and writing to document progress by students. If appropriate, share with each child and include a short reflection on that meeting. Thank you for noticing these children!

Grading Rubric – Quarter 3 (Quarter 4 is on the next page)

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

or is required by law.

Grading Rubric - Quarter 4 – Changes from previous quarters are in **bold print.**

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

law.