

Reference 5-Core 35-UCCh.

Revised 11/14/2012

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	Secondary Education	College/School	School of Education
Prepared by	Diane M. Noble/Karen J. Eiler	Phone	474-6180
Email Contact	dmnoble@alaska.edu / kjeiler@Alaska.edu	Faculty Contact	Diane M. Noble

1. COURSE IDENTIFICATION: As the course now exists.

Dept	EDSC	Course #	F472	No. of Credits	3
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COURSE TITLE Secondary Teaching: School Internship II and seminar

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*		FREQUENCY OF OFFERING			

*Prerequisites will be required before a student is allowed to enroll in the course.
 Reference the registration implications below due to Banner coding of these terms:
Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.
Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).
Co-requisite: Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

CREDITS (including credit distribution)	3-9	COURSE CLASSIFICATION	<input checked="" type="checkbox"/> "O"
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ADD CROSS-LISTING
 See #8 if intent is to stop an existing cross-listing.
 (Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.)

STACKED (400/600) Include syllabi.	Dept.	Course #	
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

OTHER (please specify) credit distribution change

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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 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	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, <input checked="" type="checkbox"/>	W = Writing Intensive, *Format 7 <input type="checkbox"/>	Natural Science, *Format 8 <input type="checkbox"/>
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*Format 6 also submitted

submitted

submitted

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO |

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? CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in ~~assessing~~ analyzing ~~Aberiginal~~ Indigenous rights and policies in different nation-state systems. ~~Seven~~ Multiple ~~Aberiginal~~ countries and ~~specific~~ policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

^{"0"}
EDSC F472 Secondary Teaching: School Internship II and Seminar

3-9 Credits
Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. Prerequisites: Admission to the secondary post-baccalaureate licensure program or permission of instructor. (1+0+354-16)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

EDSC F472 Secondary Teaching: School Internship II and Seminar
 3-9 Credits
 Offered Spring

Supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies and the integration of technology across the curriculum. Credits may be added upon completion of designated special projects developed by students and faculty. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work. Special fees apply. Prerequisites: Admission to the secondary post-baccalaureate licensure program or permission of instructor. (1+0+4-16)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/ NO If Yes, DEPT NUMBER
DROPPING A CROSS-LISTING:
 YES DEPT NUMBER

Changing or dropping 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	<input checked="" type="checkbox"/>	Yes		No impact on library services is anticipated as this is a field based course
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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)

Secondary Education Department

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There are no anticipated negative impacts. Positive impacts include improved student networking across faculty and field mentors and application of research based strategies for improvement of 7-12 student learning.

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.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campuswide 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.

Students will be able to increase the number of credits they receive for their student teaching semester. Currently in order to achieve fulltime status undergraduate level students must frequently take at least one additional class outside the School of Education to maintain full time status. Increasing credit potential by adding projects developed by faculty along with students, maximizes potential for learning within field assignments.

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

Breath Date *9/20/12*
Signature, Chair, Program/Department of:

Mary Carolin Date *9-25-12*
Signature, Chair, College/School Curriculum Council for:

Allen Hanson Date *9-26-12*
Signature, Dean, College/School of:

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

Signature of Provost (if applicable) Date

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

Signature, Chair Date

Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

Revised 11/14/2012

University of Alaska Fairbanks School of Education
EDSC 472 Secondary Teaching: School Internship II and Seminar
3-9 credits
Spring

Instructor: Secondary Licensure Program Faculty
Contact Information: 474-6589 lmeathjr@alaska.edu or intern's assigned mentor
Office: Gruening 701A Conference by appointment

COURSE DESCRIPTION

Supervised observation and teaching in secondary schools approved by the School of Education. Seminars with interns, mentors and faculty meet on a regular basis. Discussion topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies, and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of students doing unsatisfactory work. (Prerequisites: satisfactory completion of summer and first semester required coursework. satisfactory completion of EDSC 471 or permission of instructor.)

STATE OF ALASKA STANDARDS FOR TEACHERS TARGETED IN THIS COURSE

- Standard I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.
- Standard D. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.
- Standard III. A teacher teaches students with respect for their individual and cultural characteristics.
- Standard IV. A teacher knows the teacher's content area and how to teach it.
- Standard V. A teacher facilitates, monitors, and assesses student learning.
- Standard VI. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
- Standard VII. A teacher works as a partner with parents, families, and with the community.
- Standard VII. A teacher participates in and contributes to the teaching profession.

