



UNIVERSITY
of **ALASKA**
SOUTHEAST

ALASKA COLLEGE
OF EDUCATION

CANDIDATE HANDBOOK

Graduate Elementary Programs
MAT/Certification/Endorsement K-8

2018-2019



Council for the
Accreditation of
Educator Preparation

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GREETINGS FROM THE DEAN

On behalf of the faculty and staff, welcome to the School of Education (SOE) at the University of Alaska Southeast. Exciting things happen here and I am confident that you will find the University and the School of Education to be an outstanding choice. We are an innovative and growing school dedicated to preparing effective teachers and other educators for Alaska's schools.

The SOE offers programs designed to meet the needs of those preparing to become teachers and those who are already in the profession. We have a strong tradition for preparing educators and principals of excellence who demonstrate a commitment to enhancing the lives of students.

With the P-12 schools of Alaska as our partners we have created opportunities for accessibility to our programs through distance delivery. We also have programs with summer institutes on the Juneau and Sitka campus that take advantage of the wonderful outdoor experience only available in Southeast Alaska. I invite you to look at the programs on this web site and then send us an email, make a phone call, or come by our offices for more information. Together, we want to help you make a difference in the lives of students, families and communities. Unique features of our programs are: Quality Place-based Educational Experiences – Academic rigor and scholarly excellence within a context unique to our Alaska heritage. By valuing individual diversity and the heritage of our area, the SOE provides a caring, interactive and academically challenging environment:

- **Unique programs** building commitment to creative problem solving in the service of children, families and communities;
- **Actively fostering** intellectual pursuits while celebrating a multicultural world and the heritage of Native populations;
- **Serious about** enhancing professional skills in support of the belief that all children can learn.

Convenient schedules. Our classes are taught in a variety of formats to accommodate student and professional lifestyles.

Supportive environment. We are committed to your success. Students enjoy small classes, dedicated faculty who are available to students, caring staff, numerous University services and continually expanding technology.

Juneau. Our beautiful campus and the surrounding environments offer diverse experiences and opportunities guaranteed to stimulate creativity and a desire to learn. In collaboration with numerous individuals throughout the larger university community, our dedicated faculty and staff lead these and many other initiatives. We are making a difference in the lives of those we serve.

On behalf of the faculty and staff of the School of Education, I thank you for your interest and look forward to welcoming you.

ACCREDITATION

The University of Alaska Southeast is accredited as an institution of higher learning by the Northwest Commission on Colleges and Universities.

SOE programs are approved by the Alaska State Board of Education and are accredited by the Council for the Accreditation of Educator Preparation.



The Graduate Elementary Programs are nationally recognized by the Association for Childhood Education International and CAEP.

WELCOME INFORMATION FROM YOUR ADVISOR

This handbook gives guidelines for obtaining your initial Alaska teaching certificate, an elementary endorsement and/or your Master of Arts in Teaching (MAT) degree.

The Graduate Elementary Programs are course- and field-based programs designed for bachelor's graduates preparing for a career in teaching at the elementary and middle school levels.

***Our mission** is to prepare you to teach in rural and urban Alaskan settings. We will assist you in being an **informed** teacher with a knowledge base supported by current research and best practices. We will help you implement your learning in school settings and will assist you in **reflecting** about your practice. Our goal is for you to become **responsive** to the needs of all your students.*

Our program competencies are based on standards provided by CAEP, the Association for Childhood Education International and the Alaska Expectations for Beginning Teachers. Our programs place special emphasis on diverse needs of students and up-to-date technology, and provide strong, field-based approaches to becoming effective teachers. Our programs are available by distance delivery to students throughout Alaska. Graduates have excellent success in finding employment both in Alaska and throughout the United States.

Philosophy

We believe that individuals learn in a constructivist manner; that is, active, engaged, independent, and social learning that results in reflective and informed practice. We encourage critical thinking and creativity. You are expected to engage in personal inquiry, active communication with others and professional participation in the classroom.

In our programs, technology assists you. Proof of your learning is documented in a variety of ways, including practical observation of teaching as well as a Professional Portfolio when you complete the student teaching and a Master's Portfolio to complete the MAT program.

Personal Inquiry

As a graduate student, you are expected to construct and professionally communicate a firm knowledge base in your field. In your research, you read both widely and deeply. You are expected to write your formal papers in a professional manner using APA style when appropriate.

A Learning Community

Our programs are designed so students in various communities throughout Alaska (from large cities like Anchorage to remote villages like Kipnuk and Thorne Bay) can remain in their own communities for teacher preparation.

We believe that teachers learn best as part of a group, so we hope you will take full advantage of opportunities to meet and interact with your colleagues and teachers by using online resources. If you are traveling through a community where one of your teachers or colleagues lives, please try to visit awhile in person.

Classroom Experience

We believe you will learn about teaching by teaching. Most of your classes have assignments in what we call the “practicum” experiences in classrooms in your local elementary or middle school. You will work with host teachers who are experienced and willing to mentor you. You become part of the local school as you complete your various practicum activities and student teaching. Please see individual course outlines for special practicum requirements. You must be fully admitted to the program and receive permission from the local school administration prior to doing any practicum work in the classroom.

Research Information

As a student in the elementary endorsement, certificate, or MAT programs, you are a possible participant in education research. The purpose of any possible research is to improve our teacher education programs and to understand and improve the working lives of teachers. The purpose of possible research is not to evaluate individual students, but to evaluate the effectiveness of our programs.

