



**UNIVERSITY  
of ALASKA  
SOUTHEAST**

ALASKA COLLEGE  
OF EDUCATION



**Graduate Elementary Programs  
K-8 Certification**

# **Student Teaching Handbook**

*2019-2020*

# Graduate Elementary Programs: Student Teaching Handbook

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Title IX

Welcome to the student teaching phase of the Graduate Elementary Programs! This is an exciting time for all involved. The host teacher is engaging in a semester-long commitment of volunteering service to the profession. The student teacher will have a chance to plan, teach and evaluate classroom instruction during a semester in the classroom.

Your Alaska College of Education (COE) faculty look forward to seeing how your semesters of intense preparation will come to fruition in the K-8 classroom. Together, we will engage in a journey of learning, growth and professional development.

Dr. Beth Hartley  
Dr. Jeffrey Lofthus  
Professor Kevin Spink

### **COE Mission Statement**

To identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

### **COE Vision**

Our graduates will be informed, reflective and responsive teachers within diverse classroom, school and community contexts.

## **Student Teaching Policies and Requirements**

### **Policies**

1. Student teaching is a 6-credit graduate course, ED 688. All student teachers must register for this class. If you do not complete student teaching during the semester, you will receive a deferred grade and you may need to register for additional credit the following semester. In certain prearranged cases, a student teacher may register for 3 credits one semester and the remaining 3 credits the following semester.
  2. Host teachers may register for a 3-credit course, ED 593. The tuition for this class is paid by the College of Education; however, host teachers are requested to pay the student fee.
  3. Generally, student teaching covers a 15-week semester. If a student teacher requires extra time to meet the course requirements, additional weeks may be added. The host teacher and the University supervisor determine this. If a student teacher is hired for a classroom position during student teaching, we will make arrangements for you to complete your ED 688 requirements in your teaching position.
  4. Full time or “solo” student teaching of 6 weeks is required. The student teacher, host teacher and University supervisor determine the timeline of this activity. Host teachers are expected to be out of the classroom for a reasonable amount of time to allow the student teacher to assume independent responsibility for classroom management and discipline.
  5. Solo teaching includes planning, teaching and assessment, as well as other teacher duties and responsibilities in the school.
  6. Student teachers must keep a plan book and leave lesson plans in the case of absence. Student teachers must provide a formal lesson plan for any observation by the host teacher, supervisor and/or principal. Lesson plans are not necessary for routine classroom procedures such as spelling tests or read aloud. Use the UAS lesson plan template for this purpose.
  7. Student teachers may substitute teach when their host teachers are absent on a short-term basis if the local school districts allow. Student teachers are not building subs.
  8. Student teachers may take personal leave for medical or personal reasons; however, leave of more than a week will require an extension of the student teaching timeline. They must be sure to call in any absence to the school in a timely manner and leave plans if appropriate. Notify your host teacher and supervisor, as well.
  9. We recommend that student teachers not take any additional coursework during student teaching.
  10. University supervisors visit as often as is feasible. Generally, a weekly visit is made to local student teachers. For distant locations, the supervisor will visit less frequently, but the visits will be of longer duration. Supervisors will consult with the student teacher and host teacher regarding travel plans
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## **Requirements**

1. Fifteen weeks in the building, with 6 weeks of full-time teaching.
2. An orientation meeting with student teacher, host teacher and University supervisor, including discussion of requirements, policies, observations, and meetings.
3. Ten “formal” documented observations that cover language arts - reading and writing, math, science, social studies, arts, P.E., health, technology and one differentiated lesson. At least five of these will be done by the University supervisor; others by the host teacher. Please provide the formal lesson plan prior to the lesson for your observer. Also, it is very helpful to inform the observer of anything in particular you wish the observer to look for. (For example, how well you call on all students; the level of your questions, pacing, wait time, etc.)
4. A mid-term assessment using the Evaluation of Classroom Practice and Content (ECPC) as guideline. Goals for the completion of student teaching will be determined at this time. The host teacher completes a Dispositions Assessment at this time.
5. The Evaluation of Classroom Practice from host teacher, University supervisor and student teacher to be completed at the end of student teaching, and recorded in the online assessment system.
6. A final conference with student teacher, host teacher, principal (if possible) and University supervisor. The Evaluation of Classroom Practice or Professional Portfolio may be used as a guideline to discuss the student teacher’s competencies. A mock job interview may also be included.
7. An original unit of study must be taught during student teaching using the Unit template provided. It is assessed using the Integrated Unit Rubric. Please upload the completed unit in the appropriate area in your online assessment system.
8. A Teacher Work Sample must be completed during student teaching. It is assessed with the Teacher Work Sample Rubric. The Teacher Work Sample is the subject of our biweekly seminars.
9. A Professional Portfolio must be presented upon completion of student teaching. This portfolio contains the student teacher’s philosophy, teacher work sample, unit and your observed lessons that relate to the 9 goals of the College of Education, as well as the content goals of CAEP. Each portfolio entry should include a brief statement explaining what the artifact is and how it proves that you meet the standard in that area. Each lesson plan used must include an observation as well as your written reflection on the lesson and the observation comments.

The artifacts are assessed using the Portfolio Rubric. The Professional Portfolio is used for the job application and interview process and will be augmented with theory and reflection during the final phase of the MAT degree. The Professional Portfolio contains entries in the following areas:

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- Introduction
- Philosophy of Education
- Development
- Diversity
- Language Arts
- Math
- Science
- Social Studies
- The Arts
- Health
- Physical Education
- Content (the backwards design unit)
- Assessment (the Teacher Work Sample)
- Engagement/Classroom Management
- Parents, Family and Community Involvement
- Professionalism (a demonstration of collegiality and professional development activities plus your Annotated Bibliography)
- Technology
- A current resume
  - Include letters of reference, if you have them.

The Professional Portfolio should be done as on online website. Make it user friendly so that others can easily access and understand it. Provide a table of contents and easy access to each clearly indicated section of the portfolio.

10. Please be sure that you and your host teacher are enrolled in LiveText. Instructions are included in the Appendix.

## **Responsibilities**

Many professionals collaborate together to provide a student teaching experience that is successful for the student teacher, as well as helpful and regenerative for the host teacher. Ultimately, the collaboration of two teachers in the K-8 classroom results in more attention for the students. Following are specific responsibilities of the professionals who make up the student teaching team.

### **Student Teacher Responsibilities**

Student teachers are "like" teachers. They must be at school for the entire school and planning day. They should teach all the academic subjects: reading, writing, spelling, math, social studies, science, the arts, health, P.E. and the use of technology. Besides planning, teaching and evaluating, the student teacher takes other school duties as assigned, such as recess, faculty meetings, bus duty, etc. The student teacher should be actively involved in the report card and parent conference processes. The student teacher participates in district seminars and audio conferences, as scheduled.

*Other specific student teacher responsibilities include:*

1. **Confidentiality**. Student teachers must hold in strict confidence information from contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher or your instructor. Information found in a pupil's cumulative records should be held in confidence. Children used as case studies should be identified with either a first name only or a pseudonym.
2. **Attendance**. A student teacher is considered a member of the faculty. As a student teacher, you will be expected to follow teachers' hours. Notify the school in advance if you are going to be absent.
3. **Appearance**. Dress professionally in a manner consistent with or just a bit dressier than the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming. Women need to avoid low-cut blouses and trousers. Men: if you have a beard, be sure it is well groomed. Remember: your students (and their parents) will be watching you very closely.
4. **Classroom Observation**. Most students will begin their student teaching as observers. Use this initial period to become acquainted with the students ~ learn their names, characteristics and individual differences. Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures; look for answers to previously formed questions and remember at all times to be a learner, not a critic. See *Overall Teaching Task Checklist* below.
5. **Planning**. Keep a daily and weekly plan book, or online plans. All lessons and instruction should be prepared in advance. Go over the lesson(s) in advance with the

host teacher when possible. Student teachers must have weekly plans approved by the host teacher. During solo teaching, the student teacher must have plans available in case of absence. When using a textbook teacher's manual, you will still need to complete a full lesson plan based on the text material with references to content and page numbers. When you are going to be observed, you need to provide a lesson plan for your observer. If you are using a textbook or other materials, make them available to your observer as well.

6. Assessment. Throughout student teaching, you will be observed and assessed during teaching and interacting with children. Assessment is most valuable when the student and the observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher.
7. Ethics. All student teachers must abide by the Alaska Teacher Code of Ethics. <https://education.alaska.gov/teachercertification/20aac10> Any breach of the Code of Ethics is grounds for immediate expulsion from the program and the school.
8. Praxis II. The student teacher needs to have successfully completed the Praxis II test, Form 5018, Elementary Content Knowledge, before student teaching. The College of Education must receive these results, including a copy of the disaggregated scores for English, Math, Social Studies and Science. The College of Education cannot recommend a candidate for certification until these scores are received. If the test is scheduled during the school day, be sure to arrange for your absence.

### **Host Teacher Responsibilities**

The host teacher guides the student teacher in every way. Once the student teacher has begun classroom teaching, the host teacher should approve lesson and unit plans and observe frequently. The host teacher should give constructive feedback and participate in the written assessment process. The host teacher may also provide a final written assessment based on the teacher standards.

#### *Specific responsibilities of the host teacher:*

1. Becomes familiar with the background of the student teacher and uses this information to help the student teacher grow as a professional.
2. Prepares the students in the class for the student teacher's participation.
3. Creates an atmosphere in which the student teacher has a feeling of belonging and authority.
4. Provides a desk and work space for the student teacher.
5. Reviews the program expectations with the student teacher and University supervisor.



6. Requests the student teacher's assistance in setting up the room prior to the beginning of the school year (fall semester).
7. Introduces the student teacher to faculty, staff, parents and community.
8. Acquaints the student teacher with the needs of the students, the curriculum, the standards and the plans for instruction that semester.
9. Acquaints the student teacher with all the assessment and record keeping responsibilities that the host teacher maintains.
10. Provides the student teacher with books, materials and online access.
11. Communicates with the student teacher and University supervisor if there are any questions or concerns.
12. Provides a seating chart or other materials so the student teacher can learn names.
13. Acquaints the student teacher with appropriate school policies, personnel, materials, resources and programs.
14. Demonstrates and models a variety of effective teaching techniques and strategies.
15. Develops a schedule with the student teacher for the semester that includes taking over subjects and time periods, solo teaching and shifting back to full-time teaching responsibilities and defines the extent of the student teacher's responsibilities. (See a *Recommended Schedule for Student Teaching* below.)
16. Requires and previews lesson plans in advance of teaching lessons and units.
17. Assists the student teacher in locating materials and teacher resources.
18. Observes the student teacher and provides specific constructive feedback and encourages student teacher reflection while debriefing the lessons and classroom management.
19. Provides ongoing feedback, encouragement and recognition of success.
20. Registers and uses the online assessment system, LiveText.
21. Provides formal evaluations for lessons taught by the student teacher.
22. Allows the student teacher to "solo" for 6 weeks and leaves the room to give complete responsibility for teaching and management. The gradual release of responsibility is important for the student teacher in developing confidence and authority in their practice.
23. Provides an opportunity for the student teacher to participate in quarterly report card/parent conference assessments.