INSTRUCTIONAL GOALS AND STUDENT OUTCOMES

- A. Goal 1: Candidates will apply National standards for their specific content area(s) to their teaching Practice.
- 1.1 Candidates will consider the nature/philosophy of their content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes related to their content area(s) into their field based lessons and activities.
 - 1.2 Candidates will demonstrate their knowledge of their content areas and their knowledge of how to teach them.
 - 1.3 Candidates will modify general teaching tools and skills for planning-implementation assessment of their content area(s) in an authentic social / cultural context.
 - 1.4 Candidates will use appropriate technology to support student learning.
- B. Goal 2: Candidates will apply Alaska Standards for Teachers to their teaching practice.
- 2.1 Candidates will refine their teaching philosophies based on sound developmental principles and educational theory.
 - 2.2 Candidates will teach to the identified developmental abilities of students.
 - 2.3 Candidates will demonstrate respect for the dignity and worth of all students.
 - 2.4 Candidates will plan and conduct lessons which accomplish curriculum goals and objectives.

- 2.5 Candidates will organize and deliver instruction which promotes understanding and student learning.
- 2.6 Candidates will create and maintain a stimulating and safe environment in which all students are able to learn.
- 2.7 Candidates will connect the school and community to foster student learning.
- 2.8 Candidates will continue professional development.

C. Goal 3: Candidates will use technology to facilitate teacher organization and increase student learning.

- 3.1 Candidates will submit designated assignments electronically through internet or email using laptop computers.
- 3.2 Candidates will prepare an electronic portfolio that will document meeting all required course outcomes, and national and state standards for teachers.
- 3.3 Within their classrooms, candidates will use teacher utilities and applications such as word processing, spread sheets, databases, PowerPoint. and i-Movies using laptop computers and printers to maximize student learning.

ORAL INTENSIVE DESIGNATION

This course fulfills the oral intensive requirement.

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.

EVALUATION

This course is graded pass/fail. Final determination of the grade is based on:

- A. satisfactory completion of course assignments which may include but are not limited to
 - 1. readings on designated topics
 - 2. class discussions
 - 3. Blackboard or auditory or written responses to topical prompts

4. design, implementation and assessment of units of study which meet criteria determined by SOE

B. quantitative and qualitative measurement of progress and achievement in fieldwork through rubrics and other appropriate instruments. Utilizing the School of Education Observation Form (Form J -attached) students will receive feedback and assessment of presentations to 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors. Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards. **A Public**

C. documentation of progress toward meeting state and national standards

1. demonstration of background preparation and competence
2. demonstration of pedagogical skills
3. demonstration of ability to apply knowledge and skills to teaching
4. demonstration of technological competence (cross reference EDSC 443.)

DOCUMENTATION OF COURSE REQUIREMENTS INCLUDED IN STUDENT PORTFOLIO TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS. Students must prepare a digital portfolio documenting their pre-service experiences. After successfully preparing the portfolio students will present selected portions of the portfolio in a 7-10 minute presentation to faculty, peers and guests. Faculty will give feedback to each presenter utilizing a rubric (attached)

Credits- 3: Additional credits (4-9) may be earned by completion of one or more projects developed by students and/or faculty. These may include but are not limited to action research, meta-analyses, development of specified on-line presentations, curricular innovations, service on school or district committees.

OUTCOMES and EVIDENCE:

All evidence is presumed to apply to the candidate's specific content area.

Outcome 1.1- 1.4 B,C,D, Public

Evidence: Each candidate will implement lessons and units including not but limited to whole lessons, mini-lessons, small and large group activities, and other activities in which the candidate is teaching.

Candidates will base lesson plans on the natural philosophy of the content area(s) and incorporate disciplinary and interdisciplinary themes and outcomes into these field-based lessons and activities.

Candidates will modify general teaching tools and strategies (including technology) to their content area(s), presented in an actual social / cultural context to demonstrate their knowledge of the content area and their knowledge of how to teach it to students with various developmental and instructional needs. Plans and reflections will be on file in the candidate's lesson plan notebook.