There are no risks to you as a participant in these studies. There is no compensation for your participation.

Confidentiality

We keep any information obtained in connection with our research that could identify you as an individual confidential. In any written reports or publications, no one will be identified or identifiable. We keep personal information, research data, and assessments in password protected electronic files available only to possible researchers and program personnel at UAS.

Likewise, information about students, teachers, schools, your colleagues, etc. must be kept confidential. This is a professional disposition that is guided by the Alaska Professional Teaching Practices Commission.

Technology

Our programs rely heavily on technology. Courses are provided using a variety of technologies. You need high speed Internet access. You also need a speaker phone and access to a digital camera or a smartphone, and scanner. **You must successfully complete ED 230 Educational Technology or equivalent prior to enrollment in the graduate courses.**

Professional and Graduate Portfolios

During your program, you build a portfolio that documents your knowledge, practice and dispositions as a teacher. The Professional Portfolio contains evidence that you have met our

program competencies. The portfolio is your responsibility to create; however, your teachers in

every course work with you on its development. Your portfolio is then formally assessed during student teaching and provides the documentation required for your teaching certificate. Your professional portfolio is a useful tool when you apply and interview for your initial teaching position.

For those who continue on to complete the Master of Arts in Teaching degree, the graduate portfolio is your final capstone project. This consists of essays that use theory and research to show how your knowledge base supports your practice. This is completed in ED 698, the capstone course in the MAT program.

Please read this handbook carefully and use it as a guideline throughout your program. When you need assistance, please call either one of us or our program support personnel. We are here to guide and help you along your path to becoming a successful teacher.

Sincerely,

A handwritten signature in cursive script that reads "Katherine Spangler".

Katy Spangler, Ph.D.

MAT Elementary Program

Eagle River, Alaska

907-694-7019 (between 9 am and 5 pm, weekdays)

klspangler@alaska.edu

OVERVIEW OF THE GRADUATE ELEMENTARY PROGRAMS

UAS delivers a post-baccalaureate K-8 graduate certificate program, a K-8 endorsement and a Master of Arts in Teaching (MAT) degree to candidates in urban and rural locations throughout Alaska. Candidates who complete student teaching are recommended for an Initial Alaska teaching certificate, or endorsed for grades Kindergarten through 8. (Please see DEED website for details on the 3 tiers of teacher certificates.) Candidates may then continue after certification to complete a MAT degree.

Overview of Elementary Certificate/MAT Assessment Phases and Checkpoints

	Gate 1: Admission to Program & Practicum Courses	Gate 2: Admission to Student Teaching	Gate 3: Graduate Certificate Program	Gate 3: Completion of MAT Degree
Program phases & delivery	<i>Pre-admission: Beginning</i> <ul style="list-style-type: none"> Completion of application preparatory & content coursework. Foundations coursework. COED 001 	<i>Foundations & Practicum Methods: Practicing</i> <p>Program coursework practicum application in elementary & middle school classrooms.</p>	<i>Student Teaching: Applying</i> <p>Semester of supervised student teaching with 6 weeks of full-time teaching</p>	<i>Master's Study: Beginning Teaching</i> <p>Master's coursework.</p>
Required Courses	<p>ED 230 Prerequisite for all courses</p> <p>ED 333 Prerequisite for all 600 level courses; Intro to Psych is prerequisite</p> <p>ED 320 A, C or D</p> <p>ED 320 B</p> <p>ED 320E</p> <p>These should be taken as early as possible in the program. They must be completed in order to be admitted without conditions.</p> <p>Other content coursework per advisor.</p>	<p>Foundation Courses:</p> <p>ALST 603</p> <p>EDSE 482</p> <p>ED 680</p> <p>ED 621 A, B, C (Take ED 621A before or concurrently with your first methods class.)</p> <p>Practicum Courses:</p> <p>ECE 661 (take prior to ED 615)</p> <p>ED 615</p> <p>ED 616</p> <p>ED 617</p> <p>ED 618</p>	<p>ED 688 Student Teaching; includes professional portfolio</p>	<p>ED 626 Classroom Research</p> <p>ED 698 Master's Portfolio</p>

	Gate 1: Admission to Program & Practicum Courses	Gate 2: Admission to Student Teaching	Gate 3: Graduate Certificate Program	Gate 3: Completion of MAT Degree
		<u>ED 619</u>		
Procedures to Complete for Candidates	Application to Program: Background Check Orientation LiveText Pass Praxis CASE/Core All application materials	Application to Student Teaching Praxis II Elementary Content Knowledge Test 5018 Application Initial Certificate DEED Submit all practicum assessments in LiveText School District Application if applicable	Application for Certificate DEED	Application for Graduation
Procedures to complete by SOE	Review of transcripts Advising Admission: Gate 1	Course of Study Certificate of Program Enrollment for DEED Application for Student Teaching	Institutional Recommendation Advancement to Candidacy for MAT	

The following pages describe the courses and procedures in more detail.

PHASE ONE: **PRE-ADMISSION/BEGINNING TEACHING**

Admission

After an initial conversation with the advisor about your goals, you then send unofficial copies of undergraduate transcripts for her review. The transcripts will be reviewed for grade point and a basic liberal arts background, including coursework in writing, math, science, social sciences, child development, arts, P.E., and health. The advisor then makes recommendations for prerequisite content coursework or experiences. The advisor also recommends coursework (generally ED 230 Educational Technology, ED 333 The Learner and the Learning Process, and the ED 320 series) for your first semester.

