103-UCCh.

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office

5. COURSE REPEATABILITY:

Justification: Indicate why the course can be repeated

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 | x | 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

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

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

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 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

"Self-selected reading" must include the following four components: choice, time, recordkeeping, and sharing. 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.

conclusion of the course.

Competency	Acceptable	Target
8-2 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate	• Intern actively participates in class discussions and demonstrates interest to connect ED411 coursework and activities to classroom practice.	• 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:
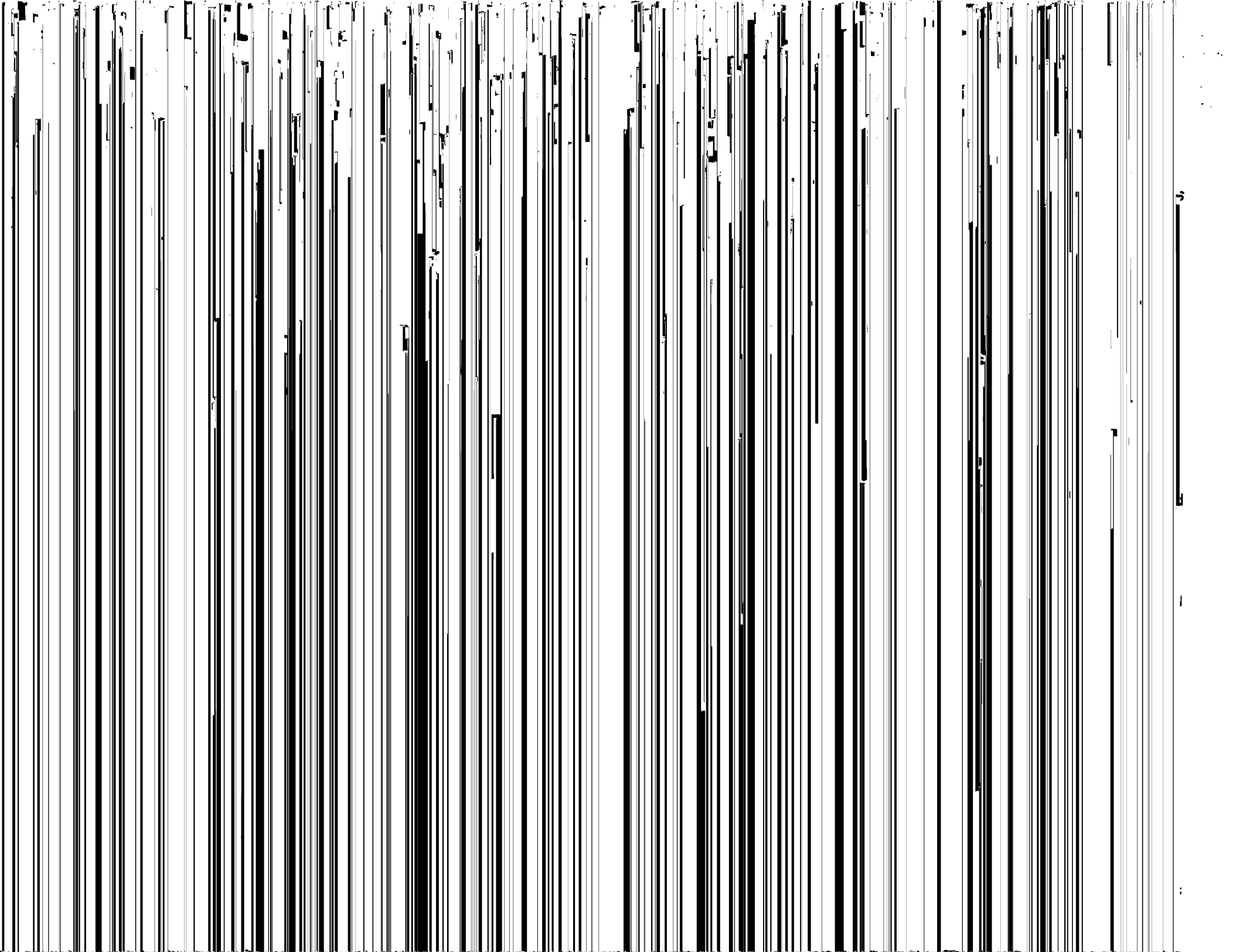
ndard" column plus uarter are included. ps 1-3 goals with each writing. What would each or learn more about in the ng? ern documents conferences ch the intern reviews with the ed and goals set in earlier hts and revised goals, if	
ndard" column plus ntern are included that show ts profiled.	
ndard" column plus n mentor, students and *experience*.	
itation is logical, compelling, an inviting introduction, clear, d satisfying conclusion. .g., grammar, usage, spelling, on, paragraphing) enhance e found only when "hunted."	
oplicable	

pseudonym.

UAF/ALASKA TEACHER STANDARDS
ELEMENTARY COMPTENCIES 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.

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.

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)

Goals for Developing Readers

Taken from