Standard: National standards for specific content areas. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his/her specific content area(s). Utilizing the School of Education Observation Form (Form J -attached) students will receive feedback and assessment of presentations to 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors.

Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards.

Outcome 2.1

Evidence: Each candidate periodically will reconsider his / her written philosophy of teaching in general and specifically toward teaching their content area to grade 7-12 students. Candidate will update his/her philosophy throughout the course. The most recent version will be on file in the candidate's file box.

Standards: AST-L SS3.2

Evidence: Samples of student work indicating understanding of the nature of the content area and its relationship to human values and endeavors, and to the real world.

Standards: AST-I

Evidence: Written report by mentor and/or supervisor of observed practice, consistent with the written philosophy statement.

Standards: AST-I, SS3.3

Outcome 2.2

Evidence: Written lesson plans that reference developmentally-appropriate materials and activities.

Standard: AST-II, SS I.I-1.I0, SS 2.1-2.5

Evidence: Video sample or written report by mentor and / or supervisor of observed teaching which meets academic developmental needs of adolescent learners.

Standards: AST-II, SS 1.1.1.1 O, SS 2.1-2.5

Outcome 2.3

Evidence: Written report by mentor and / or supervisor of observed interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III, SS 3.3

Evidence: Video sample, written reflection or other documentation of interactions between the candidate and his / her students which demonstrate respect for their individual and cultural characteristics.

Standards: AST-III

Evidence: Syllabus, bibliography or other listing of culturally-appropriate materials being used in the candidate's classroom.

Standards: AST-III

Outcome 2.4

Evidence: sample lesson plans / materials that demonstrate knowledge of content area and how to teach it Standards: AST-IV, SS1.1-1.1 O, SS2.1-2.5 Evidence; video sample, written reflection or other documentation by candidate of a lesson that demonstrates knowledge of content area and how to teach it

Standards: AST-IV, SSI.I-1.I0, SS2.1-2.5 Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates knowledge of content area and how to teach it

Standard: AST-IV, SS1.1-1.1 O, SS2.1-2.5, SS3.3

Outcome 2.5

Evidence: samples of student assessment instruments including rubrics or other grading tools
Standards: AST-V, SSI.1-1.10, SS2.1-2.5
Evidence: samples of records of student progress and achievement
Standards: AST-V, SSI.1-1.10, SS2.1-2.5

Outcome 2.6

Evidence: facsimile of effective physical classroom environment
Standards: AST-VI, SSI.1-1.10, SS 2.1-2.5
Evidence: video sample, written reflection or other documentation of students actively engaged in and contributing to learning
Standards: AST-VI, SS 1.1-1.10, SS 2.1-2.5
Evidence: written report by mentor and / or supervisor of observed lesson that demonstrates a learning environment in which all students are actively engaged and contributing members
Standards: ASTNI, SSI.1-1.10, SS2.1-2.5, SS3.3

Outcome 2.7

Evidence: samples of communication with parents, families, and the community that demonstrate an attitude of partnership
Standards: AST-VII

Outcome 2.8

Evidence: artifacts documenting participation in or contribution to professional activities
Standards: AST-VIII
Evidence: Written documentation, calendar, and electronic portfolio indicate scope and sequence of course requirements and method of documenting satisfactory completion of requirements using applied technology
Standards: SS3-4

Outcome 3.1

Evidence: Candidates will send copies of written assignments to his / her university supervisor by email or internet as required by their supervisors.
Standard: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology.

Outcome 3.2 **C and D Public**

Evidence: Candidates will prepare an electronic portfolio on a CD or other accessible site to document how their field experiences meet course outcomes, state teacher standards, and national teacher standards. They will use a variety of creative documentation ideas such as animated cartoons, musical compositions, poetry, maps, sociograms, slide shows, and i-Movies of field trips and guest speakers.
Standards: National standards for the specific content area(s) include appropriate use of technology. (See standards for specific content areas in Section II.B.) Each candidate's observation and evaluation forms will contain applicable standards from his / her specific content area(s) including use of technology. Students will present selected portions of the portfolio in a 7-10 minute presentation to faculty, peers and guests. Faculty will give feedback to each presenter utilizing a rubric (attached)

Outcome 3.3 **B,C,D, Public**

Evidence: Candidates will create and teach lessons using applications such as word processing, spreadsheets, databases, Powerpoint, and i-Movies using laptop computers and printers to maximize student learning. Utilizing the School of Education Observation Form (Form J - attached) students will receive feedback and assessment of presentations to 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors. Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards.