The admission materials are also available online at:

<http://www.uas.alaska.edu/education/programs/mat-elem.html>



Please Send all Admission Documents to:

**Deema Ferguson, Admissions Coordinator
dmferguson@alaska.edu**

**University of Alaska Southeast
11066 Auke Lake Way
Juneau, Alaska 99801**

Applicants often wonder which program to apply to. The certificate program is for those who only wish to receive the teaching certificate. These candidates often already have a master's degree in another field. Those who want a master's degree should apply for the MAT program, which includes the certificate. Certificate students may apply for the MAT program at a later time if they want, but an additional application fee will be required (currently \$60.00). The Elementary Endorsement program is for those who already have an Alaska teaching certificate in another area.

Preparatory Coursework in the Pre-Admission Phase

ED 230 Introduction to Educational Technology

This course is offered via e-learning every semester. It introduces technology in current use in the K-8 classroom as well as technology used in our distance delivery at UAS. You will engage in individual and collaborative learning experiences using current technology applicable to the classroom environment. In addition, you will engage in ongoing research and discussion concerning current trends and concerns centered on the use of technology in the classroom. You will use technology to

produce a final project that demonstrates your knowledge and skills. The instructor uses a descriptive rubric to assess the final projects. When you have completed ED 230, you will be ready to assist children with classroom technology and learn in the distance environment at UAS.

Instructor: Dr. Lee Graham, Juneau

ED 333 The Learner and the Learning Process

ED 333 is offered every semester. The class has regularly scheduled meetings by Collaborate and is required prior to any classroom methods course. In this general educational psychology course, you will develop a knowledge base in 4 major areas: development of children ages 4-14 (early childhood, middle childhood and transescence), learning and motivation, foundations of the teaching profession, and beginning lesson design and assessment based on standards. You then complete a project in each area that is assessed by the professor with feedback.

When you complete this course, you have the general background in development, learning, motivation, and educational planning to be able to begin to plan for student instruction in your practicum courses. You will have started the process of developing a philosophy of education grounded in theory, research, and experience.

Instructor: Dr. Jeffrey Lofthus, professor, former teacher, school counselor & administrator, Juneau

You will take either Art, Music or Drama in the ED 320 series, as well as ED 320B PE and ED 320E Health:

ED 320-A Art in the K-8 Classroom

In ED 320-A, you develop general knowledge of visual arts, the artistic, and creative processes, and how to integrate the arts into classroom activities. The course requires planning, teaching and assessing an art lesson with children. When you complete this course, you are ready to integrate art into the curriculum in the classroom setting.

*Instructors: Karmen Staveland, professional artist, Eagle River, Alaska
Katy Spangler, Eagle River, AK*

or

ED 320-C Music in the K-8 Classroom

In this course you learn music fundamentals and how to integrate music into your classroom. The course requires development of music lessons and learning to sing with children. When you complete this course, you will be ready to use music in your K-8 classroom.

Instructor: Robin Hopper Music Teacher, Eagle River, Alaska

or

ED 320-D Drama in the K-8 Classroom

We offer this class fall and spring. You will learn principles, methods and materials for teaching drama in elementary and middle school classrooms.

Instructor: Roblin Davis, Juneau

ED 320-B P.E. in the K-8 Curriculum

You will learn general principles of physical education and wellness, and the components of a basic P.E. lesson. The final project is a lesson plan for a P.E. lesson assessed by the instructor. When you have completed ED 320-B, you are ready to plan and teach appropriate P.E. lessons within the classroom setting.

Instructor: Kelly McCormick, P.E. teacher, Juneau, Alaska

ED 320-E Health in the K-8 Curriculum

Introduction to current philosophies in health education for elementary and middle-school students.

Skills

and techniques needed by teachers to provide a sound health education program.

Instructor: Alberta Jones, Assistant Professor, UAS, Juneau

PHASE 2: FOUNDATIONS AND PRACTICUM METHODS: PRACTICING TEACHING AND FOUNDATIONS CLASSES

In addition to the classes listed above, classes that help you provide instruction to meet individual and cultural needs are part of this phase of your program. The two courses below may be taken prior to or during the practicum methods phase.

EDSE 482 The Inclusive Classroom

This course is offered every semester and addresses the rights and education of children with disabilities. This course will cover (or address) the philosophical, legal and programmatic foundations of collaboration and partnerships, including legal implications, how legislation has affected the classroom, confidentiality and parental rights, changes in educational practices, roles and responsibilities of the general education teacher, as well as service delivery in rural and remote Alaska. Upon completion of this course, you will be able to differentiate instruction for all students and plan for accommodations for students with Individualized Education Programs (IEP) in the general education classroom.

Instructor: Susan Andrews, Assistant Professor, Juneau

ED 621 ABC Curriculum Development

A foundations course that introduces you to curriculum planning and assessment. Part A is an introduction to standards, backward design, lesson planning, objectives, and assessment. This should be taken the first semester you take a methods course, or prior to that semester. Part B teaches you to use backward design to create a unit for deep understanding, and is best when paired with ED 618. Part C focuses on assessment principles and standardized testing. All parts should be taken prior to student teaching. Each course is 5 weeks, and they are offered consecutively in the fall and spring.