24. Discusses the Evaluation of Classroom Practice (ECPC) at mid-term (formative). Participates in conferences to discuss the evaluations and helps the student teacher make goals for improvement.
25. Completes the Dispositions Assessment at mid-term (formative) and also meets with student teacher to discuss evaluation and make goals for improvement.
26. Completes the Evaluation of Classroom Practice (ECPC) as a summative assessment at the end of the semester. This is documentation of the student teacher's success in meeting the program goals and standards.
27. Completes a Professional Characteristics Assessment (PCA) at the end of the semester (summative).
28. Writes a final evaluation that summarizes the College of Education's competencies.
29. Provides time for and maintains communication with the University supervisor.

### **Responsibilities of the School Administration**

Local principals provide the link between the University and the local classroom. All placements of practicum students and student teachers are made through the building principals.

*Specific responsibilities of the principals include:*

1. Welcomes candidates in the building and provides support as requested.
2. Observes the student teacher.
3. May write a letter of recommendation for the student teacher.
4. May assist the University supervisor in an exit interview for the student teacher.

### **Responsibilities of the University Supervisor**

The University supervisor provides the link between the University program and the school settings. Supervisors go into the field to monitor student teachers. The supervisor will visit remote sites as often as feasible.

*University supervisor responsibilities:*

1. Provide an orientation to the student teacher and host teacher. Explain requirements and monitor assignments, provide a Student Teacher Handbook and directions for registering in the online assessment system.
2. Visit or contact schools regularly. Generally, the University supervisor visits local schools weekly. Remote sites are visited for more extended stays, monthly if possible.
3. Serve as a mentor, advisor and evaluator for the student teacher.

4. Facilitate communication between all parties.
5. Assist the student teacher and host teacher as requested.
6. Facilitate mid-term and final conferences regarding assessments (ECPC, Dispositions).
7. Complete the Student Teacher Observation Template (STOT) as a summative assessment.
8. Provide a final written assessment based on the COE goals.
9. Evaluate the Professional Portfolio, Teacher Work Sample and Unit projects.
10. Assign the final grade for the class.

## **A Recommended Schedule for Student Teaching**

The host teacher, student teacher, and University supervisor should agree on a schedule for the semester. The following is one sample, but they will vary depending on the district schedule and individual classroom needs.

<b>Week</b>	<b>Suggested Activities</b>	<b>Notes</b>
1	<ul style="list-style-type: none"> <li>Go to school when teachers report</li> <li>Help set up classroom</li> <li>Get to know school and personnel</li> <li>Review overall curriculum goals for year</li> <li>☐ Be sure to register for Praxis II if not already done</li> <li>Be sure everyone is enrolled in LiveText</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor will visit</li> </ul>
2	<ul style="list-style-type: none"> <li>Students return: get to know them</li> <li>Host teacher sets tone and routines</li> <li>Student teacher takes some responsibility such as reading aloud, spelling and opening activities</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Determine content of unit</li> </ul>
3	<ul style="list-style-type: none"> <li>Student teacher takes on additional responsibilities in classroom</li> </ul>	<ul style="list-style-type: none"> <li>Host teacher begins observations</li> </ul>
4	<ul style="list-style-type: none"> <li>Student teacher continues to take on additional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor begins observations</li> </ul>
5	<ul style="list-style-type: none"> <li>Student teacher adds responsibilities</li> </ul>	
6	<ul style="list-style-type: none"> <li>Student teacher responsible 1/2 day</li> </ul>	
7	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	
8	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	<ul style="list-style-type: none"> <li>Begin unit instruction</li> <li>Mid-term conference (ECPC/Dispositions/PCA*)</li> </ul>
9	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	
10	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	<ul style="list-style-type: none"> <li>Participate in report cards and parent/teacher conferences</li> </ul>
11	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	
12	<ul style="list-style-type: none"> <li>Full-time teaching</li> </ul>	
13	<ul style="list-style-type: none"> <li>Host teacher begins to phase in</li> </ul>	
14	<ul style="list-style-type: none"> <li>Host teacher continues phase in</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor: Formal observation (STOT)*</li> </ul>
15	<ul style="list-style-type: none"> <li>Student finishes project</li> <li>Observations of other classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Final conference/exit interview (ECPC/Dispositions)</li> </ul>
16	<ul style="list-style-type: none"> <li>Complete observations &amp; other projects</li> </ul>	

\*STOT and PCA schedules may change

## Overall Student Teaching Tasks Checklist

Check	Student teaching requirements	Assessment documented by	Who completes assessment	Who receives assessment	Date
	Initial conference & materials		All		
	Math: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Reading: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Writing: Plan, teach and assess	*Lesson design + Evaluation	US or HT	ST & US	
	Science: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Social Studies: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Arts: plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	P.E. plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Health: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Technology: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Differentiated Lesson: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Formative mid-term Evaluation Classroom Practice	ECP Forms & Goal Setting	All	ST	
	Dispositions Assessment	* Dispositions Assessment	HT	ST & US	
	15 weeks in school				
	6 weeks solo teaching				
	Student Teacher Observation Template	STOT** (w/ debrief)	US	US & ST	
	Professional Characteristics Assessment	PCA**	HT	US	
	Narrative Letter		HT and US	ST	
	Final Conference: Evaluation of Classroom Practice	*ECP individually & consensus	All	US	
	Teacher Work Sample	* TWS Rubric	US	US & ST	
	Written Integrated Unit	*Unit Rubric	US	US & ST	
	Professional Portfolio	*Professional Portfolio Rubric	US	US & ST	

\*Documented online in LiveText

\*\*STOT and PCA schedules may change

### Lesson Design Template: MAT/Certification Elementary

<b>Candidate Name:</b>	<b>Host Teacher Name:</b>	
<b>School:</b>	<b>Grade Level:</b>	<b># of Students:</b>
<b>Date &amp; Time of Lesson:</b>	<b>Length of Lesson:</b>	
<b>Topic of Lesson:</b>	<b>Content Area:</b>	
<b>Materials: Include all materials including types of technology used:</b>		

#### **ALASKA CONTENT STANDARD**

<b>Alaska Cultural Standard for Educators</b>

#### **TRANSFER GOAL(S) (*transferability*)**

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#### **STAGE ONE – Essential Questions and Enduring Understandings (*meaning*)**

<b><u>Enduring Understanding(s):</u></b> <i>Students will understand that....</i>	<b><u>What Essential Questions will be Considered?</u></b>

#### **STAGE ONE: Objectives**

#### **STAGE TWO: Assessments**

	<b>Evidence of Learning/Accountability - Formative/Summative/Performance</b>
<b>Knowledge - <i>What students should know....</i></b>	<b>Assessment(s)/Other Evidence:</b>

<b>Skills - <i>What students should be able to do.....</i></b>	<b>Assessment(s)/Other Evidence:</b>

**STAGE THREE: Opportunities to Learn (*Acquisition*)**

<b>Introduction/Hook</b>	
<b>Processes and products for Learning Opportunities</b>	<b>Strategies for Differentiation/ Multimodal Instruction/Universal Design for Learning</b>
<b>Closure:</b>	

**Examples of questions for prior to the lesson:**

- What is the objective of the lesson? How will you know if the students have met the objective?
- What provisions are you making for faster and slower learners?
- How do you integrate local knowledge and cultural content?
- How do you use (or not use) technology wisely?
- How does this lesson fit into the overall curriculum?
- Have you changed the lesson plan at all?

**Examples of questions for reflection after the lesson:**

- How did the lesson go?
- Did the students meet the objective? How do you know?
- Were there any unexpected events? How effectively did you respond?
- Comment on one student who did particularly well and one who did not meet your expectations. Why did this happen? What can you do to follow up with the student who did not do well?
- Are there any changes you would make in this lesson if you could do it again? Why?



## **Appendices**

## APPENDIX A

### COE Student Goals and Performances

*(K) Knowledge (S) Skill (D) Disposition*

#### **Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.**

##### **Performances**

- a. Support their philosophy of education with research-based theory and evidence. (K)
- b. Apply philosophy, beliefs and theory to practice. (S)
- c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D)

#### **Goal 2: Educators understand how human development affects learning and apply that understanding to practice.**

##### **Performances**

- a. Identify ways students' developmental levels affect their thinking processes and learning. (K)
- b. Accommodate differences in how students learn based on knowledge of individual's social, emotional and intellectual maturation. (S)
- c. Appreciate unique thinking processes of learners at different stages of development. (D)

#### **Goal 3: Educators differentiate instruction with respect for individual and cultural characteristics.**

##### **Performances**

- a. Identify strategies for differentiating instruction based on student differences. (K).
- b. Design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. (S)
- c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (S)
- d. Appreciate multiple perspectives and value individual differences. (D)

#### **Goal 4: Educators possess current academic content knowledge.**

##### **Performances**

- a. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts and connections to other areas of knowledge. (K)
- b. Connect the content area to other content areas and to practical situations encountered outside the school. (S)
- c. Commit to professional discourse about content knowledge and student learning of content. (D)

**Goal 5: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.**

**Performances**

- a. Understand how to plan for instruction based on student needs and curriculum goals. (K)
- b. Plan, teach and assess for optimal student learning. (S)
- c. Value assessment and instruction as integrated processes. (D)

**Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.**

**Performances**

- a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K, S)
- b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (S)
- c. Commit to ensuring student well being and development of self-regulation and group interaction skills. (D)

**Goal 7: Educators work as partners with parents, families and the community.**

**Performances**

- a. Develop a sound, broad-based understanding of students' families and local communities. (K)
- b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (S)
- c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D)

**Goal 8: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.**

**Performances**

- a. Keep current in knowledge of content and teaching practice. (K)
- b. Participate in and contribute to the teaching profession. (S)
- c. Communicate effectively with students, colleagues, and supervisors. (S)
- d. Value professional ethics, democratic principles and collaborative learning communities. (D)

**Goal 9: Educators use technology effectively, creatively, and wisely in their practice.**

**Performances**

- a. Operate computers and other technologies and evaluate their potentials and limitations (K).
- b. Integrate technology in planning, instruction, and assessment to support student learning. (S)
- c. Value technology as a tool for student and teacher lifelong learning. (D)

