

103-UCCh.

(sign)

FORMAT 2

Printed on both sides (including envelope) and one original electronic copy to the Faculty Senate Office

Format 6 also submitted

7 submitted

8 submitted

5. COURSE REPEATABILITY:

YES NO

Justification: Indicate why the course can be repeated

"The course follows a different theme each"

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDIT

10. ESTIMATED IMPACT

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

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the

proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

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

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? **If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning**

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

University of Alaska, Fairbanks
School of Education

Preparing professional, culturally responsive, and effective educators for rural and urban Alaska

ED 411: Strategies for Reading and Writing Instruction in Multi-Cultural Classrooms
3 Credits (2.5+0.0+0.5)

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

and on the year-long internship. For more information, contact Diane Kardash, UAF Department of Elementary Teacher Education.

Diane Kardash_Instructor

Toll-free FAX: 866 561-8031

Office hours by appointment
Email: dlkardash@alaska.edu

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:

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>

ACTIVITIES AND ASSESSMENTS

Class Participation (P) – Rubric on page 6

Participation in the class is crucial. *Attendance in class, participation in discussions both in class and on*

Blackboard, and peer response will be assessed. ED411 interns are expected to contribute knowledge and experience. Assignments for this part of the class may include:

"Self selected reading" must include the following four components: choice, time, record keeping, and debriefing instruction.

**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" _____

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

ED411 - 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 ESCAD 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	<ul style="list-style-type: none"> • Intern actively participates in class discussions and demonstrates interest to connect ED411 coursework and activities to classroom practice. 	<ul style="list-style-type: none"> • Intern demonstrates leadership in class discussions and demonstrates strong interest to connect ED411 coursework and activities to classroom practice. • Intern solicits feedback from instructor

ED411 2011 Classroom Profile Assignment and Rubric

Due Monday, September 12 – Initial Submission

Due Monday, December 12 – Update (See competency 8.6 – Target Rating)

ED411 interns **will create 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

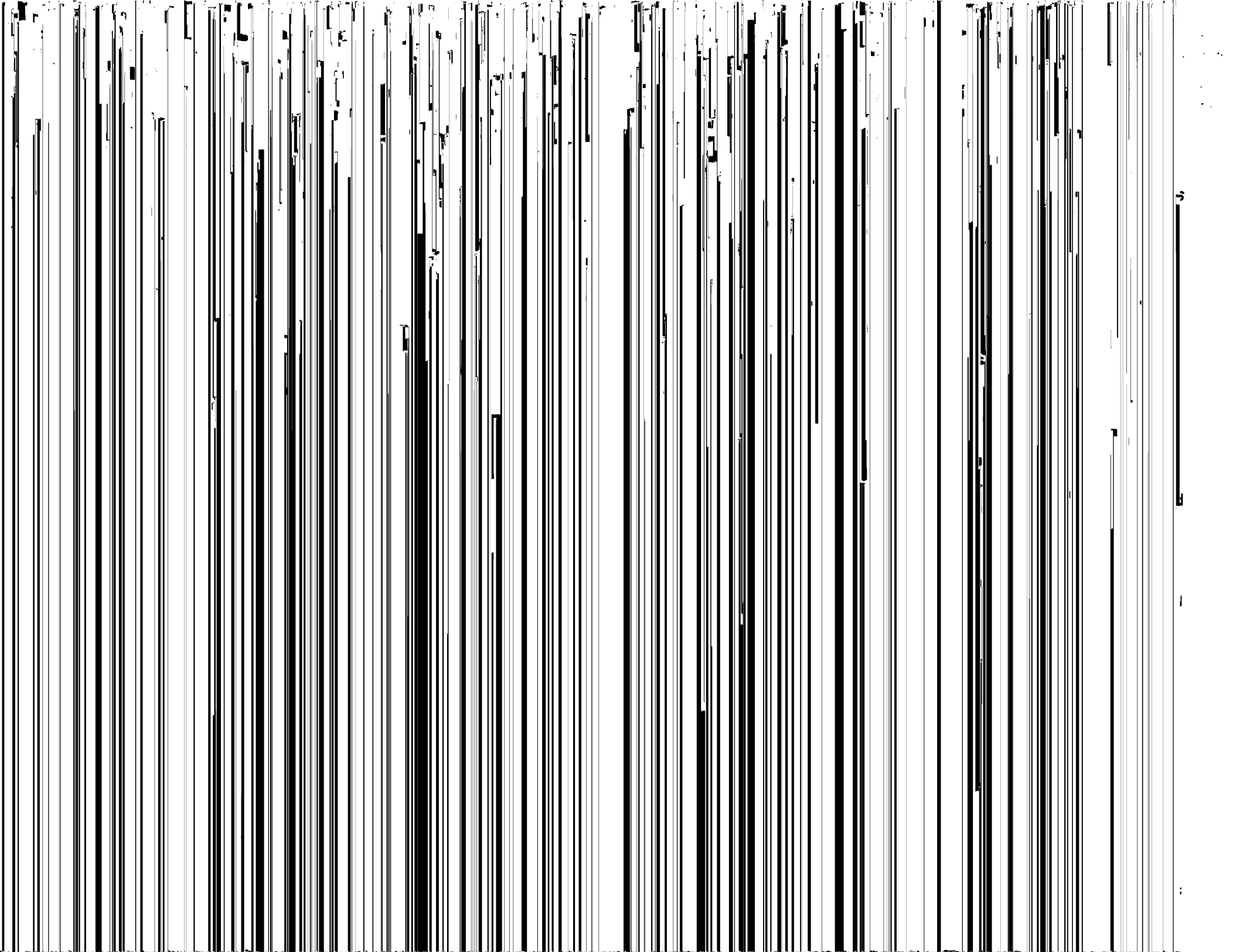
deployments, etc), developmental/achievement levels in literacy based on previous year's ending grades or assessments from the beginning of this year, each student's areas of interest, and response from families regarding media permission ([VideoReleaseform_letterhead.doc](#) - Can this student be included in photographs/videos intern takes to illustrate intern's work in the classroom?).