Instructor: Beth Hartley, Ph.D. Term Assistant Professor, Eagle River

ED 680 Multicultural Education Seminar

This course focuses on effective ways of accommodating cultural diversity in the classroom, and facilitating the appreciation of the differences that exist among people. Explores ways teachers and school systems can support equitable learning for all students, and appreciation for differences. Includes issues of the indigenous populations of Alaska and rural schooling, with attention to the Alaska Standards for Culturally Responsive Schools. Explores possibilities in prejudice reduction, curricular inclusion, an empowering school culture, and equity pedagogy. Students design lessons on a variety of cultural topics. This class is offered in the summer and fall, and meets the Alaska Department of Education requirement for multicultural education.

3 credits

Instructor: Susan Andrews, Assistant Professor, Juneau

ALST 603 Alaska Literature for Young People

The course is currently scheduled for summers with a one-week intensive on campus in Juneau. The course places focus on the wide range of literature about Alaska and the North that is available for young people. Projects include reading and annotating books, creating curriculum, evaluation of literature especially from an indigenous perspective, and the creation of a reading list for Alaska studies.

Instructor: Dr. Katy Spangler, Professor, Eagle River, Alaska

Practicum Classes

Once you are admitted to the program, have passed the Praxis Core and complete **at least ED 230 and ED 333**, you are eligible to begin the practicum phase of the program. This is when you begin to apply your knowledge in K-8 classrooms in the context of 6 methods courses. The methods classes cover the “big 4” areas of content, language arts at both the primary and intermediate/middle school levels in ECE 661 and ED 615, mathematics in ED 616, science in ED 617, and social studies in ED 618. ED 619 focuses on classroom management and discipline.

In each of these courses, we emphasize developing a theoretical and research base for the methods and their practical application in the practicum classroom. Candidates who successfully complete these 6 courses and all other certificate program coursework are ready to apply for student teaching.

Please also see the Practicum Packet for further details about placements and your practicum responsibilities. The Practicum Packet is in the Resources section of the practicum course website and also on the program websites.

Prior to taking any practicum course, you must enroll in and pass COED 001. This is an orientation to LiveText, your online portfolio system. Once you have completed this very short course, you’ll know how to use LiveText. Your host teachers in practicum and student teaching will use this system to assess your work in the classroom.

ECE 661 Advanced Studies in Young Children and Literacy

We offer two courses in literacy. This course is offered every spring and fall, providing a developmental perspective on emergent and early reading and writing. You observe children’s preliterate behaviors and learn to facilitate and assess emergent reading, writing, and spelling. The professor assesses your work using descriptive rubrics. You are then asked to self-assess, and the host teacher gives ongoing feedback and completes a Practicum Assessment form and a Professional Dispositions Progress Report.

When finished with this course, you will have a theoretical as well as practical background in young children’s literacy and be prepared to teach reading and writing in the primary grades during student teaching.

The practicum for this class should be 1st grade. You should take ECE 661 prior to taking ED 615.

Instructor: Susan Andrews, Assistant Professor, Juneau

ED 615 Literacy in the Intermediate Grades

This companion course in literacy is offered every fall and spring semester and focuses on intermediate and middle school reading and writing. Candidates develop effective teaching practices to ensure growth and academic success for all students. Integrating their philosophy of literacy, program and course content, and classroom experiences, candidates plan and provide appropriate instruction, assess and monitor student development, practice effective communication with parents, and engage in peer and professional collaboration.

Course content is applicable to the practicum experience and the major projects required. In one project, the strengths, needs, and growth of one student as a reader and a writer are analyzed and organized into a portfolio of the child's semester-long development. In another, candidates apply their philosophy and key understandings to the design and explanation of an ideal literacy program. Candidates also fully engage in the writing process, facilitate reading and writing workshops and design and teach content area literacy lessons.

Candidates and the professor use rubrics to assess project work, while the host teacher gives ongoing feedback and completes a Practicum Assessment form and a Professional Dispositions Progress Report. At the end of this class, each candidate will be prepared to teach reading and writing to students in intermediate and middle school classrooms.

Instructor: Julia Gibeault, Retired Teacher and Literacy Specialist, Anchorage, Alaska

ED 616 Math Methods in the K-8 Classroom

This course is offered fall and spring. The course provides the opportunity to explore the theoretical basis for planning, instruction, and assessment of K-8 students' learning of math. Candidates plan, teach, and assess at 3 math lessons targeting different areas within the math curriculum. All the lessons are at the discretion and with the support of your host teacher and are evaluated by your professor.

Candidates present, discuss, and reflect on their growing expertise in teaching math synchronously through Collaborate and asynchronously through Blackboard. The top priority is always the highest quality teaching and learning, aligned with the current Alaska Mathematics Standards.

Instructor: Dr. Virgil Fredenbert, Professor, Juneau

ED 617 Science Methods in the K-8 Classroom

This course is offered fall and spring. The course models the most effective methods of teaching science and inspiring children to learn science. These methods range from place-based learning to virtual labs and simulations. Candidates plan, teach and assess at least four science lessons and design and construct a science learning center. All the lessons are at the discretion and with the support of your host teacher and are evaluated by your professor. Candidates present, discuss, and reflect on their growing expertise in teaching science synchronously through Collaborate and asynchronously through Blackboard.

The top priority is always the highest quality teaching and learning, aligned with the Next Generation Science Standards.