## APPENDIX B

**Alignment ACEI, UAS, CAEP and Alaska Beginning Teacher Expectations**

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
<b>1.0 Development, Learning, and Motivation</b>  Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	<b>Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs</b> - Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create earning opportunities for them to meet high standards. - They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.  <b>Components:</b> 1a. Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. AK2  1b. Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and	<b>Goal 2: Teachers understand how human development affects learning and apply that understanding to practice.</b>  <b>Performances</b> a. Identify ways students' developmental levels affect their thinking processes and learning. (K)  b. Accommodate differences in how students learn based on knowledge of individual's social, emotional, and intellectual maturation. (S)  c. Appreciate unique thinking processes of learners at different stages of development. (D)	<b>II. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.</b>  <i>The beginning teacher is able to:</i>  A. Identify the abilities of students based on a developmental continuum through formal and informal assessment (e.g. Observations, documentation, Alaska Developmental Profile, standards based assessments.  B. Provide instructional opportunities to meet the needs of students based on <ul style="list-style-type: none"> <li>theories of learning and motivation</li> <li>the individual and special needs of students (e.g. learning styles, stages of development, students with disabilities, English language learners, gifted students.)</li> </ul>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
	<p>address their individual needs. AK3</p> <p>1c. Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. AK7</p>		
<p><b>2.1 Reading, Writing, and Oral Language</b></p> <p>Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p><b>Standard 2: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.</b></p> <hr/> <p><b>Components:</b>  <b>2.a</b> – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. AK 4 and 5</p>	<p><b>Goal 4: Teachers possess current academic content knowledge.</b></p> <hr/> <p><b>Performances</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. (K)</li> <li>2. Connect the content area to other content areas and to practical situations encountered outside the school. (S)</li> <li>3. Commit to professional discourse about content knowledge and student learning of content. (D)</li> </ol>	<p><b>IV. A teacher knows the teacher's content area and how to teach it.</b></p> <p><i>The beginning teacher is able to:</i></p> <p>A. Identify the connections in instructional plans to</p> <ul style="list-style-type: none"> <li>• Alaska's Performance Standards (Grade Level Expectations) where developed.</li> <li>• Alaska's State Content Standards; and</li> <li>• district curriculum</li> </ul> <p>B. develop and teach lessons/units that demonstrate</p> <ul style="list-style-type: none"> <li>• accurate and current knowledge of the content</li> <li>• instructional strategies that are suited to teaching the content area, integrating technology where appropriate;</li> <li>• consideration of students' developmental stages of content mastery using an analysis of various assessment data (qualitative and quantitative);</li> <li>• a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity and performance skills; and</li> <li>• connections across disciplines that enable students to apply their content knowledge and process skills to real world</li> </ul>
<p><b>2.2 Science</b></p> <p>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p><b>2.c</b> – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. AK 4 and 5</p>		
<p><b>2.3 Mathematics</b></p> <p>Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof.</p>	<p><b>2.b</b> - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. AK 4 and 5</p>		

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
communication, connections, and representation.			situations.
<b>2.4 Social Studies</b>  Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	<b>2.d</b> - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. AK 4 and 5		
<b>2.5 The Arts</b>  Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.			
<b>2.6 Health Education</b>  Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.			
<b>2.7 Physical Education</b>  Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.			
<b>3.1 Integrating and applying knowledge for instruction</b>	<b>STANDARD 3 Assessing, Planning, and Designing Contexts for Learning</b>	<b>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of</b>	<b>V. A teacher facilitates, monitors, and assesses student</b>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	<p><b>Candidates assess students, plan instruction and design classroom contexts for learning.</b></p> <ul style="list-style-type: none"> <li>- <b>Candidates use formative and summative assessment to monitor students' learning and guide instruction.</b></li> <li>- <b>Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity.</b></li> <li>- <b>Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.</b></li> </ul> <hr/> <p>3.a Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs. AK 5</p> <p>3.b Candidates use assessment results to improve instruction and monitor learning. AK 5</p> <p>3.c Candidates plan instruction including goals, materials, learning activities and assessments. AK 4</p> <p>3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. AK 3</p> <p>3.e Candidates manage the classroom by establishing and</p>	<p>teaching practice.</p> <p><b>Performances</b></p> <ol style="list-style-type: none"> <li>Understand how to plan for instruction that is based on student needs and curriculum goals. (K)</li> <li>Plan, teach, and assess for optimal student learning. (S)</li> <li>Value assessment and instruction as integrated processes. (D)</li> </ol>	<p><b>learning.</b></p> <p><i>A beginning teacher is able to</i></p> <ol style="list-style-type: none"> <li>Teach lessons based on           <ul style="list-style-type: none"> <li>the Alaska Performance Standards (Grade Level Expectations) where developed.</li> <li>Alaska Content Standards</li> <li>district curriculum; and</li> <li>individual and special needs of students</li> </ul> </li> <li>select appropriate assessments that measure what students know, understand, and are able to do.</li> <li>and use data from formative, interim, and summative assessments to guide instruction and planning</li> <li>identify and use a variety of instructional strategies and resources that are appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students).</li> <li>assist students to reflect on their own progress using assessment data</li> <li>use a record keeping system to monitor and report student progress and attendance.</li> <li>communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.</li> </ol>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
	<p>maintaining social norms and behavioral expectations. AK 6</p> <p>3.f Candidates explicitly support motivation and engagement in learning through diverse evidence based practices. AK 5 and 6</p>		
<p><b>3.2 Adaptation to diverse students</b></p> <p>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p><b>Standard 4 Supporting Each Child's Learning Using Effective Instruction</b> - Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. - Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. - Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. <b>Components:</b> 4.a Candidates use a variety of instructional practices that support the learning of every child. AK 5</p> <p>4.b Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.</p>	<p><b>Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.</b></p> <p><b>Performances</b></p> <ul style="list-style-type: none"> <li>a. Identify strategies for differentiating instruction based on student differences. (K).</li> <li>b. Design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. (S)</li> <li>c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (S)</li> <li>d. Appreciate multiple perspectives and value individual differences. (D)</li> </ul>	<p><b>III. A teacher teaches with respect for their individual and cultural characteristics.</b></p> <p><i>The beginning teacher is able to</i></p> <ul style="list-style-type: none"> <li>A. Make connections with the local culture(s) and with the individual and cultural characteristics of the students to promote student learning.</li> <li>B. use resources and information about the community and Alaska in planning and delivery of instruction</li> <li>C. recognize and minimize bias in instructional materials and practice.</li> <li>D. use culturally appropriate communication and instructional strategies, way of knowing, and knowledge of the Alaska Cultural Standards in practice.</li> <li>E. identify and use instructional strategies and resources that are appropriate to the individual and special needs of students.</li> </ul>



ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
	<p>AK 4</p> <p>4.c Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. AK 5</p> <p>4.d Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement. AK 5</p> <p>4.e Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. AK 5</p> <p>4.f Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. AK 5</p> <p>4.g Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. AK 5</p>		
<p><b>3.3 Development of critical thinking and problem solving</b></p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>			<p><b>IV. A teacher knows the teacher's content area and how to teach it.</b></p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> <li>A. develop and teach lessons/units that demonstrate             <ul style="list-style-type: none"> <li>• a variety of teaching strategies that encourage students' development of</li> </ul> </li> </ul>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
			<p>critical thinking, problem solving, creativity and performance skills; and</p> <ul style="list-style-type: none"> <li>connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.</li> </ul>
<p><b>3.4 Active engagement in learning</b></p> <p>Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>		<p><b>Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.</b></p> <p><b>Performances</b></p> <ol style="list-style-type: none"> <li>Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K, S)</li> <li>Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (S)</li> <li>Commit to ensuring student well-being and development of self-regulation and group interaction skills. (D)</li> </ol>	<p><b>VI.</b> A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p> <p><i>A beginning teacher is able to</i></p> <ol style="list-style-type: none"> <li>create and maintain a learning environment that is physically, emotionally, and intellectually safe.</li> <li>establish a culture of learning by <ul style="list-style-type: none"> <li>setting clear expectations of high standards for student performance</li> <li>promoting pride in student accomplishments</li> <li>teaching students to be responsible for their individual and collaborative learning and decision-making</li> <li>promoting respect for individual differences; and</li> <li>responding appropriately to student behavior</li> </ul> </li> <li>implement a classroom management plan (e.g., routines, procedures, scheduling, classroom physical arrangement) that establishes an environment in which <ul style="list-style-type: none"> <li>students are actively engaged, contribution members</li> <li>time is managed for maximum learning (e.g., transitions, pacing, administrative procedures)</li> <li>the discipline plan</li> </ul> </li> </ol>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
			incorporates district, school, and classroom standards of behavior
<p><b>3.5 Communication to foster collaboration</b></p> <p>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>			
<p><b>4.0 Assessment for instruction</b></p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p><b>Standard 4 Supporting Each Child's Learning Using Effective Instruction</b></p> <p>- Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices.</p> <p>-Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning.</p> <p>-Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.</p> <p><u>Components:</u></p> <p>4.a Candidates use a variety of instructional practices that support the learning of every child.</p> <p>AK 5</p> <p>4.b Candidates teach a</p>	<p><b>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</b></p> <p><b>Performances</b></p> <p>a. Understand how to plan for instruction that is based on student needs and curriculum goals. (K)</p> <p>b. Plan, teach, and assess for optimal student learning. (S)</p> <p>c. Value assessment and instruction as integrated processes. (D)</p>	<p><b>V. A teacher facilitates, monitors, and assesses student learning.</b></p> <p><i>A beginning teacher is able to</i></p> <p>A. teach lessons based on</p> <ul style="list-style-type: none"> <li>the Alaska Performance Standards (Grade Level Expectations) where developed.</li> <li>Alaska Content Standards</li> <li>district curriculum; and</li> <li>individual and special needs of students</li> </ul> <p>B. select appropriate assessments that measure what students know, understand, and are able to do.</p> <p>C. and use data from formative, interim, and summative assessments to guide instruction and planning</p> <p>D. identify and use a variety of instructional strategies and resources that are appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students).</p> <p>E. assist students to reflect on their own progress using assessment data</p> <p>F. use a record keeping system to monitor and</p>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
	<p>cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. AK 4</p> <p>4.c Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. AK 5</p> <p>4.d Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement. AK 5</p> <p>4.e Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. AK 5</p> <p>4.f Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. AK 5</p> <p>4.g Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. AK 5</p>		<p>report student progress and attendance.</p> <p>G. communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.</p>
<p><b>5.1 Professional growth, reflection, and evaluation</b></p> <p>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for</p>	<p><b>STANDARD 5 Developing as a Professional</b> Candidates promote learning and development of every child through participation in collaborative learning environments, reflective</p>	<p><b>Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.</b></p> <p><b>Performances</b></p> <p>d. Support their philosophy</p>	<p><b>I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</b></p> <p><i>The beginning teacher is able</i></p>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<p><b>self-study and professional learning, and involvement in their professional community.</b></p> <p><b>Components:</b> 5.a Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth. AK 8</p> <p>5.b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice. AK 8</p> <p>5.c Candidates participate in peer and professional learning communities to enhance student learning. AK 8</p>	<p>of education with research-based theory and evidence. (K)</p> <p>e. Apply philosophy, beliefs, and theory to practice. (S)</p> <p>f. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D)</p> <p><b>Goal 8: Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.</b></p> <p><b>Performances</b></p> <p>a. Keep current in knowledge of content and teaching practice. (K)</p> <p>b. Participate in and contribute to the teaching profession. (S)</p> <p>c. Communicate effectively with students, colleagues and supervisors. (S)</p> <p>d. Value professional ethics, democratic principles and collaborative learning communities. (D)</p>	<p>to</p> <p>A. state a personal philosophy of education supported by research, professional literature, and experience with students</p> <p>B. identify teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education</p> <p>C. demonstrate teaching practices that represent the teacher's philosophy of education</p> <p><b>VIII. A teacher participates in and contributes to the teaching profession.</b></p> <p><i>A beginning teacher is able to</i></p> <p>A. adhere to the Alaska Code of Ethics and Teaching Standards (20 AAC 10.020) and explain how it impacts decision-making.</p> <p>B. commit to continuous professional growth by</p> <ul style="list-style-type: none"> <li>• setting professional goals based on identified strengths, weaknesses and feedback from colleagues, supervisors, administrators, mentors and other professionals;</li> <li>• reflecting upon own teaching practices including progress towards goals; and</li> <li>• pursuing professional development opportunities (e.g., certification advancement, professional organization affiliation, district in-services);</li> </ul> <p>C. working cooperatively with colleagues, supervisors, administrators, mentors, and other professionals.</p>

