

110-UCCh.

(Sigs)

FORMAT 2

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

Format 6 also submitted

7 submitted

8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated
(for example, 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

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL:

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

regarding the development of "new" 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

Reading, Writing, Math, Science, PE/Health and the Arts. This evidence needs to be reflected more directly and more accurately on our program requirements than it has been. Some of the work currently completed by

[Empty box for signature]

Date

[Empty box for date]

Signature, Dean, College/School of:

[Empty box for college/school name]

ED 469: Synthesizing the Standards II
Fairbanks Campus Section – Spring Syllabus
2 credits (1.0+0.0+1.0) 3 (1+0+3)

Instructor: Amy Kenaston, UAF School of Education, Fairbanks Campus
e-mail: abkenaston@alaska.edu, Work phone (907)474-6898

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 calendar that is distributed each August by the UAF Department of Elementary Teacher Education.

Course information:

On campus dates, times and locations	Off campus dates and times
• Friday, January 20 th 9-11am OUP Room 150	• Friday, January 27 th , 9-11am
• Friday, February 10 th 9-11am OUP Room 150	• Friday, February 3 rd , 9-11am
• Friday, February 24, 9-11am OUP Room 150	• Friday, February 17 th 9-11am

Required materials:

- ❖ Your ESSAP binder (assembled in the fall semester) and 2 sets of mini Post-it flags (about 1/2" wide by 1.5" long) (preferably in 8 different colors)

Course Outline and Schedule (Spring 2012)

			ASSIGNMENTS
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For this activity, interns are asked to complete an annotated bibliography over the course of the internship year of professional resources that you have encountered and how you intend to use them in the future

using the following format:

Date of	Title of	Type of resource (e.g.	A brief description of the resource including	How or when you might use it in the
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activities that we know of in the community with you, and hope that you will keep your fellow interns informed also. (REQUIRED to attend at least one during the year)

- Attending school sponsored activities after school hours (open houses, after-school clubs or sports, family math night, etc.)
- Grade level planning meetings (REQUIRED to attend if they occur during school hours and do not conflict with UAF coursework)
- In-services that include interaction with staff members
- IEP or intervention meetings (REQUIRED to attend a minimum of one during the year, and all others held during school hours provided they do not conflict with UAF coursework)
- Parent-teacher conferences (REQUIRED to attend unless UAF coursework conflicts)
- Letters, phone conversations or e-mails made to parents that involved collaborating to improve student performance

5. **Standard 5:** Reflecting on the assessment strategies you have utilized and integrated into your units and lessons this year, and on the approaches you have used for looking at and learning from student work, what area of assessment do you feel most comfortable and confident with? What assessment concept is still confusing to you, or do you find yourself struggling with the

years of teaching, and why? What area of assessment would you like to continue to learn more about for future use in your classroom?

6. **Standard 6:** Reflecting on your experiences in the classroom this year, how has your ability to effectively manage a classroom changed? What has been your biggest challenge in classroom

- The portfolio and cover sheets will be turned in to program faculty for review (not evaluation) at end of fall and

with the student. The instructor shall specify the offense and the proposed consequences of the offense (see below). If a meeting is requested, the instructor and/or the student may choose to have a second faculty member present at the meeting. In the event that the student refuses to reply or fails to meet with the instructor within a reasonable

period of time specified by the instructor, or consensus regarding the offense is not reached, the proposed

~~consequences will be implemented by the instructor, and the student may choose to appeal their final decision.~~