Instructor: Dr. John Butler, Retired classroom teacher and professor of science education

ED 618 Teaching Social Studies in the K-8 Classroom

In this course, offered fall and spring, you interpret, analyze, evaluate, and apply the content of social studies to the K-8 curriculum. You will read, analyze, and evaluate current research on social studies

instruction. You implement applications of the inquiry process, transmission and construction models, and a variety of instructional strategies including the use of primary source materials. You will design and implement appropriate backwards designed lessons and purposefully integrate technology into these lessons. ED 621B is designed to offer support in developing the unit, and should be taken prior or concurrently with ED 618. Because social studies is not always taught at a consistent time in elementary schools, we recommend a middle school placement for your practicum.

Instructors: Dr. Katy Spangler, Professor, Eagle River and Dr. Beth Hartley, Assistant Professor, Eagle River

ED 619 Classroom Management and Discipline

This class, offered every spring and fall, allows you to develop specific plans for classroom management and develop and experiment with a philosophy of discipline. After review of theories and guided observation in classrooms, you prepare a written plan for classroom management and analyze your interactions with students in disciplinary actions. The professor assesses your written projects using rubrics. The host teacher gives ongoing feedback and completes a Practicum Assessment form and a Professional Dispositions Progress Report at the end of the semester.

You are expected to reflect upon and justify your interactions with students in disciplinary actions. By the end of this course, you should have a general discipline plan and be aware of the intricacies of organizing and managing an effective learning environment that encourages student responsibility and higher-level thinking. We suggest that you take this course as close to student teaching as possible.

Instructor: Dr. Katy Spangler, Professor, Eagle River, Alaska

Applying for Student Teaching

During the final semester of methods courses, you apply for student teaching for the following semester. You must have a GPA of 3.0 in methods courses, and if necessary, provide a short autobiography. These materials are sent to school district representatives who oversee the selection of host teachers for the following semester.

You must take and pass the Praxis II Elementary Content Knowledge test 5018 prior to student teaching. If you wish to student teach in middle school, you must take and pass the appropriate middle school Praxis II test.

The student teaching application is due October 1st for the following spring and March 30th for the fall semester. Once placement is made, we notify you. We encourage you to work with your host teacher to prepare for the upcoming semester.

You may request the Student Teaching Application from our office.

The Student Teaching Handbook is posted on our website.

If you are student teaching in the Anchorage School District, please see their website for due dates and online application: Their due dates are the end of September for Spring and end of February for Fall.

http://www.asdk12.org/depts/hr/employment/student_teaching/index.asp

If you are student teaching with the Mat-Su School District, go to the Mat-Su home page: [http://www. matsuk12.us](http://www.matsuk12.us). Click "Employment Opportunities" and then "Student Teachers." This will lead you to a detailed instruction page.

If you are student teaching in the Kenai, Kodiak or Fairbanks districts, please contact us for specific application procedures.

Please do not approach teachers about being your host teacher for student teaching. Protocol requires that you make your request in writing on your application; district administrations will work with us to make the best placement possible for you. Also please remember that student teaching for the K-8 certificate must be accomplished in a K-8 setting. Student teaching for elementary may not be done in a high school, a special education pull out program, or other special classroom.

Any individual variance to the prerequisites to student teaching must be requested in writing and approved by your advisor.

All student teachers must have a current certificate. We recommend the Initial Certificate, K-8 OR the Student Teacher Authorization. Please see the DEED website <http://www.eed.state.ak.us/> teacher certification for the application procedures.

**Remember, this must be done well in advance of student teaching.
We recommend 2-3 months prior to when your student teaching starts.**

PHASE 3: STUDENT TEACHING

ED 688 Student Teaching

Student teaching is the capstone of the Elementary certificate program. Upon successful completion of this course, you are eligible for an Institutional Recommendation for the Alaska Initial Teaching Certificate, Elementary (K-8) endorsement.

Graduate students will be required to obtain either a Student Teaching Authorization or an Initial Teaching Certificate from the Alaska Department of Education and Early Development (DEED) in order to be eligible to start student teaching. Upon receiving this certificate students are required to provide the School of Education with a copy and also provide their host principal/school with a copy prior to the start of the student teaching experience.

In the fall, student teachers begin when teachers start their contracts. In the spring, you begin either the day after winter break or at the beginning of the school's new semester. Student teachers are expected to follow the daily schedules of the teachers in their buildings. Student teaching generally lasts a full semester; however, timelines may be adjusted by the UAS supervisor to allow the candidate to meet all required performances. Student teaching is always at least 15 weeks.

As a student teacher, you will focus on applying the knowledge, skills, and dispositions learned in previous coursework to the learning and development of your students. Most of the time will be spent in the school, practicing teaching.

You assist the host teacher as assigned. At the start, the student teacher begins with small tasks such as tutoring, reading aloud, spelling, etc., as the host teacher assigns. Subjects are added until the student teacher is in charge of planning, teaching, and evaluating full time. The student teacher has these "solo" responsibilities for at least 6 weeks. Then the student teacher steps back as the host teacher again takes charge of the class.

The student teacher and host teacher plan this schedule together. The timing in each situation is different and is agreed upon by the host teacher, the principal, the UAS supervisor, and the student teacher. We will make every effort to accommodate individual differences and situations. However, all required assignments are standards-based and are the same in all placements.

During student teaching, SOE and program goals are assessed in a variety of ways. Your host teacher and UAS supervisor provide feedback and encouragement. Lessons are assessed with a lesson observation form. At midterm and the end of student teaching, you, your host teacher, and UAS supervisor fill out the Evaluation of Classroom Practice form. All evaluations are found on LiveText.