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
			<p>D. demonstrating compliance with the federal, state, district, and school policies, procedures, and schedules (e.g., FERPA, IDEA, ESEA, test security, treatment of students).</p> <p>E. considering feedback from colleagues, supervisors, administrators, mentors, and other professionals.</p>
<p><b>5.2 Collaboration with families, colleagues, and community agencies—</b> Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>		<p><b>Goal 7: Teachers work as partners with parents, families and the community.</b> <b>Performances</b></p> <p>a. Develop a sound, broad-based understanding of students' families and the local communities. (K)</p> <p>b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (S)</p> <p>c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D)</p>	<p><b>VII. A teacher works with parents, families and the community.</b> <i>The beginning teacher is able to</i></p> <p>A. promote regular communication between the classroom and students' families</p> <p>B. participate in school wide efforts, where available, that involve families and the public in the school community</p> <p>C. use instructional strategies that connect classroom activities with students' cultures, families and the local community (e.g., relating curriculum to local lifestyles, culturally relevant lesson plans, local experts, local artists, field trips).</p> <p>D. provide parents and families the opportunity to set and monitor student learning goals.</p>
		<p><b>Goal 9: Teachers use technology effectively, creatively and wisely.</b> <b>Performances</b></p> <p>a. Operate computers and other technologies and evaluate their potentials</p>	

ACEI Standards 2007	CAEP K-6 Standards	UAS College of Education Conceptual Framework	AK Beginning Teacher Expectations
		and limitations (K). b. Integrate technology in planning, instruction and assessment to support student learning. (S) c. Value technology as a tool for student and teacher lifelong learning. (D)	

## APPENDIX C

### The Graduate Competencies at UAS

**You will practice all of these competencies during student teaching:**

#### **Communication**

- 1.1 Candidates possess effective professional writing skills appropriate in their fields.
- 1.2 Candidates are effective in presentations and professional discourse.
- 1.3 Candidates use substantial comprehension skills in reading and listening.
- 1.4 Candidates understand the role of technology and effectively use it for professional communication.

#### **Professional Behavior**

- 2.1 Candidates recognize ethical and professional responsibilities.
- 2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.
- 2.3 Candidates can assume a leadership role, when necessary.

#### **Critical Thinking and Problem Solving**

- 3.1 Candidates identify, analyze and conceptualize problems in their field.
- 3.2 Candidates evaluate and synthesize data, considering multiple perspectives.
- 3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments.
- 3.4 Candidates understand the role of technology in analysis and decision-making.
- 3.5 Candidates exercise judgment in decision-making.



## APPENDIX D

### College of Education University of Alaska Southeast

#### Professional Dispositions Progress Report

At UAS, we expect that teacher candidates will work professionally with students, families, professional colleagues and the community. Candidates admitted to UAS are selected on the basis of potential to demonstrate professional dispositions. Their professionalism in a variety of school and university contexts is key to their progress towards successful completion of their programs.

This professional dispositions progress report form is available to university faculty and advisors, field experience supervisors, practicum teachers, intern mentors and host teachers, as well as other cooperating professional educators who wish to share relevant information with the appropriate College of Education (COE) coordinators on the professional progress and dispositions of teacher candidates. This form is designed to raise issues both positive and negative pertinent to a teacher candidate's pre-service performance and achievements. Candidates in school placements in all programs must be reviewed and a completed professional report submitted for the student file by teachers/university faculty who oversee them. See student handbook or program coordinator for specific information and dates.

If negative issues about a teacher candidate are raised, intervention and assistance to the candidate will be provided through a formal process. See the "Steps in the Progress Report."

***Completed progress reports will be provided to candidates and handled with the highest standards of professional confidentiality and individual protection.***

A general Professional Dispositions Assessment is found in LiveText and is due around midterm during the student teaching experience.

The attached form is for additional documentation should disposition issues arise.

Stephen Atwater  
Executive Dean Alaska College of Education



***Please complete this form and return it to the appropriate program coordinator.***

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***College of Education  
University of Alaska Southeast  
11120 Glacier Highway, Juneau, Alaska 99801  
Phone: 907-796-6050  
Fax: 907-796-6059***

Please check all statements that apply. Multiple statements in each category may be checked. When negative statements are checked, the candidate will be notified and follow-up plans will be initiated.

Candidate Name: \_\_\_\_\_

Program: \_\_\_\_\_

### **1. Ethics**

- ☐ Demonstrates professional ethics, democratic principles and collaborative learning communities
- ☐ Maintains high ethical and professional standards (e.g. does not share confidential information)
- ☐ Complies with program policies and professional practices and responds to these guidelines in appropriate ways
- ☐ Complies with the UAS Student Code of Ethics, available in the UAS catalog, (e.g. prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission code of ethics available in student handbook.
- ☐ Acts in a way that does not demonstrate professional ethics.

Explain:

**2. Attendance**

- \_\_\_ Perfect attendance record
- \_\_\_ Rarely absent
- \_\_\_ Frequently absent (number of times: \_\_\_\_\_)

**3. Punctuality**

- \_\_\_ Always on time
- \_\_\_ Generally punctual
- \_\_\_ Frequently late (number of times\_\_\_)

**4. Punctuality in assignments and duties**

- \_\_\_ Assignments and class preparation always on time
- \_\_\_ Assignments and class preparation generally on time
- \_\_\_ Occasional late assignments or lack of preparation for tasks.
- \_\_\_ Frequent lack of preparation: chronic lateness in turning in assignments or performing duties

**5. Initiative/Independence/Creativity**

- \_\_\_ Creative, resourceful, implements plans independently
- \_\_\_ Self starter: Identifies needs and attends to them immediately
- \_\_\_ Has good ideas, works effectively with limited supervision
- \_\_\_ Too passive, too dependent on others for directions, ideas and guidance.

**6. Reliability/Dependability**

- \_\_\_ Responsible: Attends to assigned tasks or duties on schedule without prompting.
- \_\_\_ Sometimes needs to be reminded to attend to assigned tasks or duties.
- \_\_\_ Sometimes fails to complete assigned tasks and duties.
- \_\_\_ Frequently fails to complete assigned tasks and duties.

**7. Oral Communication**

- \_\_\_ Expressive, animated
- \_\_\_ Articulate, uses standard English
- \_\_\_ Able to translate thoughts into clear explanations
- \_\_\_ Inarticulate/hesitates to express self
- \_\_\_ Makes frequent grammatical errors

Example:

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**8. Listening skills**

- ☐ Active listener
- ☐ Can learn from others
- ☐ Appropriate conversation skills
- ☐ Appears not to listen: interrupts
- ☐ Shows limited regard for speaker

**9. Capacity for Clear Thinking**

- ☐ Reflects on teaching ideas, practice and student results to decide on next steps
- ☐ Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner
- ☐ Poses probing questions and problems once issues are identified
- ☐ Unable to process multiple perspectives
- ☐ Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information

**10. Tact/Judgment (with students, peers and/or instructor)**

- ☐ Diplomatic: Highly sensitive to other's feelings and opinions
- ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly
- ☐ Makes reasonable judgments in complex situations
- ☐ Takes thoughtful risks
- ☐ Limited sensitivity and diplomacy
- ☐ Appears thoughtless: Insensitive to other's feelings and opinions.

**11. Collegiality**

- ☐ Willingly shares ideas and materials: committed to professional discourse
- ☐ Prefers being part of a team; strong group interaction skills; supports a collaborative learning community
- ☐ Reluctant to share ideas and materials
- ☐ Prefers to work alone
- ☐ Responds negatively to colleagues

**12. Response to Feedback/Supervision**

- ☐ Solicits and implements suggestions and feedback from others
  - ☐ Receptive to suggestions and feedback
  - ☐ Receptive, but doesn't implement suggestions
  - ☐ Defensive: Unreceptive to feedback
-

13. **Sense of Self**

- ☐ Accurate self-perception of strengths and weaknesses
- ☐ Confident, resilient, flexible
- ☐ Unsure of self as a teacher
- ☐ Inaccurate self-perception; unable to assess strengths and weaknesses

14. **Attitude**

- ☐ Confident
- ☐ Pleasant
- ☐ Shows sense of humor
- ☐ Shows lack of confidence
- ☐ Negative: sense of distress

15. **Professional Appearance**

- ☐ Always maintains a professional appearance
- ☐ Usually maintains a professional appearance
- ☐ Unprofessional attire
- ☐ Poor grooming habits

Explain:

16. Identify any actions/recommendations that you have already taken/made with regard to this teacher candidate (include conference dates).
17. What action would you recommend to the program coordinator with regard to this candidate?

Person completing this form: \_\_\_\_\_

Position/Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher candidate (optional): \_\_\_\_\_ Date: \_\_\_\_\_

*Signing only indicates report has been received. Candidate may add information or views on the reverse side of this form*

*Please return this form to the Coordinator of the COE program. A copy will be provided to the candidate.*

*This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the College of Education, University of Alaska Southeast.)*

### **When a negative report is received: Steps in the Progress Report**

When issues or concerns are raised on the teacher candidate's progress through a Professional Dispositions Progress Report, the following steps will be followed:

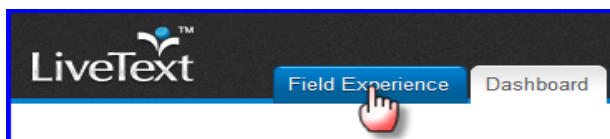
<b>Step 1</b>	University faculty and advisors, field experience supervisor and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form and if necessary, collect additional information. The program coordinator may choose to (a) meet with the candidate to discuss any concerns; or (b) merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate, convey concerns and hear the candidate's view of the situation. The program coordinator will have the opportunity of immediately withdrawing the pre-service candidate from the placement if deemed necessary.
<b>Step 2</b>	When two or more negative reports are received, the program coordinator will meet with the candidate. In attendance will be the program coordinator, the candidate, the candidate's advocate (optional) (e.g. friend, other faculty member, relative, etc.), and all those who have turned in progress reports to other written documentation (optional). The goals of this meeting will be to (a) share concerns, (b) gather additional information, and if appropriate, (c) develop a plan to assist the candidate in remedying the concerns. A follow-up meeting will be scheduled to monitor the candidate's progress. A written record of this meeting will be kept in the candidate's file and a copy will be sent to the teacher candidate. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program.
<b>Step 3</b>	In the event that Steps 1 and 2 do not resolve the issue or concern, it will be brought before the education faculty for consideration. The faculty may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate. The education faculty will recommend to the program coordinator specific remedial activities for the candidate or removal from the teacher education program. Remedial activities may include additional coursework, additional time spent in the classroom or school community or similar actions. The education faculty will place the candidate on probation for a specific period of time. A letter will be sent to the candidate outlining the decisions of the education faculty and cautioning the candidate that failure to cure deficiencies will result in discharge from the program.
<b>Step 4</b>	The professional progress of the candidate will be evaluated by the program coordinator at the conclusion of the probationary period. If necessary, further remediation may be required. If sufficient progress has been made, the candidate's good professional standing will be reinstated and no further action against the candidate will be taken. Letter about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program with the concurrence of the education faculty.
<b>Step 5</b>	If the candidate is removed from the teacher education program, the candidate may appeal this decision in writing to the Dean of Education. The candidate may attach any documentation or statements for the Dean's consideration. The Dean will review the matters pertinent to this appeal and provide a written decision to the candidate. To review this academic decision, the candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg. R09.03.02). If the final decision is removal from the program, the letters will remain part of the candidate's permanent file.