ED411 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

3-2 Recognize the differences in cultural, linguistic and geographic backgrounds of students and demonstrate the ability to build upon the

Intern identifies at least six areas or characteristics to include in the profile. Required areas are as follows:
• demographic information

- Intern identifies at least six areas or characteristics to include in the profile, including the four required areas. Suggested additions include:



ARGET

Standard" column plus quarter are included. Steps 1-3 goals with each writing. What would each or learn more about in the ng? Intern documents conferences ch the intern reviews with the ed and goals set in earlier nts and revised goals, if

Standard" column plus intern are included that show ts profiled.

Standard" column plus n mentor, students and **experience.**

itation is logical, compelling, an inviting introduction, clear, and satisfying conclusion. e.g., grammar, usage, spelling, on, paragraphing) enhance e found only when "hunted."

pplicable

pseudonym.

**UAF/ALASKA TEACHER STANDARDS
ELEMENTARY COMPETENCIES BY NUMBER
ESSAP—Elementary Standards-Based Summative Assessment Plan**

Standard I: Philosophy and Application to Practice

The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice

1-1 Articulate his/her general philosophy of education, and briefly explain the experiences and/or knowledge base that has contributed to the formation of those beliefs

1-2 Explain how several of their teaching activities and responsibilities (e.g., lessons, units, projects, assessment, classroom structure

& management) reflect the philosophy

1-3 Demonstrate flexibility, persistence and an ability to take risks as reflected on PCFF's and FOFF's

Standard II: Learning Theory and Application to Practice

The teacher understands how students learn and develop, and applies that knowledge in teaching practice.

2-1 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

2-2 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students from multiple developmental levels

2-3 Differentiate instruction in the context of a variety of teaching activities to adequately meet the needs of students with different learning styles

2-4 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 and unit development, assignments, assessments, classroom structure and management). *(Cross-listed with 3-2 and 5-1)*

2-5 Demonstrate a belief in the ability of all children to learn as reflected on PCFF's and FOFF's

Standard III: Integration of Community & Cultural Diversity—in Alaska Context

The teacher teaches with respect for students' individual and cultural characteristics.

3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the student's and local community culture into instructional strategies that support student learning

Standard IV: Knowledge of Content Area and How to Teach It

The teacher knows the appropriate subject matter content and how to teach it in the ten student content areas: English
Mathematics, Science, Government & Civics, Geography, History, Arts, World Languages, Skills for

Healthy Life; Technology

4-1 Develop and teach a series of lessons (e.g. unit) in each major content area as defined by ACEI (math, science, social studies,

5-9 Demonstrate the ability to continually modify and adapt plans based on assessment information and to be flexible in the teaching process *(Cross-listed with 6-7)*

Standard VI: Effective Learning Environments Created

The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.

6-1D ... ability to establish a positive classroom environment that accepts, affirms and constructively builds upon the

diversity of the students *(Cross-listed with 3-4)*

6-2 Prepare a plan for the physical organization/environment of a classroom that provides evidence of understanding of the need to appropriately accommodate the physical, social and emotional needs of all children

8-4 Provide evidence of on-going professional development and a commitment to lifelong learning
(Cross-listed with 4-6)

8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals

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

Standard IX. Use of Technology

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)

9-2: Provide instruction and support for students in the use of technology