Standards: AST-IV, SS1.1-1.10

READINGS

Current and classic readings on selected topics including:

- academic needs of adolescents - current issues in education
- current practices in education - meeting education standards
- secondary handbook-program expectations, assignments and rubrics

EXPECTATIONS

Students are expected to behave in a manner consistent with that of professionals in the field of education.

CALENDAR

Students are expected to follow the calendars of the school districts in which they are placed for field experiences. Students meet periodically for seminars; times and dates are listed on the following calendar.

ACADEMIC SUPPORT

Academic Support Services including library hours, computer lab hours and services and writing center hours and services can be found at the following web site. <http://www.uaf.edu/sssp/>

DISABILITY SERVICES

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

EDSC 472 -Justification for “Oral Intensive” Designation.

Students enrolled in **EDSC F472 Secondary Teaching: School Internship II and Seminar** are engaged in student teaching while completing the requirements for secondary licensure. Students enrolled in this course participate in grades 7-12 classrooms for an entire semester and are responsible for all classroom instruction for a period of four to six weeks. During the course of their internship, students receive feedback from mentors and university supervisors. The form developed for this purpose is pasted below.

**UAF SCHOOL OF EDUCATION
SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM
OBSERVATION AND REFLECTION
FORM J**

Candidates' Name:		Date:		Time Block:		
School/Grade:		No. of Students:		Unit or Lesson:		
Mentor Teacher/In Room? Y N		Name & Role of Person Completing this Observation:				
Alaska Teacher Standards						
Standard I A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.	Standard II A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.	Standard III A teacher teaches students with respect for their individual and cultural characteristics	Standard IV A teacher knows the teacher's content area and how to teach it.	Standard V A teacher facilitates, monitors, and assesses student learning.	Standard VI A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.	Standard VII A teacher works as a partner with parents, families, and with the community.
Standard VIII A teacher participates in and contributes to the teaching profession						

Observation

Context: _____

Review of Lesson Plans: (Circle) Plans provided Plans not provided NA

N = needs work P= progressing M= meets expectations T = strong NA = not applicable to this observation

Domain A. Organizing Content Knowledge for Student Learning: Planning/Preparation N P M T NA

• Becoming familiar with relevant aspects of students' background knowledge and experience	
• Articulating clear learning goals for the lesson that are appropriate for the students	
• Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	
• Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	
• Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.	

COMMENTS:

Alaska Teacher Standards addressed

Domain B. Creating an Environment for Student Learning: Classroom Climate N P M T NA

• Creating a climate that promotes fairness	
• Establishing and maintaining rapport with students	
• Communicating challenging learning expectations to each student	
• Establishing and maintaining consistent standards of classroom behavior	
• Making the physical environment as safe and conducive to learning as possible.	

COMMENTS:

Alaska Teacher Standards addressed

Intern _____ Name and role of person completing this form _____

Date: _____

Domain C: Teaching for Student Learning-Instruction: Teaching & Assessment Climate

N P M T NA

• Making learning goals and instructional procedures clear to students
• Making content comprehensible to students
• Encouraging students to extend their thinking
• Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
• Using instructional time effectively.

COMMENTS: _____

Alaska Teacher Standards addressed

Domain D: Teacher Professionalism

N P M T NA

• Reflecting on the extent to which learning goals were met
• Demonstrating a sense of efficacy.
• Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
• Communicating with parents or guardians about student learning.

COMMENTS: _____

Alaska Teacher Standards addressed

SUMMARY COMMENTS

STRENGTHS	GOALS

[We have discussed this observation. My signature does not imply agreement with this assessment.]

Candidate _____

date: _____

Mentor Teacher _____

date: _____

Observer/Supervisor _____

date: _____