

*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 inc**

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

EDSC F472Q 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. COMM 131X or COMM 141X; 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	<input type="text" value="NO"/>	If Yes, DEPT	<input type="text"/>	NUMBER	<input type="text"/>
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DROPPING A CROSS-LISTING:

YES	<input type="text"/>	DEPT	<input type="text"/>	NUMBER	<input type="text"/>
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Changing or dropping requires written notification of each department and dean involved. **Attach a copy of written**

JUSTIFICATION FOR ACTION REQUESTED

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 and-2(e)4(s)-facilitation [(i-

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,

or other documentation by candidate of a lesson that demonstrates knowledge of content area and how to teach it

Standards: AST-IV, SSI.1-1.10, 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, SSI.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: AST-VI, 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 grades 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/ssspl>

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 577-961-9331 577-961-9331

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.

EDSC 472 spring Seminar Schedule

Resume Workshop Career Services **OUP 160**
Supervisor and Intern discussion on classroom presentations
Two UAF Mentor Presentations

February Professional Teaching Practices **Noel Wien Library**
Supervisor and Intern discussion on initial unit presentation in the classroom
Presenter, Director PTPC
Understanding the Teaching Contract, Director Fairbanks Education Association
Two UAF Mentor Presentations

March

EDSC 472 -Justification for “Oral Intensive” Designation.

Students enrolled in

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.

WORKING DRAFT OF TIMELINE EDSC 472

Intern:

Content Area(s):

Mentor(s):

Supervisor:

Optimum Full time teaching is 6 weeks

Week	Teaching activities/responsibilities	Notes
1		1 st prep – carried through to the last day of school
2	Supervisor will review and assess initial class presentation for a class period (one hour)	Add 2 nd prep/class
3		Add 3 rd prep/class
4		Add 4 th class
5	Supervisor will review and assess initial unit class Presentation for once class period (one hour)	Add 5 th class
6		Add 6 th class (7-period day)
7		Practicum mid-term conf w/in these weeks
8	Supervisor will observe and assess on class period (one hour)	Practicum mid-term conf
9		
10		
11	Supervisor will observe and assess on class period (one hour)	
12		1 class less

13		1 class less
14	Supervisor will observe and assess final unit	

EDSC 472 SECONDARY TEACHING INTERNSHIP

Spring Semester Field Documentation

Name _____

Supervision _____

Assignment	Due Date	Submitted	Comments
education philosophy provided by intern at beginning semester)			
A.			
B.			
C. Units			
Unit 1			
Unit 2			
Observations (Form J)			
Supervisor #1			
Supervisor #2			
Supervisor #3			
Supervisor #4			
Supervisor #5			
Supervisor #6			
Mentor #1			
Mentor#2			
Mentor #3			
Mentor #4			
Mentor #5			
Mentor #6			
			The following assessments are completed by intern, mentor, and supervisor together
Assessments			
Final Field Assessment – (Form H)- Supervisor			
Content Observation Form (Intern) (K-U)			This document is completed by intern throughout the program and verified by mentor and/or supervisor

EDSC 472 SECONDARY INTERNSHIP II

Initial Unit Submission

The unit submission will contain each of the following components.

-Unit title

-A Calendar of activities that will take place each day the unit is being taught. This calendar may be a copy of your plan book for the duration of the unit. Notations on the calendar may denote changes from planned to actual implementation schedule.

-Student Supplementary Handouts-Include any materials given to students that are additional to or in place of the/a text.

-Grade Derivation-explain how a student's performance in this unit is calculated into the overall grade for the course.

-Rationale: Answer the question, "Why is this unit being taught?" and list Alaska State Student Content and Performance Standards addressed.

-Unit Objectives: What will students know or be able to do after experiencing this unit of instruction? These should be aligned with appropriate state and national standards.

-Lesson Plans for each of the unit's lessons

Use a lesson plan format that is most efficient for you. Make sure, however, that each lesson plan contains required components (Objectieachat 15423 0 Td [(o)1012(or)7(eac)14(h o)Objectieacfbje4(t)2(r)(A)11(ns)4(w)6(er)7(t)2(

INITIAL UNIT ASSESSMENT

EDSC 472 Initial Unit Assessment

Date _____

Intern _____

Reviewed by _____

Percentage of students demonstrating at least a 10%
gain _____

The unit assessment has two sections. The first section is a short checklist of items that give information about the unit. Each of the items is required; if an item is not present the unit will be returned for revision. Items are not assessed but are simp

Objectives

___ **Exceeds** Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent. The connection of the objectives to state/national standards is articulated.

___ **Meets** Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent.

Pre and Post Assessments

___Exceeds Pre and Post assessment tools are present. A graphic display compares student performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. An explanation of how the post assessment measures student progress toward objectives and standards is present. A reflection on the displayed data and a clearly described plan for acting on the data is included.

___Meets Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. . Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. The discussion of the data is cursory and plans based on displayed data do not take into account all levels of student performance.

___Does Not Meet Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. There is no discussion of the data.

Student Work

___Exceeds Includes multiple samples of a range of student work that includes instructor feedback.

EDSC 472 Secondary Internship II
Final Unit Submission

The unit submission will contain each of the following components.