★	Competency	Target	Assessment	Date
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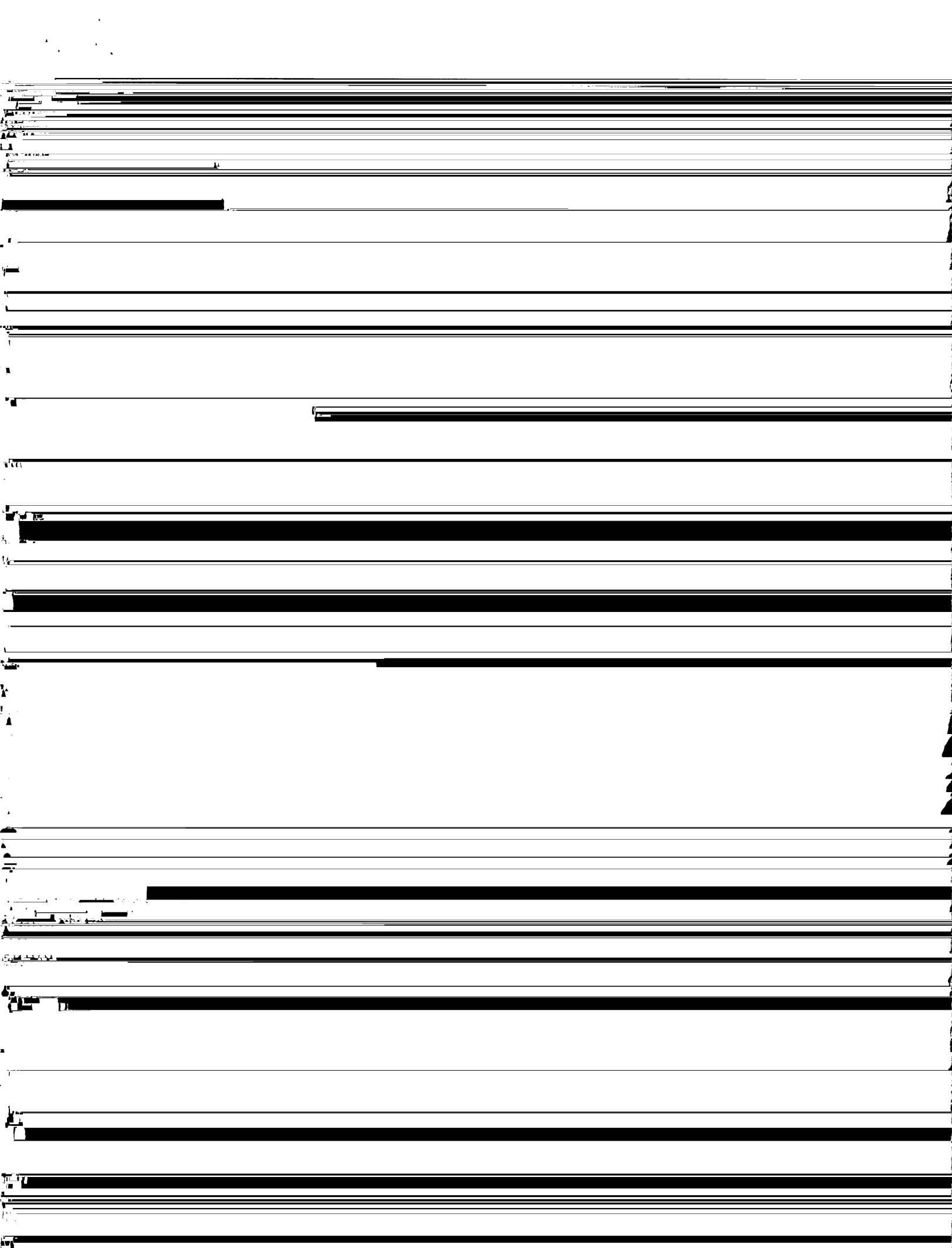
PARENT HANDBOOK Competencies

Written conventions, sentence structure and adherence to

Written conventions are error-free. Sentences are fluid and well structured and

Writing conventions and sentence fluency are adequate/readability is

Errors in conventions and/or sentence fluency significantly impact



ED 469 Student Commentary Assignment

Directions: Teachers have to write a commentary on the video and answer the questions below.

[The page contains a series of horizontal lines for writing, but the content is mostly obscured by heavy black redaction bars.]

Overview:

After gathering ideas and information from your textbook, "The Parent Handbook," and your

- Think through the system you will use and describe it in as much detail as possible. If you are going to use a newsletter, what information will you include? How often will you send it home? If students are going to create the newsletter, how will you organize that activity?

A sample newsletter or weekly letter home would be great (but is not required)

Relative to competency 7-3 ***Demonstrate collaboration with families to set goals for students and improve student learning:***

Describe a minimum of two strategies you will use to incorporate parents and families into your

classroom for the purpose of improving student learning (note: this is different from the parent volunteer opportunities described below). *Parents and Teachers Working Together is a wonderful*