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REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

Department Secondary College/School School of Education

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1. COURSE IDENTIFICATION:

Dept.: Secondary Education EDSC Number: 472 No. of Credits 3

Course Title EDSC F472 Secondary Teaching: School Internship II and Seminar

Existing Course  New Course Pending Approval \*

\*Must be approved by appropriate Curriculum Council

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

- Group (medium or large class)
- Public (medium or large class)
- Public (small class)
- Public (large class)

3. COURSE DESCRIPTION: (use catalog format including dept., number, credits, and title, etc.)

The attached syllabus must clearly reflect the following basic elements for the ORAL COMMUNICATION emphasis requested. Please note them directly on the syllabus using the

B -- 2 presentations of 20 minutes with Question/Answer or

C -- Instructor Evaluation/Feedback on all presentations

PUBLIC [Medium or Large Class] (Regularly enrolling 20 or more students, and designated "O"):

- A -- 7.5 % of the final grade based on oral communication
- B -- 1 presentation (minimum of 5 minutes), and
- C -- 1 presentation of 8-10 minutes with Question/Answer
- D -- Instructor Evaluation/Feedback on all presentations

4. JUSTIFICATION FOR ACTION REQUESTED: (max. 1 page)

EDSC 472 -Justification for "Oral Intensive" Designation.

Copy of this form is to be submitted to the School of Education, University of North Carolina at Charlotte.

**Seminar** are engaged in student teaching while completing the requirements for secondary licensure. Students enrolled in this course participate in 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.

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 and setting learning expectations to each student

- Establishing and maintaining consistent standards of classroom behavior

COMMENTS:

Alaska Teacher Standards addressed

Intern \_\_\_\_\_ Name and role of person completing this form \_\_\_\_\_

Date: \_\_\_\_\_

STRENGTHS

GOALS

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

Candidate \_\_\_\_\_

date: \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

date: \_\_\_\_\_

Observer/Supervisor \_\_\_\_\_

date: \_\_\_\_\_

In addition, all students are required to present a summary of their classroom experiences, emphasizing their philosophies and highlighting selected instructional events. These presentations are made to peers, incoming program participants, faculty and experts. Faculty will utilize the oral presentation as a

**EDSC 472**  
**Oral Presentation Assessment**

**Intern's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reviewer's Name** \_\_\_\_\_ **Role** \_\_\_\_\_

**Instructions:** Please complete the rubric below by checking off criteria that best apply to the presentation. In the comment section, please provide at least one positive comment and at least one suggestion that would strengthen the presentation

**An intern will be able to:**

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

Instructor: Secondary Licensure Program Faculty

Contact Information: 474-6500

Office: Gruening 701A Conference by appointment...

### COURSE DESCRIPTION

Supervised observation and teaching in secondary schools as part of the School of Education. Discussion topics may include special education, school-community relations, special needs, curriculum development, learning strategies, and the integration of technology across the curriculum. The School of Education may, under emergency conditions, determine assignments and cancel registration of students doing unsatisfactory work. (Prerequisites: satisfactory completion of EDSE 471 or permission of instructor.)

### STATE OF ALASKA STANDARDS FOR TEACHERS TARGETED IN THIS COURSE

Standard A. A teacher can describe the teacher's philosophy of education and the relationship to the teacher's practice.

Standard D. A teacher understands how student learning and development apply to 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 to their specific content areas to their teaching practice.

1.1 Candidates will consider the nature/philosophy of their content area(s) and incorporate discipline and interdisciplinary activities into lessons and activities related to their content area(s) into their field-based lessons and activities.

1.2 Candidates will demonstrate their knowledge of their content area and their knowledge of how to teach it.

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 research 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 philosophy based on research and appropriate 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 curricular 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 safe and caring learning 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...

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 which will document meeting all required course outcomes and national and state standards for teachers.
- 3.3 Within the classroom, candidates will use teacher technologies and applications such as word processing, spreadsheets, databases, and powerpoint, and will be using laptop computers and printers to maximize student learning.

**EVALUATION**

This course will be evaluated by... in the determination of... based on...

- A. satisfactory completion of course assignments which may include but not limited to:
  1. readings or design papers
  2. class discussions
  3. Blackboard activity or written responses to participation

B. quantitative and qualitative measures of progress and achievement to be achieved through rubrics and other assessment instruments. *Appendix 4 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 technical computer skills necessary to teach

DOCUMENTATION OF COURSE REQUIREMENTS TO RESOLVE ANY CANDIDATE PORTFOLIO ISSUES TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS. *Appendix 4 Public*  
 All evidence is presumed to apply to the candidate's specific content area.