A Dispositions Assessment is also due at midterm and the end of semester if necessary. You provide further evidence of your performances in a Professional Portfolio (that includes a unit you design and teach as well as a Teacher Work Sample) that will be used when you apply for your teaching position.

Details of student teaching are in the Student Teacher Handbook. This is always posted on the ED 688 UASOnline website and on the program website.

Applying for your Teaching Certificate

When you successfully complete student teaching, you are eligible to reapply for the Alaska Initial Teaching Certificate, K-8 endorsement (see DEED website at www.educ.state.ak.us). If you had an Initial certificate while student teaching, you are eligible to renew. If you had a Student Teacher Authorization, you are eligible for the Initial certificate and must possess this certificate prior to applying for the Professional certificate.

You will apply directly to DEED (***remember that you must pass the Praxis Core prior to admission and the Praxis II, subtest 5018, in order for us to recommend you for the certificate.***)

You must request the Institutional Recommendation from our office. When the certificate program is completed, you request an Institutional Recommendation from the administrative assistant via email. The Institutional Recommendation will be given to the Dean for signature. Then it will be sent to you to include in your application packet. DEED requires that all parts of the application be sent to them in one packet, along with a cashier's check or money order. **No personal checks will be accepted by DEED!**

An official certificate will be mailed to you from DEED in a few months. If you apply for a teaching position and need proof of program completion, our office will provide a letter of completion stating that you have met all requirements for the certificate.

Then you will be ready to look for your first teaching position! We encourage you to participate in the Job Fair that occurs every April in Anchorage. Your Professional Portfolio is a useful tool for the interview process. Once you are teaching, we encourage you to continue by completing the Master's portion of the program.

At the end of your certificate program, SOE asks you to evaluate the program effectiveness in terms of delivery, etc. At the end of your first and third years of teaching, SOE contacts you to provide feedback and evaluate how well you were prepared for the teaching profession. Please complete these surveys as they provide valuable information for program improvement and for the accreditation of our programs.

More on Teaching Certificates

Alaska Senate Bill 86 allows a waiver of normal teacher certification requirements (completion of a teacher preparation program) so school districts can hire teachers in areas of teacher shortages. A person who 1.) has a bachelor's degree; 2.) has passed the Praxis Core examination; 3.) has successfully completed a background check; and 4.) is actively enrolled in a teacher certificate program.

Please consult the DEED website for details on the duration and renewal of Initial Teaching Certificates.

PHASE 4: **MASTER'S STUDY**

Once you are teaching, you take the 2 final classes that support you as a beginning teacher and strengthen the link between theory and practice. The final course is a program capstone where you build on your Professional Portfolio and create a Master's Portfolio based on the SOE Conceptual Framework. This final product contains the reflective pieces that tie theory and research to your practice.

Graduate Committee

You will need a graduate committee. Generally, this consists of your advisor, another faculty member assigned to you, and a person you select from the professional community.

ED 626 Classroom Research

As a Master's candidate, you will learn techniques for in-class ethnographic research and conduct a study to improve student learning in your own classroom. Once you complete this course, you know how to use action research to improve student learning.

Instructor: Dr. Beth Hartley, Assistant Professor, Eagle River

ED 698 Master's Portfolio

This capstone for the MAT gives you support in preparing your Master's portfolio. This includes essays that underpin your practice with a review of theoretical and research support. Your committee reviews the Master's portfolio using the Portfolio Rubric. When you complete this course, you demonstrate that you are an informed, reflective, and responsive teacher.

Instructor: Dr. Katy Spangler, Eagle River, Alaska

Graduation

You must file an application for graduation (<http://www.uas.alaska.edu/forms> > applications) early in your last semester in ED 698. Our office can email you the application if you can't access the link. This is the application for the degree to be posted on your transcript.

University of Alaska Southeast graduation usually occurs the first weekend in May. We encourage you to attend the ceremony in Juneau so we can celebrate your accomplishment with you. Candidates who cannot come to Juneau may graduate at a local college in the University of Alaska system if you contact us to make arrangements for you. An additional application is required for participation in the graduation ceremony at the end of Spring semester. Contact your local campus Registrar for further information. A special hooding ceremony is sometimes held in the Anchorage

area for local UAS graduates.

SCHEDULING COURSEWORK

Please follow the sequence of course offerings described in the previous section. Following is our yearly schedule of course offerings.

Semester	Fall	Spring	Summer
Pre-admissions Prerequisites and Foundations	ED 230 ED 333 EDSE 482 ED 320A, B, C, D, E ED 680 ED 621ABC	ED 230 ED 333 ED 320A, B, C, D, E EDSE 482 ED 621ABC	ED 230 ED 333 ALST 603 ED 320A, B, C, E EDSE 482 ED 680 ED 621ABC
Methods	ECE 661 ED 615 ED 616 ED 617 ED 618 ED 619	ECE 661 ED 615 ED 616 ED 617 ED 618 ED 619	
Student Teaching	ED 688	ED 688	
Master's	ED 626 ED 698	ED 626 ED 698	ED 698

Examples of Timelines for Program Completion

The programs allow you maximum flexibility to design a schedule that is best for you, your family, and your lifestyle. Below are some examples of programs that candidates have designed for themselves.

A Typical Timeline to Completion of Teacher Certificate Program

This candidate wants to go to school full time and get a certificate as a full-time student. She starts in the summer with the prerequisites, gets admitted so she can complete her two semesters of methods and student teach the following fall.