## APPENDIX E

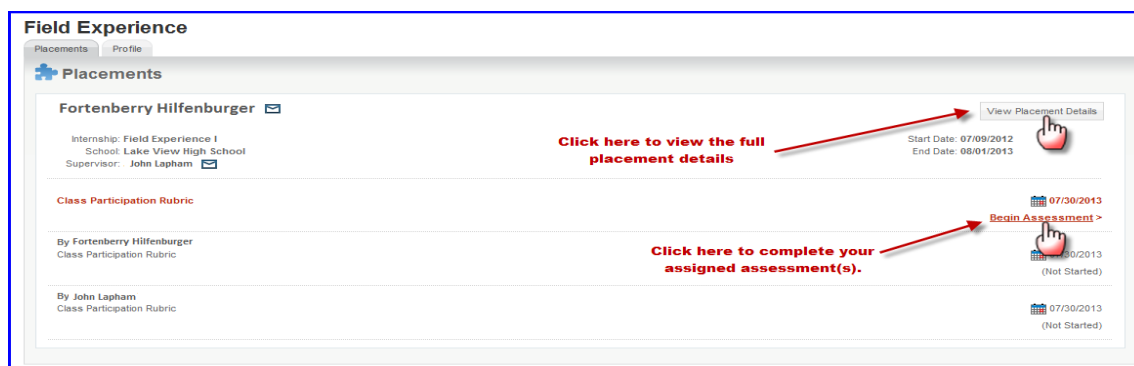
### For University Supervisors

#### LiveText Field Experience Module — Instructions for College/University Supervisors

- I) When you have been assigned the role of a Field Experience supervisor by an administrator, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**) the next time you log in to LiveText. Click this tab.



- II) Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the "View Placement Details" button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.



- III) You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.

**Field Experience**

Placements Completed

**Basics Demo Fourteen**

**Placement Details**

1 Student: Basics Demo Fourteen  
Mentor: UMKC Test Mentor  
Start date: 12/31/2011  
End date: 12/31/2012

2 Internship Site  
123 Nowhere Man, Nowhere Land, AK300000

3 Email All

View Demographics

**Assessments** 4

Community Knowledge and Engagement Rubric 12/30/2012 View Completed >

By Basics Demo Fourteen

Community Knowledge and Engagement Rubric 12/30/2012 View Completed >

By UMKC Test Mentor

Community Knowledge and Engagement Rubric 12/30/2012 In Progress

**Attachments** 5

Developmental Rubrics

**Time Log** 6

Required Hours: 80

Date	Class Info	Activity	Hrs. Min.	Approv.
03/29/12	10th Grade	Science lab	03:00	✓
04/02/12	Working with students	lab	03:00	✓
04/12/12	Chemistry	Lesson Planning	08:00	✓
04/13/12	11th Grade	Study Session	04:00	
04/17/12	Physics	Teaching	03:00	
04/19/12	Chemistry	Teaching	03:00	
04/23/12	After School Program	Science Olympiad meeting	04:00	
TOTAL:			28:00	

Approve Hours

- 1) Basic details about the placement will display to the left.
- 2) To view demographic information about the school and classroom, click **View Demographics**.
- 3) To write an email to the student, the mentor, or both click the corresponding email icon or link.
- 4) To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
  - 1) Click the cells to highlight the level of performance achieved in each area.
  - 2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
  - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To open any attachment uploaded by the student, click its title in the **Attachments** area.
- 6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student and approved by the mentor.



- IV) To return to your LiveText **Dashboard**, click the tab at the top of the screen.



**APPENDIX F**  
**Live Text Instructions for Host Teachers:**

## LiveText Instructions for Cooperating Teachers/Mentors

- I) To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read like this:

*“Dear **YOUR NAME**,*

*Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to [www.livetext.com](http://www.livetext.com) and enter the following username and password:*

*User name: **[YOUR USERNAME]***

*Password: **[YOUR PASSWORD]***

*Thank you for the contributions you will make to your mentee's professional development.”*

- II) Visit the website [www.livetext.com](http://www.livetext.com) and log in with the username and password provided to you.
- III) You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the **OPTION** to change the password by:
- 1) Clicking **My Account** in the upper right corner
  - 2) Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.

General	
Name	Gerry Mentor
Username	GMentor
Email Address	gerrymentor@lt.edu
Password	<a href="#">Change password</a>
Security Question	<a href="#">What is the name of your favorite childhood friend?</a>

- IV) Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the "View Placement Details" button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.

**Field Experience**

Placements Profile

**Placements**

**Fortenberry Hilfenburger** ✉

Internship: Field Experience I  
School: Lake View High School  
Supervisor: John Lapham ✉

Start Date: 07/09/2012  
End Date: 08/01/2013

[View Placement Details](#)

**Class Participation Rubric**

By Fortenberry Hilfenburger  
Class Participation Rubric

By John Lapham  
Class Participation Rubric

07/30/2013  
[Begin Assessment >](#)  
09/30/2013  
(Not Started)  
07/30/2013  
(Not Started)

Click here to view the full placement details

Click here to complete your assigned assessment(s).

V) You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

**Field Experience**

Placements Completed

**Basics Demo Fourteen**

**Placement Details**

1 Student: Basics Demo Fourteen  
Mentor: UMKC Test Mentor  
Start date: 12/31/2011  
End date: 12/31/2012

3 Email All ✉

2 View Demographics

Internship Site  
123 Nowhere Man , Nowhere Land, AK-XXXXX

Academic Details  
Course: Basics Demonstration  
Course #: LiveText Basics  
Course Desc:  
Term: LTCAC11  
Teaching Field: World History  
Grade Level: 12th

**Assessments** 4

Community Knowledge and Engagement Rubric 12/30/2012  
[View Completed >](#)

By Basics Demo Fourteen  
Community Knowledge and Engagement Rubric 12/30/2012  
[View Completed >](#)

By UMKC Test Mentor  
Community Knowledge and Engagement Rubric 12/30/2012  
In Progress

**Attachments** 5

[Developmental Rubric.png](#) 📎

**Time Log** 6

Required Hours: 80


Date	Class Info	Activity	Hrs.Min	Apprv
03/29/12	10th Grade	Science lab	03:00	✓
04/02/12	Working with students	lab	03:00	✓
04/12/12	Chemistry	Lesson Planning	08:00	✓
04/13/12	11th Grade	Study Session	04:00	☐
04/17/12	Physics	Teaching	03:00	☐
04/19/12	Chemistry	Teaching	03:00	☐
04/23/12	After School Program	Science Olympiad meeting	04:00	☐
TOTAL:			28:0	☐

[Approve Hours](#)

- 1) Basic details about the placement will display to the left.
- 2) To view and enter demographic information about the school and classroom, click **View Demographics**.
  - a. **School Demographics** may already have been added by the college or university.
  - b. Click in the boxes next to each category in “Classroom Demographics” and type in a number.

Classroom Demographics	
Total Students	0
Ethnic Distribution	#
American Indian	
Asian	
Hispanic	
Pacific Islander	
White	
Special Programs	#
English Language Learners	
Free Lunch Program	
Students with Disabilities	
Students in Accelerated Programs	

**Click and type in numbers**



- 3) To write an email to the student, supervisor, or both click the corresponding email icon or link.
- 4) To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
  - a. Click the cells to highlight the level of performance achieved in each area.
  - b. Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
  - c. Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To open any attachment uploaded by the student, click its title in the **Attachments** area.
- 6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To

Comments And Feedback: 3

Provide any final comments and feedback on the internship experience.

---

▼ **Civic Knowledge and Engagement** [Show/Hide Rubric Descriptions](#)

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)
Diversity of Communities and Cultures NCATE-2007.4d, NY-LEMOYNE-TEAC.4 <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Analysis of Knowledge NCATE-2007.4d, NY-LEMOYNE-TEAC.6	Demonstrates evidence of adjustment in own work of co...	Demonstrates evidence of adjustment in own work of co...	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic-Identity and Commitment NCATE-2007.4c	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

Comment

Type comments here...

5) To open any attachment uploaded by the student, click its title in the **Attachments** area.

6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To approve the student's entries, check the box next to the entry and click **Approve Hours**.

## APPENDIX G

On the following pages, you can see what the Lesson Observation Form looks like on LiveText. This form is for documentation of overall practices in lesson design and instruction, and allows us to verify that the student teacher has taught in all elementary subject areas. This form is used in addition to the discussion topics appended to the Lesson Design Template. The most valuable part of any lesson observation is the discussion and reflection between student teacher and observer before and after the lesson.

### Lesson Observation Form Elementary MAT:

Please click the box that best describes the candidate's performance on the given element. Remember that "meets" indicates successful performance on that element. A score of "exceeds" is reserved for outstanding, professional performance.

Please include comments for any element by clicking on "add."

DATE	Grade	Lesson Topic	# Students	Grade Level
	Developing	Meets the standard for a beginning teacher	Exceeds expectations for a beginning teacher: professional	NA
<b>Planning and Preparation</b>				
<b>Lesson Design</b>	Needs development	All elements complete	Complete and professional lesson design	
<b>Lesson Objective</b>	The objective is not clear	Objective(s) clearly stated in lesson plan	Objective(s) clearly stated in lesson plan and understood by students	
<b>Preparation</b>	Not prepared; not organized	Prepared and organized	Prepared and organized: lesson flowed with minimal use of notes	
<b>Developmental Appropriateness</b>	Not appropriate for age group: too hard or too easy	Appropriate for age group	Lesson adjusted to be developmentally appropriate for all students	
<b>Content knowledge</b>	Not accurate; not current	Accurate content knowledge	Accurate and current content knowledge	
<b>Context in the curriculum</b>	Lesson not related to curriculum	Lesson presented in context of curriculum	Lesson/activities taught in relationship to previous and future curriculum	
<b>Classroom Management</b>				
<b>Proactive classroom management</b>	Routines and procedures are not apparent	Routines and procedures are evident	Routines and procedures promote active student engagement	
<b>Management of student behavior</b>	Behavior not well managed: behavior interferes with learning	Student behavior is managed	Management of behavior promotes engagement and learning	
<b>Engagement</b>	Students are not engaged	Students are engaged	Students are interested and engaged in learning	
<b>Instruction</b>				
<b>Directions and</b>	Students do not	Students understand	Students understand	