-Unit title

-A Calendar of activities that will take place each day the unit is being taught. This calendar may be a copy of your plan book for the duration of the unit. Notations on the calendar may denote changes from planned to actual implementation schedul

EDSC 472 FINAL UNIT ASSESSMENT

EDSC 472 Final Unit Assessment

Date _____

Intern _____

Reviewed by _____

Percentage of students demonstrating at
Least a 10% gain _____

The unit assessment has two sections. The first section is a short checklist of items that give information about the unit. Each of the items is required; if an item is not present the unit will be returned for revision. Items are not assessed but are simply checked off. The second section contains assessed items. Each item is required and is assessed by its own criteria. If any item is not at the "Meets" level of its criteria the unit will be returned for revision.

Section I

Present/Not Present Components

Each unit must contain the following components. If all components are not present the unit will be returned for revision.

Present

Not Present

Unit Title _____

Calendar of Unit Activities _____

Student Supplementary Handouts
(include with appropriate lesson plans) _____

Grade Derivation - Explain how unit grade(s) is/are incorporated in overall assessment plan

Section II

Assessed Components

Rating of each component is checked.

Philosophy Statement

___ Exceeds Articulates clearly and concisely beliefs about teaching and learning. Is research and

Rationale

Exceeds Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards. Describes importance of unit's content to the students to whom it is taught.

Meets Explains how this unit fits into local curriculum and how content assists students in meeting listed state and national standards.

Does Not Meet Connection between unit content local curriculum and state/national standards is not clearly described or is missing.

Objectives

Exceeds Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent. The connection of the objectives to state/national standards is articulated.

Meets Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/national standards is apparent.

Assignments

___ **Exceeds** includes a range of assignment types with a variety of assessments including group and

SUPERVISOR'S ROLE

UAF supervisors are facilitators whose primary purpose is to work collaboratively with mentor teachers to guide the learning experiences of the interns, and to evaluate intern growth and progress. Supervisors are liaisons between the SOE program and the school experience. They will work closely with the intern during the actual internship and will provide information and feedback to both the intern and the mentor in order to maximize the intern's progress.

SUPERVISION EXPECTATIONS

Weekly contact -On campus and off campus

Supervisors are expected to have contact with each intern at least weekly. Contact may be face to face, through journaling and responses, by class or audio conference or by e-mail. Supervisors are expected to keep a **contact log** for each student they supervise.

Initial Visit: Form D (Initial Conference Checklist)

On campus and at local travel less than a day site: Meet face to face with intern and mentor and administrator (if needed). This visit sets up parameters and expectations for all parties.

All other off campus: Meet by audio conference with intern and mentor and administrator (if needed). This conference sets up parameters and expectations for all parties.

Observational visits: Form J (Classroom Observation Form)

On campus and at local travel less than a day site: At least three face to face observations during first semester and six during second semester are required.

Off campus requiring distant travel in UAF service area (except Aleutians) –one face to face visit per quarter is required. Intern must be responsible for at least a half day of classroom instruction during the observation.

Off campus out of UAF service area - three face to face visits are required, one each during 1st, 3rd and 4th quarters. Intern must be responsible for at least a half day of classroom instruction during the observation.

Form E and F – 1st semester mid-term conference and 2nd semester mid-term conference outline.

On campus – mentor, supervisor and intern meet for discussion.

Off-campus face-to-face or audio conference.

Mid-Year and Final Field Work Performance Review – Forms G and H

Meet with mentor(s) and intern to review classroom performance utilizing Alaska Teacher Standards.

Forms to be Completed

Fall Semester: B, D, E, G, J

Spring Semester: B, F, H, J, and Content Observation in conjunction with intern (K-U). In addition, those supervisors with English, Social Studies or Foreign Language students complete additional forms.

INTERN'S ROLE

CALENDAR: Interns will report to their school sites on the first professional development day. During the first public school semester, beginning with the first teacher day, interns will be in their schools half days. During the second public school semester through the last teacher day, interns will be in their schools full days. Interns will attend professional development days and parent-teacher conferences.

WEEKLY COMMUNICATION WITH UNIVERSITY PARTNER: Interns are expected to initiate communication with their university supervisor once a week. This communication should indicate instruction scheduled for the upcoming week and should reflect thoughts, experiences and insights into the teaching process and experience. If the communication is via email, the communication and response may be printed out or saved in a file. If it is in person or via phone, brief notes may be taken and kept.

WORK DAY **Fall semester:** interns are at their school sites for half-days as indicated on the program calendar. **Spring semester:** Interns adhere to the same teaching schedules as their mentors, including being on site 1/2 hour before and after the student contact day. Interns should accompany mentors during any assigned supervisory duties (e.g., hall duty or bus duty). During the last month of teaching, interns may attend their field sites for half-day periods if teaching responsibilities have been successfully fulfilled.

ATTENDANCE: The combination of coursework and field experience is at the core of the licensure program. An intern who does not take these responsibilities seriously jeopardizes his program standing.

University Classes: Due to limited classroom time, attendance and participation at all classes are mandatory.

Field Site: Site attendance shall be noted on the EDSC 471 calendar.

TEACHING RESPONSIBILITIES: The following are the intern's responsibilities during the first public school semester:

attending a variety of school-related meetings and events,
observing in the mentor's classroom and at the school site,
journaling of school experiences,
reviewing teaching materials and school ewials and schoy Lowy()TJ 0 T 5002 Tc 3 -1.15 Td [(F)3((and)10[(0.4 Tr