Spring	Summer	Fall
	9 credits ED 230 ED 333 ED 320A,C or D, B & E	10 credits ED 621A ECE 661 ED 616 ED 617
11 credits ED 621B, C ED 615 ED 618 ED 619	9 credits ALST 603 ED 680 EDSE 482	6 credits ED 688 Student Teaching

Very Fast Track

Under certain circumstances, a student may receive permission to complete the program in 4, or even 3, semesters as follows. This plan is by permission only. It's a very rigorous year.

Spring	Summer	Fall
	12-18 credits ED 230 ED 333 ALST 603 D 320A,C,or D, B, E (EDSE 482 ED 680)	14 credits ED 621AB ECE 661 ED 616 ED 617 ED 618
13 credits ED 621C ED 615 ED 619 ED 688 Student Teaching in upper grades	6 credits ED 680 EDSE 482	

Fast Track to MAT, No Summers

This student started in the fall. He works in the summer, but goes to school full time in the fall and spring. He is ready to teach in two years and completes his master's degree by the end of his first year of teaching.

Spring	Summer	Fall
		15 credits ED 230 ED 333 EDSE 482 ED 320A, C,or D; B and C
12 credits ED 621ABC ED 616 ED 619 ECE 661	(ALST 603)	12 credits ED 615 ED 617 ED 618 ED 680

9 credits ED 688 Student Teaching ED 628		3 credits ED 626 Start Teaching
3 credits ED 698 Complete degree		

Moderate Pace

This student has determined that her work schedule will allow her to take 2 classes per semester. Notice that it takes her 3 years to complete the certificate. After she begins to teach, she allows herself two years to complete her master's -- just in time to get tenure!

Spring	Summer	Fall
6 credits ED 230 ED 333	6 credits ED 320A, C or D, B and E EDSE 482	6 credits ED 621ABC ECE 661
3 credits ED 615 ED 616	3 credits ALST 603	6 credits ED 617 ED 626
6 credits ED 618 ED 619	3 credits ED 680	6 credits ED 688 Student Teaching
3 credits ED 698 Complete degree		

Slowly but Surely

This student has determined that he can take one class per semester. He gives himself 5 years to complete the certificate program. In the meantime, he has worked as a full-time teacher's aide in the school.

Spring	Summer	Fall
ED 230	ED 333	ED 320A, C or D; B and E
ED 621ABC	ASLT 603	ECE 661
ED 615	EDSE 482	ED 617
ED 616	ED 680	ED 618
ED 619		ED 688 Student Teaching

Please consider your own situation and map out a tentative schedule on the following worksheet for your program. Be sure to share your plans with your advisor.

WORKSHEET FOR COURSE SCHEDULING

SPRING	SUMMER	FALL

APPLICATION FOR ADMISSION DETAIL

Overview of Admission and Program Progress

Prior to Admission

You take the following courses while completing the admission process: ED 230, ED 333, and ED 320A, C or D, B and E. ED 680 and ALST 603 are also possible, so contact your advisor for permission.

Admission to the Program: Gate 1

Full admission to the program requires that you be accepted by the University of Alaska, as well as by your chosen program within the SOE. Please submit admission materials to the person/address on Page 10 of this handbook. You will be notified by mail of your admission status.

All admissions instructions and paperwork are found in this handbook and at:

<http://www.uas.alaska.edu/education/programs/mat-elem.html>

Admission to Methods Courses

You must have taken ED 230, ED 333 and be admitted to the program prior to registering for methods courses (ED 615, ED 616, ED 617, ED 618, ED 619, 621 ABC, and ECE 661).

Admission to Student Teaching

Candidates must complete prerequisite coursework, application to the Alaska Department of Education and Early Development for a certificate, and a formal application to UAS for student teaching. Some districts require a separate application as well. Candidates must pass the Praxis II Elementary Content Knowledge.

Advancement to Candidacy

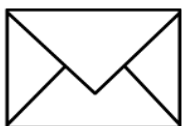
The semester of your completion of ED 698, you must apply for graduation.

Details: Gate 1: Admission Process for K-8 Certificate and MAT Programs

1. Consult with Your Advisor

- Student mails, emails or faxes unofficial transcripts to advisor
- Advisor completes transcript analysis
- Student and advisor discuss student's program

Advisor prepares student's program of studies. Unofficial transcripts should be faxed, emailed or mailed to:



Dr. Katy Spangler
P.O. BOX 773354
Eagle River, Alaska 99577

FAX: 907.694.8797

EMAIL: klspangler@alaska.edu

2. **Submit ALL application for admission materials to Deema Ferguson in Admissions (see below).**

- ___ Apply online.
- ___ Official transcript with evidence of bachelor's degree, 3.0 GPA.
- ___ All other college transcripts.
- ___ \$60 admission fee (via credit card or check made out to UAS).
- ___ 2 current letters of recommendation on SOE form (provided in Admissions packet).
- ___ Statement of Professional Objectives.
- ___ Impromptu writing sample (instructions provided in Admissions packet).
- ___ Evidence of successful work with children "One Week Experience" or equivalent.
- ___ Passing Praxis CASE/Core exam scores (make sure you designate UAS as score recipient—code R4897—when you register for the exam). If you will be taking the Praxis outside of Alaska you will need to designate the Alaskan Dept. of Education as score recipient (designation code R7027).
- ___ Release of information waiver form (provided in Admissions packet).
- ___ Student Information Sheet (provided in Admissions packet).
- ___ Background check or proof of recent background check (must be from less than one year ago).
- ___ Statement of Agreement found on page 98 of this handbook.