<b>Instructions</b>	understand	directions	and follow clearly communicated instructions	
<b>Differentiation</b>	Differentiation not present	Appropriate differentiation is present for some students	Activities were differentiated for individuals and groups while maintain high expectations that align with the objective(s) for all students	Differentiation not appropriate for this lesson
<b>Higher Order Thinking</b>	The lesson did not provide opportunity for higher order thinking: rote learning	Some tasks or questions provided opportunity for higher order thinking	A variety of tasks or questions promoted higher order thinking, problem solving, and/or creativity	Higher order or creative thinking is not an element in this lesson
<b>Strategies</b>	Learning or instructional strategies not used or not effective	Some instructional strategies were used	Learning strategies, scaffolding and other instructional techniques that align with the objective were used effectively	
<b>Technology</b>	Technology was not use effectively or appropriately	Technology used to enhance learning	Technology was used effectively and wisely and was relevant to the objective(s).	The use of technology was not appropriate for this lesson
<b>Formative assessment</b>	Informal assessment was not used to monitor student learning	Informal or formative assessments was used to monitor student learning	Formative assessment provided feedback for the learners and was aligned with and supported the accomplishment of the objective(s).	
<b>Responsiveness</b>	Student needs were not noticed or not attended to	Teacher candidate responded to student needs	The teacher candidate was flexible and responsive to student needs	
<b>Lesson Effectiveness</b>	Students did not meet the objectives	Most students met the objectives	All students met the learning objectives	
<b>Professionalism</b>				
<b>Focus</b>	The teacher candidate focused on self	The teacher candidate is beginning to focus on student learning	The teacher candidate focused on student learning	
<b>Reflection</b>	The teacher candidate was unable to reflect accurately	The teacher candidate reflected on lesson design, management and learning	The teacher candidate reflected on lesson design, management and learning as well as future adjustments and plans	
<b>Feedback</b>	The teacher candidate was resistant to feedback.	The teacher candidate accepted feedback in a professional manner	The teacher candidate solicited feedback in a professional manner and made plans for improvement	





**UNIVERSITY  
of ALASKA  
SOUTHEAST**

ALASKA COLLEGE  
OF EDUCATION

**Syllabus: ED 593 Student Teacher Supervision: 3 credits (0+40)**

### **Instructor**

Dr. Beth Hartley

Phone: 907-244-7807

Fax: 907-696-3303

Email: eahartley@alaska.edu

### **Class meetings:**

- Daily with student teacher
- One audio conference if necessary

### **Course Context**

Special topics course for K-8 teachers who are supervising a student teacher in the Graduate Elementary Programs.

### **Course Description**

Supervision of a candidate for the K-8 credential in a 15-week student teacher placement. The host teacher meets daily with the student teacher, supervising practice teaching and all professional experiences in the classroom and school.

### **Relation to Conceptual Framework**

Goal 8: Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.

Performances:

- a. Keep current in knowledge of content and teaching practice. (K)
- b. Participate in and contribute to the teaching profession. (S)
- c. Communicate effectively with students, colleagues and supervisors. (S)
- d. Value professional ethics, democratic principles and collaborative learning communities. (D)

## Required Texts

- Student Teaching Program Handbook.

Learning Outcomes  <i>Upon successful completion of hosting a student teacher, the host teacher will</i>	COE (Conceptual Framework) Standard Met	Grad (0r) Under-Grad Competencies	CAEP Standards for Elementary	ACEI Standard Met	Assessment ensuring that the objective has been met
<ul style="list-style-type: none"> <li>• Demonstrate achievement of goals and performance expectations aligned to COE standards</li> <li>• Analyze and self-reflect on his/her professional development, knowledge, and skills as a host teacher</li> <li>• Provide and nurture student teacher with teaching and self-reflection skills necessary to be an effective teacher</li> </ul>	1-9	1-6	1-5	1.0, 2.1-2.7, 3.1-3.5, 4.0 & 5.1, 5.2	Evaluation of Classroom Practice Content (ECPC)  Host Teacher Self-Reflection Survey

## Course Content

1. Overview of student teacher's program and requirements;
2. Introduction to basic mentoring skills in communications and assessment;
3. Overview of lesson evaluation plan; and
4. Ongoing assessment, feedback and modeling.

## Course Requirements

1. Daily mentoring of student teacher;
2. Attendance in orientation, mid-term and exit interview with the student teacher and university supervisor;
3. Observation forms for designated formal observations;
4. Mid-term Student Teaching Evaluation Form;
5. Final Student Teaching Assessment Form; and
6. Narrative final evaluation.
7. Online assessment of the supervision experience.  
<http://c1.livetext.com/misk5/formz/public/94921/rsvV3rsab6>

**Grading** Pass/Fail. The passing grade is obtained for participating in required meetings and turning in all required paperwork and final assessment and completion of the host teacher survey.

### **A Sample Schedule for Student Teaching**

The host teacher, student teacher and University supervisor should agree on a schedule for the semester. Following is one sample, but they will vary depending on the district schedule and individual classroom needs.

<b>Week</b>	<b>Suggested Activities</b>	<b>Notes</b>
1	<ul style="list-style-type: none"> <li>• Go to school when teachers report</li> <li>• Help set up classroom</li> <li>• Get to know school and personnel</li> <li>• Review overall curriculum goals for year</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor will visit</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students return; get to know them</li> <li>• Host teacher sets tone and routines</li> <li>• Student teacher takes some responsibility such as reading aloud, spelling, opening activities.</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Determine content of unit</li> </ul>
3	<ul style="list-style-type: none"> <li>• Student teacher takes on additional responsibilities in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Host teacher begins observations</li> </ul>
4	<ul style="list-style-type: none"> <li>• Student Teacher continues to take on additional responsibilities</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Student Teacher adds responsibilities</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Student Teacher responsible 1/2 day</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor: formal observation</li> <li>• Begin unit</li> </ul>
9	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester assessment</li> </ul>
10	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in report cards and conferences</li> </ul>
11	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor: Formal observation</li> </ul>
13	<ul style="list-style-type: none"> <li>• Host Teacher begins to phase in</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Host Teacher continues phase in</li> </ul>	

Week	Suggested Activities	Notes
15	<ul style="list-style-type: none"> <li>• Student finishes project</li> <li>• Observations of other classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Final conference</li> </ul>
16	<ul style="list-style-type: none"> <li>• Complete observations &amp; other projects</li> </ul>	

### **Title IX**

*UAS adheres to all policies related to Federal Title IX guidelines. This applies in distance situations as well as on campus and in schools. Please review this website:*

<http://www.uas.alaska.edu/students/guide/health/titleix.html>



**UNIVERSITY  
of ALASKA  
SOUTHEAST**

ALASKA COLLEGE  
OF EDUCATION

## Syllabus

### ED 688: Student Teaching (2019-20)

#### Instructors

Dr. Beth Hartley  
UAS College of Education  
11660 Auke Lake Way  
Juneau AK 99801  
(907) 696-3303 (FAX)  
(907) 244-7807 (cell)  
[akhartley@gmail.com](mailto:akhartley@gmail.com)

#### Office Hours

9-5, Monday ~ Friday. But please email any time!

Dr. Jeffrey Lofthus  
UAS College of Education  
11660 Auke Lake Way  
Juneau AK 99801  
907 796-6404  
[Jeffrey.lofthus@uas.alaska.edu](mailto:Jeffrey.lofthus@uas.alaska.edu)

Prof. Kevin Spink  
UAS College of Education  
11660 Auke Lake Way  
Juneau, AK 99801  
907 796-6481  
[jspink@alaska.edu](mailto:jspink@alaska.edu)

#### Class Hours

Student teachers begin the day the teachers start their contracts. Student teachers are expected to follow the daily schedule of the teachers in their buildings. Personal absences should be reported in advance. Audio conferences will be scheduled as necessary for meetings of all the student teachers.

#### Course Context

This course is the capstone of your elementary credential program. Upon successful completion of this course, you will be eligible for recommendation for the Initial Teacher Certification.

### **Course Description**

Supervised teaching in elementary or middle schools. The department may limit registration, determine assignments and prescribe the number of teaching hours required.

**Prerequisite:** Admission to student teaching and 3.0 GPA in program sequence. All elementary credential program courses must be completed prior to admission to student teaching.

### **Timeline**

Student teachers should set up their schedule with their host teacher. Student teaching with students will last 14-16 weeks, meaning you'll be done in late November or early December in the fall, and around the end of April in the spring. The supervisor and host teacher can extend student teaching if deemed necessary.

The student teacher assists the host teacher in setting up for the school year/semester. The student teacher can begin to do small tasks such as tutoring, reading aloud, spelling, etc., as the host teacher assigns. Subjects can be added until the student teacher is in charge of planning, teaching and evaluating. The student teacher has these responsibilities for 6 weeks. Then the student teacher steps back as the host teacher again takes charge of the class. Student and host teachers should plan this schedule together. Each situation will be different and should be agreed upon by the host teacher, University supervisor and student teacher.

### **Conceptual Framework**

To prepare informed, reflective and responsive teachers, we will focus on the following goals and performances in student teaching:

**Goal 1:** Teachers articulate, maintain and develop a philosophy of education that they also demonstrate in practice.

#### **Performances**

- a. Support their philosophy of education with researched-based theory and evidence. (K)
- b. Apply philosophy, beliefs and theory to practice. (P)
- c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D)

**Goal 2:** Teachers understand how human development affects learning and apply that understanding to practice.

#### **Performances**

- a. Identify ways students' developmental levels affect their thinking process and learning. (K)
- b. Accommodate differences in how students learn based on knowledge of individual's social, emotional and intellectual maturation. (P)
- c. Appreciate unique thinking processes of learners at different stages of development. (D)

**Goal 3:** Teachers differentiate instruction with respect for individual and cultural characteristics.

### **Performances**

- a. Identify strategies for differentiating instruction based on student differences. (K)
- b. Design instruction that incorporates characteristics of the local community's culture and is appropriate to students' individual and special needs. (P)
- c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources. (P)
- d. Appreciate multiple perspectives and value individual differences. (D)

**Goal 4:** Teachers possess current academic content knowledge.

### **Performances**

- a. Demonstrate knowledge of the content area taught, including structure of the curriculum, tools of inquiry, central concepts and connections to other areas of knowledge. (K)
- b. Connect the content area to other content areas and to practical situations encountered outside the school. (P)
- c. Commit to professional discourse about content knowledge and student learning of content. (D)

**Goal 5:** Teachers facilitate student learning by using assessment to guide planning, instruction and modification of teaching practice.

### **Performances**

- a. Understand how to plan for instruction that is based on student needs and curriculum goals. (K)
- b. Plan, teach and assess for optimal student learning. (P)
- c. Value assessment and instruction as integrated processes. (D)

**Goal 6:** Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.

### **Performances**

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- a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K, P)
- b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (P)
- c. Commit to ensuring student well being and development of self-regulation and group interaction skills. (D)

**Goal 7:** Teachers work as partners with parents, families and the community.

### **Performances**

- a. Develop a sound, broad-based understanding of students' families and the local community. (K)
- b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (P)
- c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D)

**Goal 8:** Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.

### **Performances**

- a. Keep current in knowledge of content and teaching practice. (K)
- b. Participate in and contribute to the teaching profession. (P)
- c. Communicate effectively with students, colleagues and supervisors. (P)
- d. Value professional ethics, democratic principles and collaborative learning communities. (D)

**Goal 9:** Teachers use technology effectively, creatively and wisely.

### **Performances**

- a. Operate computers and other technologies and evaluate their potential and limitations. (K)
- b. Integrate technology into planning, instruction and assessment to support student learning. (P)
- c. Value technology as a tool for student and teacher lifelong learning. (D)



## **Instructional Methods**

This semester, student teachers will focus on applying the knowledge, skills and dispositions learned in previous coursework.

