

Revised 11/14/2012

**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

**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

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

4.design, implementation and assessment of units of study which meet criteria determined by SOE

B. quantitative and qualitative measurement of progress and achievement in fieldwork through rubrics and other appropriate instruments. Utilizing the School of Education Observation Form (Form J -attached) students will receive feedback and assessment of presentations to 7-12 students in classrooms at least 6 times from university supervisors and six times from mentors.

meet Alaska Teacher Standards. **A 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 technological competence (cross reference EDSC 443.)

DOCUMENTATION OF COURSE REQUIREMENTS INCLUDED IN STUDENT PORTFOLIO TO DEMONSTRATE COMPETENCE IN ALASKA TEACHER STANDARDS.

Students must demonstrate skills in communication and public speaking in order to successfully meet Alaska Teacher Standards.

Outcome 2.1

Evidence: Each candidate periodically will reconsider his / her written philosophy of teaching in general and specifically toward teaching their content area to grade 7-12 students. Candidate will

candidate's file box.

Standards: AST-L SS3.2

Evidence: Samples of student work indicating understanding of the nature of the content area and its relationship to human values and endeavors, and to the real world.

Standards: AST-I

Evidence: Written report by mentor and/or supervisor of observed practice, consistent with the written philosophy statement.

Standards: AST-I, SS3.3

Outcome 2.2

Evidence: Written lesson plans that reference developmentally-appropriate materials and

Outcome 2.5

Evidence: samples of student assessment instruments including rubrics or other grading tools

Outcome 2.6

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/sssl>

**DISABILITY SERVICES**

EDSC 472 -Justification for "Oral Intensive" Designation.

Students enrolled in **EDSC F472 Secondary Teaching: School Internship II and Seminar** are engaged in student teaching while completing the requirements for a "Oral Intensive" designation.

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					