**OUTCOMES**

Outcome 11-1.4

Evidence: Each candidate will implement lessons and units including but limited to whole lessons, mini-lessons, small and large group activities, and other activities in which the candidate is teaching.



Candidates will be able to... incorporate disciplinary and interdisciplinary themes and outcomes into these new-based lessons and activities.

Candidates will modify general teaching tools and strategies (including technology) to their non-content area(s) presented in an actual lesson with cultural context of the domain. They will have knowledge of the content area and the instructional strategies 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.D.) Each candidate's observation and evaluation forms will contain applicable standards from his/her specific content area(s).

### Outcome 2.1

Evidence: Each candidate periodically will reconsider his / her written philosophy of teaching in general and specifically how 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.

Standard: AST-I-SS3.2

Evidence: Samples of student work related to the content area of the candidate's content area and its relationship to human values and endeavors, and to the real world.

Standards: AST-I

Evidence: ... with the written philosophy statement

Standards: AST-I, SS 3.2

### Outcome 2.2

Evidence: Written lesson plans that demonstrate and implement all appropriate standards and activities.

Standard: AST-II, CS 1.1-1.10, CS 2.1-2.5

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

Standards: AST-II, SS 1.1.1-1.1.3, SS 2.1-2.3

### 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, syllabus materials, and other materials being used in the candidate's class room.

Standards: AST-IV

#### Outcome 2.4

Evidence: samples of lesson plans/materials that demonstrate knowledge of content area and how to teach it Standards: AST-IV, SSI.1-1.10, SS2.1-2.5 Evidence: 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.1-1.10, SS2.1-2.5 Evidence: written report by mentor and / or supervisor of observation of lesson plan, administration, and knowledge of content area and how to teach it

Standard: AST-IV, SSI.1-1.10, SS2.1-2.5, SSS.3

#### Outcome 2.5

Evidence: samples of student assessment instruments including formative and summative tools Standards: AST-V, SSI.1-1.10, SS2.1-2.5 Evidence: samples of records of student progress and achievement in areas of AST-V, SSI.1-1.10, SS2.1-2.5

#### Outcome 2.6

Evidence: facilities in effort to improve 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, SSI.1-1.10, SS 2.1-2.5 Evidence: written report by mentor and / or supervisor of observation of student demonstration of learning in environment in which all students are actively engaged and contributing members Standards: AST-VI, SSI.1-1.10, SS2.1-2.5, SSS.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 demonstrating participation in the contribution of a service to the community

Standards: AST-VII

Evidence: Written documentation, calendar, and electronic portfolio indicate sequence and sequence of course requirements and method of documenting satisfactory completion of requirements using applied technology Standards: SSS.4

#### Outcome 3.1

Evidence: Candidates will send copies of written assignments to his/her supervisor by email or internet as required by their supervisors

Standard: National standards for the specific area of technology (See standard for specific content area in Section IJR). 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. Candidates for teacher standards and national teacher standards may use a variety of creative and innovative ideas such as animated cartoons, musical compositions, poem readings, posters, slides, audio recordings, and 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 any standards for technology. Students will present selections from portfolios at a meeting of peers, parents, invited guests, incoming candidates and faculty.

### **Outcome 3.3 B,C,D, PUBLIC**

Evidence: Candidates will create and teach lessons using applications such as word processing, spreadsheets, databases, PowerPoints, and e-books using a laptop, computer and printers to maximize student learning.  
Standards: AST-IV, SS1.1-1.10

### **READING**

Current and classic readings on selected topics including:

- academic needs of adolescents - current issues in education
- current practices in education - meeting educational 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 enrollment events, students meet periodically for seminars; times and dates are listed on the following calendar.

### **ACADEMIC SUPPORT**

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

### **DISABILITY SERVICES**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Services, a part of UAF's Center for Health and Community Programs provides accommodations to enrolled students with disabilities. The UAF ODS staff makes every effort to work with students with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are

eligible, please contact Disability Services on the UAlbany campus at 518-487-2555, or visit <http://www.uat.edu/disability/> on the web or contact a student and enrollment services staff person by your nearest local telephone. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 mandate disability support services.