- Most time will be spent in the school, practicing teaching.
- Audio conferences will be scheduled at a time to be announced for work on special projects.
- Formal and informal observations will allow for feedback.
- Written work includes daily and weekly planning, as well as a Professional Portfolio. These assignments will be explained in greater detail in this syllabus.

## **Responsibilities of the Student Teacher**

Student teachers are “like” teachers. They must be at school for the entire school and planning day. They should teach all the academic subjects ~ reading, writing, spelling, math, social studies, science and the use of technology. Besides planning, teaching and evaluating, the student teacher takes other school duties as assigned, such as recess, faculty meetings, bus duty, etc. The student teacher should be actively involved in the fall report card process. The student teacher also participates in online seminars and audio conferences as scheduled.

## **Confidentiality**

Hold in strict confidence information from your contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher or your instructor. Information found in a student’s cumulative record should be held in confidence. Children used in case studies should be identified with either a first name only or with a pseudonym.

## **Attendance**

A student teacher is considered a member of the faculty. As a student teacher, you will be expected to follow teachers’ hours. Notify the school in advance if you are going to be absent.

## **Personal Grooming and Dress**

Dress professionally in a manner consistent with the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming.

## **Observing in the Classroom**

Most students will begin their student teaching as observers. Use this initial period to become acquainted with the students ~ learn their names, their characteristics and their individual differences.

Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures, look for answers to previously formed questions and remember at all time to be a learner, not a critic.

## **Planning**

When you are student teaching, you should have all lesson plans prepared in advance. Go over the lesson in advance with the host teacher when possible. Student teachers must have weekly plans approved by the host teacher.

### **Assessment**

Throughout student teaching, you will be observed and assessed during your teaching and interactions with children. Assessment is most valuable when the student and observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher.

### **Ethics**

All student teachers must abide by the Alaska Teacher Code of Ethics.

<https://education.alaska.gov/teachercertification/20aac10>

### **Responsibilities of the Host Teacher**

The host teacher guides the student teacher in every way. Once the student has begun classroom teaching, the host teacher should approve lesson and unit plans and observe frequently. The host teacher should give constructive feedback and participate in the written assessment process.

He/she will provide a final written assessment based on the teacher standards. Host teachers who choose to participate in online seminars and audio conferences may receive university credit for student teacher supervision. They should register for ED 593. Linda Smith, Administrative Assistant, will assist in the registration process. Her telephone number is 1-866-465-6424.

### **Responsibilities of the University Supervisor**

The University supervisor will visit remote sites as often as feasible. She/he will provide at least five assessments using the Lesson Observation Form and a final written assessment.

### **Required/Optional Texts**

*How to Develop a Professional Portfolio: Manual for Teachers*

- Required • Edition: 4th 07 • Campbell/Cignetti/Melenzyer/Nettles/Wyman

### **Course Objectives**

- a. Articulate, practice and refine a personal philosophy of education. (CF Goal 1)
- b. Understand and teach to the appropriate developmental levels of the students. (CF Goal 2)
- c. Differentiate instruction for diverse learners. (CF Goal 3)
- d. Use knowledge of content and curriculum to effectively plan for instruction in language arts, math, social studies and science.
- e. Plan, teach and assess for student learning.
- f. Manage a classroom where all students can learn.
- g. Communicate effectively with parents and the local community.

- h. Conduct oneself as a professional.
- i. Use technology effectively for student learning.
- j. Use culturally responsive practices in instructional planning and delivery

### **Course Content**

- Development of a philosophy of education.
- Developmentally appropriate teaching.
- Differentiation of instruction for special and cultural needs.
- Understanding and connecting curriculum and content.
- Instructional planning.
- Effective instruction.
- Assessment for planning instruction.
- Discipline.
- Classroom management.
- Working with parents.
- Becoming a professional.

### **Course Requirements**

As stated earlier, student teachers will complete a semester of work in the elementary or middle school classroom. A minimum of six weeks of full-time, “solo” planning, teaching and assessment is required. The student teacher should plan on regular discussion with the host teacher, including planning, feedback and general information on the students and classroom.

Along with the successful completion of the student teaching experience and assessments, a completed Teacher Work Sample (TWS), a completed standards-based UbD Unit, and a web-based Professional Portfolio are the required culminating performance assessments that demonstrate professional/academic success in meeting program standards.

**What to turn in to your host teacher for review:**

- Lesson plans, weekly planner and unit plans.
- Any student assessments that you do.
- Any communications with parents and community.
- Any self-assessment materials used.

Your University supervisor will visit you on a pre-arranged basis. Most observations will consist of a pre-conference, a focused observation and a post-teaching conference to debrief and reflect.

**What to turn in to your University supervisor:**

- A schedule of your plan for teaching for the semester and other materials as requested.
- Formal lesson plans for arranged observations.
- A professional portfolio with artifacts that demonstrate your competence on the goals of the Conceptual Framework (based on Alaska Teacher Standards), a completed TWS, and a UbD Unit to be explained later in this syllabus.

**Course Assessment**

Student teachers will be assessed on their abilities to meet the goals described in the UAS/COE Conceptual Framework that is based on the Alaska Teacher Standards and the ACEI Standards. Each goal will be assessed through observation of classroom teaching and three culminating assessments. Letter grades will be assigned for student teaching based on these assessments. Student teachers receiving grades below a C will be required to repeat student teaching.

### **A Sample Schedule for Student Teaching**

The host teacher, student teacher and University supervisor should agree on a schedule for the semester. Following is one sample, but they will vary depending on the district schedule and individual classroom needs.

<b>Week</b>	<b>Suggested Activities</b>	<b>Notes</b>
1	<ul style="list-style-type: none"> <li>• Go to school when teachers report</li> <li>• Help set up classroom</li> <li>• Get to know school and personnel</li> <li>• Review overall curriculum goals for the year</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor will visit</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students return; get to know them</li> <li>• Host teacher sets tone and routines</li> <li>• Student teacher takes some responsibility such as reading aloud, spelling, opening activities</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Determine content of unit</li> </ul>
3	<ul style="list-style-type: none"> <li>• Student teacher takes on additional responsibilities in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Host teacher begins observation</li> </ul>
4	<ul style="list-style-type: none"> <li>• Student teacher continues to take on additional responsibilities</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Student teacher adds responsibilities</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Student teacher responsible 1/2 day</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor: formal observation</li> <li>• Begin unit</li> </ul>
9	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester assessment</li> </ul>
10	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in report cards and conferences</li> </ul>
11	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Full time teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor: Formal observation</li> </ul>
13	<ul style="list-style-type: none"> <li>• Host teacher begins to phase in</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Host teacher continues phase in</li> </ul>	
15	<ul style="list-style-type: none"> <li>• Student finishes project</li> <li>• Observations of other classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Final conference</li> </ul>
16	<ul style="list-style-type: none"> <li>• Complete observations and other projects</li> </ul>	

## **Assignments in Detail**

### **1. Daily and weekly plans**

The host teacher will review the student teacher's individual lesson plans and weekly plans. The student teacher should maintain a plan book that is clear to others. The principal may request to review these plans.

Please use the Lesson Design Template included in this handbook for formal lesson observations. In other cases, ask your host teacher to provide the format for lesson plans that is desired in your classroom and school.

### **2. A Philosophy of Education**

All student teachers have been working on philosophies throughout the program. Please look at your previous philosophy and use it to guide your teaching. At the end of the semester, you may want to revise your philosophy. This should be no longer than one page and include your knowledge of how children learn and your beliefs about how teachers teach.

This philosophy will be a cornerstone of your professional portfolio and may be used in your job applications in the future. Craft it well.

### **A Teacher Work Sample**

A teacher work sample is a collection of data that demonstrates your understanding of the relationship between assessment and instruction - that the result of teaching is learning. In your previous classes, you have used data to show that individual children have learned. In student teaching, you will collect and organize children's work as data before and after teaching to demonstrate the efficacy of your teaching. This includes a short goal-based unit of instruction. You may also do a teacher work sample with a shorter course of study ~ a 3-day activity or a long-term lesson.

Guidelines and materials for the Renaissance Teacher Work Sample are presented in the biweekly seminar.

### **The Professional Portfolio**

At the end of student teaching, you will compile a professional portfolio. The portfolio serves several purposes:

- Provides data for final assessment of student teaching;
- Aligns student teacher accomplishments with Alaska Teacher Standards and COE Conceptual Framework;
- Becomes a valuable resource for applying for teaching positions; and
- Serves as a basis for the graduate portfolio that you will complete in your MAT program.

The professional portfolio is organized in a framework of the Alaska Teacher Standards. For each standard (or Conceptual Framework goal) you will provide an artifact of practice that shows you meet that standard. Evidence might include lesson plans, a unit plan, examples of

student work, a teacher work sample, appropriately captioned photographs, a video or slide show and so on. Portfolios are requested to be web-based.

Each artifact should be explained in a very brief paragraph so the reader understands how this artifact provides evidence of your competency in the goal/standard.

While each student teacher prepares a unique portfolio, below is a guideline for organizing your professional portfolio. Remember to include a short paragraph with each artifact that identifies what it is and how it shows how you have met the standard it represents.

- Introduction
- Resume
- Standard 1: Philosophy: Your philosophy of education. Be sure the materials you present in your portfolio are consistent with your philosophy, one page, perfect in grammar and punctuation.
- Standard 2: Development and Learning: A lesson plan with student work would be one way to show you understand development and theories of learning and motivation. One of the literacy lessons would be appropriate here.
- Standard 3: Diversity. An example of a culturally relevant lesson or unit, an activity in which you provided differentiation or examples of work with a special student would be good here.
- Standard 4: Content: your Integrated Unit. You don't need to turn in the entire unit, but at least the UBD coversheet and schedule of activities/lessons.
- Standard 5: Planning, Instruction and Assessment: Summary of your Teacher Work Sample
- For each of the following content areas an artifact can constitute a lesson plan, its observation and your written reflection based on the observation feedback. Include student work, photos, materials you created, etc., as appropriate.
  - Math
  - Language Arts (Reading and Writing)
  - Science
  - Social Studies
  - The Arts OR Arts Integration
  - Physical Education
  - Health
  - Technology
  - Differentiation

- Standard 6: Classroom Management and Discipline: A summary of your management/discipline plan.
- Standard 7: Communication with Parents and Community: A community-based lesson, a newsletter you've written, examples of a student report (again, with a pseudonym).
- Standard 8: Professionalism: Please include practicum assessment forms, letters of recommendation (if available). Also include a concise **annotated bibliography** of books and articles you have read throughout your program, along with a description of any other courses or trainings you have taken outside the program.
- Standard 9: Technology: A lesson (see above) with focus on technology.

The portfolio should be set up on a website that others can view by invitation. Be concise and remember to provide materials that SHOW rather than TELL. Consider FERPA guidelines when using photos with children's faces or names.

### **A Standards-Based UbD Unit of Instruction.**

In demonstrating your knowledge of effective curriculum development and assessment, you will design and complete a multidisciplinary UbD Unit of instruction with your class. [Use the UbD Unit template from ED621B.] It can be useful to set it up as a theme using social studies or science as the primary content.

**Praxis II Exam 5018 Elementary Content Knowledge. This is required for completion of your Institutional Recommendation for the K-8 Alaska Teaching Credential. ETS sends the composite score to UAS. It is your responsibility to send us the disaggregated scores for English, Math, Science and Social Studies. Please complete the Praxis II prior to student teaching.**

### **Policies**

Please consult with the Alaska Code of Teacher Ethics if you have any questions.

### **Communication**

Problems should be addressed in a timely, professional manner. If intervention is needed, please contact the principal or University supervisor. Student teachers should report any problematic communications with parents and community members to the host teacher. Remember, all student information is CONFIDENTIAL. Please contact your supervisor and/or principal before it becomes an issue!

### **Substitute Teaching**



Student teachers may substitute teach for pay with the principal's permission and in line with district policies. Subbing should be limited to your own classroom; you are not an on-call building sub.

### **Extended Absence**

Student teachers and their children do get sick, and they do have family obligations. Your absence will be treated as those of teachers. Please report your absence in advance. If you find you are going to be absent for an extended length of time that inhibits completion of the student teaching requirements, additional weeks will be required.

### **Solo Teaching**

Meeting the students' needs is a major goal of student teaching. Some host teacher/student teacher teams decide that this is best done if they team-teach. If this is the case, the student teacher should prepare plans for the host teacher.

Many host teachers ask, "When should I leave the classroom?" Student teachers will receive greater respect from the students if the host teacher does leave the classroom and defers to the student teacher regularly. This must, however, be worked out between the student teacher and host teacher on an individual basis.

### **Observations**

The student teacher should request that the principal observe in the classroom. The host teacher should observe informally on a regular basis and formally weekly if possible, using the Checklist for an Observation and debrief regularly with the student teacher.

## **Title IX**

*UAS adheres to all policies related to Federal Title IX guidelines. This applies in distance situations as well as on campus and in schools. Please review this website:*  
<http://www.uas.alaska.edu/students/guide/health/titleix.html>

*Below is a summary of resources, contacts and the University of Alaska's Board of Regents Policy & Regulations (BOR P&R) located at: <http://alaska.edu/bor/policy-regulations/>*

### **DOCUMENT PURPOSE**

The University of Alaska affirms the commitment to a safe and healthy educational and work environment in which educational programs, employment, and activities are free of discrimination and harassment, by providing an environment in which students and employees can learn and work safely. Thus, efforts must be made to i) provide the safest environment possible at all times and in all locations and ii) in the event that this goal is not met, to have reporting and responsive mechanisms in place and clearly communicated. This reference guide has been created to accompany University of Alaska students, employees and affiliates into the field with resources for reporting sexual misconduct. This document provides several important definitions as well as the contact information of resources for victims and those reporting instances of sexual misconduct.

### **DEFINITIONS**

- **Sex or Gender-based Discrimination** include actions that adversely treat or affect someone, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of sex of the individual's sex or gender.
- **Sexual or Gender-based Harassment** includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
- **Sexual Assault** includes non-consensual penetration.
- **Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another person.
- **Nonconsensual Sexual Contact** is any intentional or reckless sexual contact without consent.
- **Complicity** includes any act taken with the purpose of aiding, facilitating, promoting or encouraging sex or gender-based discrimination.
- **Stalking** is repeatedly following, harassing, threatening, or intimidating including by telephone, mail, electronic communication, or social media.
- **Dating or Violence** includes emotional, verbal, and economic abuse with or without the presence of physical abuse committed by a person who is or has been in an intimate relationship with the victim or by a current or former spouse or partner.
- **Retaliation** is adverse employment, academic, or other actions against anyone reporting or participating in an investigation of Title IX allegations.
- **Confidential Employee:** 1) Any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in his or her professional role in the provision of services to a patient who is a University student.
- **Responsible Employee:** All University employees are required to report sexual misconduct to the Title IX office within 24 hours. This excludes the confidential employee identified as a confidential

resources.

### **WHAT THIS MEANS**

**The rules of University of Alaska apply at all field stations, clinical and educational sites, and during all class related travel. If you experience or observe sexual or gender-based misconduct by any individual (UA student, employee, affiliate, unaffiliated or unfamiliar individual), we encourage you to report this to an instructor or internship coordinator. If you feel uncomfortable reporting misconduct to these individuals, there are additional contacts and resources listed in this document. You can contact as many or as few as you feel comfortable and necessary.**

UA takes immediate, effective, and appropriate action to respond to reported acts of sexual harassment and sexual violence. As a University of Alaska student, you have many rights related to Title IX Regulations. These include:

- You are entitled to a fair, impartial, and prompt investigation of your complaint.
- You have the right to be protected from further discrimination, both while the investigation is happening, and after to assure that your academic environment is free of hostility.
- You have the right to an alternative placement to minimize any disruption to your academic progress, and other interim measures.
- You have the right to identify witnesses who can attest to the alleged discriminatory behavior.
- You have the right to be notified of any updates or delays, and outcomes regarding the investigation and any pertinent sanctions.
- You have the right to appeal.
- You have the right to be protected from retaliation. Reporting sexual harassment/sexual violence will not impact your University of Alaska standing.
- You have the right to file civil or criminal complaints, outside of the processes of the institution.

### **REPORTING OPTIONS:**

**Emergency Situation:** Please call 911 or local law enforcement.

#### **Non-emergency Situation**

Non-emergency situations are those in which there is no immediate threat of harm to you or another person, but you would still like to report an incident or are in need of assistance or counsel because an incident has already occurred.

#### ***Confidential Reporting:***

- University of Alaska students can access Counseling Services through their Counseling Centers.
  - For the University of Alaska Anchorage, call: 907-786-4040
  - For the University of Alaska Fairbanks, call: 907-474-7043
  - For University of Alaska Southeast, call: 907-796-6000

More confidential reporting options can be found at:

<https://www.alaska.edu/stophesilence/confidential-disclosure/>

- UA Employees: Employee Assistance Program Counselors (Confidential) (800) 697-0353 or <http://www.alaska.edu/benefits/employee-assistance-progr/>
- Online reporting through the UA Confidential Hotline  
**An anonymous online reporting form that allows you to file your complaint electronically. Once a complaint is received, the office that addresses your specific type of report will reach out to you, if requested.**

*Website: [www.alaska.ethicspoint.com](http://www.alaska.ethicspoint.com)*

*Phone: 1-855-251-5719*

### *Reporting to Title IX: (Responsible Employee)*

- **Contact your Title IX Coordinator:**
  - For the University of Alaska Anchorage, call: 907-786-1419
  - For the University of Alaska Fairbanks, call: 907-474-7599
  - For the University of Alaska Southeast, call: 907-796-6036
- **Report Online to your Title IX Office:**
  - At UAA: <https://www.uaa.alaska.edu/about/equity-and-compliance/title-ix/reporting%20options.cshtml>
  - At UAF: <http://www.uaf.edu/titleix/file-a-report/>
  - At UAS: <http://www.uas.alaska.edu/policies/titleix.html>

### *Department Contact (Responsible Employee)*

- At the University of Alaska Anchorage: Director Claudia Dybdahl 907-786-4413 [csdybdahl@alaska.edu](mailto:csdybdahl@alaska.edu)
- At the University of Alaska Fairbanks: Director Amy Vinlove 907-474-7701 / 907-474-6898 [alvinlove@alaska.edu](mailto:alvinlove@alaska.edu)
- At the University of Alaska Southeast: Executive Dean Steven Atwater 907-796-6036 / [satwater@alaska.edu](mailto:satwater@alaska.edu)

## **ADDITIONAL RESOURCES**

### **Nationwide (USA) Support**

- **National Domestic Violence Hotline:** Available 24/7 to talk confidentially for anyone experiencing domestic violence, questioning unhealthy relationships or seeking support.  
**Phone: 1-800-799-7233 / Phone (TTY): 1-800-787-3224**  
<http://www.thehotline.org/>
- **National Sexual Assault Hotline (RAINN):** Provides confidential, 24/7 support  
**Phone: 800-656-4673 / <https://rainn.org/get-help/national-sexual-assault-hotline/>**

## **IMPORTANT NOTES**

- **Confidentiality and responsible employees:**  
**Given the personal nature Title IX violations, many victims are understandably reluctant to come forward. As such, it is particularly important that they understand how to report and how that report will be handled. Reports made to the confidential resources are confidential and can**

be anonymous. Except in rare, extreme circumstances, nothing will be shared with anyone outside of these offices without explicit permission.

Information shared with other UA offices is kept as private as possible, but some information will be shared with the Title IX coordinator, who is expected to be made aware of all reported Title IX violations. Reports of sexual misconduct must be reported by employees to the Title IX office within 24 hours unless the employee is designated as a confidential resource.

- **Protections for reporters:**
  - The University strongly encourages students to report incidents violating Title IX policy regardless of whether the consumption of drugs or alcohol was involved. Therefore, students who act responsibly by reporting information about violations of Title IX policy to the appropriate authorities will not face University disciplinary action for their own possible drug or alcohol consumption in connection with the reported incident.
  - Title IX also protects against retaliation, defined as adverse action against a person reporting or participating in an investigation of Title IX allegations.

## **GOALS & EXPECTATIONS FOR OFF-CAMPUS EDUCATIONAL PROGRAMS**

### **UNIVERSITY OF ALASKA GOALS:**

- Provide a safe and respectful environment for students, faculty, and staff regardless of location.
- Ensure that students, faculty, and staff have appropriate access to resources to address and help resolve interpersonal conflicts of any nature, including but not limited to sexual harassment and/or assault.
- Enable rapid communication between the involved parties, the department, and other offices on campus with relevant expertise in the event of any such conflict.

### **EXPECTATIONS FOR PARTICIPANTS IN FIELD EXPERIENCES:**

- Students, employees, and affiliates who participate in any University of Alaska programs are expected to uphold the highest standards of professional conduct while involved in an off-campus educational program.
- Students are further obligated to remain in compliance with UA's Student Code of Conduct in all contexts. <https://www.alaska.edu/bor/policy/09-02.pdf>
- All participants in off campus educational programs are also expected to be aware, respect, and comply with the customs, cultural norms, expectations, and laws of the country that they are working in. Not only does this ensure a safe working environment, it also ensures good relations between the local community and those attending or leading the off campus educational program.
- Given their position of authority, faculty and staff accompanying or supporting students during off campus educational programs are expected to maintain a safe working and learning environment by communicating the resources available to students for resolving any issues, remaining alert for evidence of misconduct, and setting a professional tone throughout the field season.
- Faculty and Staff that are not designated as confidential reporters are required to report any incidents to the Title IX office at their home campus promptly. Informing a

**supervisor who is present on site is one appropriate action, but the reporter should be aware that additional reporting is necessary to appropriately resolve the situation.**

**EXPECTATIONS FOR THE INTERNSHIP COORDINATOR OR DEPARTMENT:**

- **The Department, Internship Coordinator, or Faculty will communicate a non-exhaustive list of resources for resolving interpersonal conflicts of various natures to all participants in department sponsored field activities.**

**EXPECTATIONS FOR THE THIRD PARTY EDUCATIONAL PROVIDER:**

- Third party providers will assist and cooperate with University of Alaska, as necessary, in any process or investigation related to Title IX policy and compliance responsibilities related to the obligations of University of Alaska as a public institution of higher education.
- Third party providers agree to take no action affecting any student placed at their agency that would be prohibited by Title IX.