Send all of the above to:
Elisabeth Genaux, School of Education
edgenaux@alaska.edu
University of Alaska Southeast
11066 Auke Lake Way
Juneau, Alaska 99801

Application cutoff dates for Spring, Summer, and Fall Semesters

- For **Spring** semester applicant, **December 15th**
- For **Summer** semester applicant, **May 1st**
- For **Fall** semester applicant, **Aug 1st**

We admit students on a rolling basis: that is, when your file is complete, we review it immediately. This

will not guarantee your eligibility for financial aid, however it will allow you to progress in graduate coursework upon admission.

Background Check

Please note: We are requiring a criminal background check for all students in courses that deal with children. This means both prerequisite courses and methods courses. This should be submitted to Admissions at UAS. Your local police or State Troopers can provide this form; it's a very quick check. It costs \$20. If you already have done a background check for your work or you have a current Alaska teaching certificate, you may submit that instead. When you apply for the teaching certificate, you must provide fingerprints: the DEED will give you the information about that.

<http://www.dps.state.ak.us/statewide/background/default.aspx>

Students may be admitted with provisions in the following cases:

- If your GPA from previous transcripts is not at least 3.0. When you complete 12 credits and maintain a 3.0 GPA, your admission is changed to good standing.
- If your scores on the Praxis CASE/Core do not meet state requirements, you are admitted conditionally. We will help you with a plan for remediation. You must pass all three subtests of the Praxis CASE/Core for full admission to the program and to be in practicum courses. Passing scores are found on the DEED website.
<https://www.eed.state.ak.us/TeacherCertification/praxis.html>
- If you have submitted all materials under your personal control. For example, if we have not received a letter of recommendation, we will still consider your admission.
- If you have not completed content prerequisites that may be identified by your advisor. Please note that the content prerequisites must be taken **prior to** enrollment in the corresponding methods course (i.e. U. S. History prior to ED 618 Social Studies Methods).

3. Complete Program Prerequisites

- GPA 3.0 from undergraduate transcript (if your GPA is below 3.0, you are admitted provisionally. You must maintain a 3.0 GPA for the first 12 credits to be admitted in good standing).
- Prerequisite content coursework as recommended by advisor.
- ED 230 is a prerequisite for the Elementary certificate.
- ED 230, ED 333, and ED 320A, B, C, D, E are the prerequisites for the MAT. Candidates are conditionally admitted after completing ED 230 and ED 333 to be eligible to take the methods courses.

Notes

- You will be notified of your admission status by the SOE after all documents are received/reviewed.

- If you apply for the MAT program, which includes the certificate, the admission fee of \$60 includes both. If you apply to only the certificate program, you will need to pay another admission fee (currently \$60.00) if you decide to continue with the MAT program at a later date.
- You may be admitted provisionally. Admission with condition allows you to apply for financial aid. Students have one semester to complete their provisions for full admission (good standing).
- You may not take practicum methods courses (ED 615, ED 616, ED 617, ED 618, ED 619, ECE 661) ***until you are admitted in good standing*** and have completed ED 230 and ED 333, and passed your Praxis CASE/Core exam. All other undergraduate courses are open to students prior to full admission.
- You must **TAKE** the Praxis CASE/Core exam for admission. If you do not pass all sections, you may retake it. See DEED website for additional details.
- The Praxis II test, Elementary Content Knowledge 5018, is required prior to recommendation for student teaching. Taking it at the time of admission is not required. The passing score for Praxis II is 143.
- You must maintain a 3.0 GPA. You must receive a grade of C or better in each course for it to count. C- or lower will not be counted as “passing.” If you get a C-, you need to retake the course.

APPLICATION FOR STUDENT TEACHING DETAIL

Details: Gate 2: Admission to Student Teaching

A general application for student teaching is included in this handbook and also online. Please send this in at the beginning of the Fall or Spring semester prior to your student teaching.

Requirements for admission to student teaching are as follows:

- Completion of program courses with a GPA of 3.0 or better;
- Completed application form with advisor's recommendation. Advisor makes use of the practicum assessment forms and professional dispositions progress reports from the methods courses to make this recommendation; and
- Either Student Teacher Authorization or Initial Alaska Certificate. We recommend the Initial Certificate.
- 143 or better on Praxis II, **Elementary Content Knowledge test 5018**
- Students in Anchorage, Mat Su and Fairbanks must complete the district's online application.

You will be placed in a student teaching position pending approval of the school district and finding an appropriate placement for you.

Student Teaching Application Procedures

Student teaching application **WILL NOT** be considered until **ALL** application materials are received. The following materials must be submitted as part of your student teaching application:

- Completed and signed SOE student teaching application;
- Eligibility waiver request if needed;
- Release of Information form;
- COPIES of application documents sent to DEED. This includes the completed fingercards, the Student Teacher Authorization (2 pages) **OR** Initial Certification (12 pages) and appropriate fee.

If using the **Student Teacher Authorization**, include when sending to DEED a cashier's check or money order for **\$66** made out to Department of Education & Early Development. If using the **Initial Certification**, include the \$66 fingerprint fee and \$125 application fee, for a total of **\$191** (cashier's check or money order **ONLY; NO PERSONAL CHECKS!**).

Applicants who are student teaching outside Alaska do not need to submit a fingerprint packet, however they must comply with that state's requirements for student teaching.

- All practicum assessments must be completed by the end of the semester prior to student teaching. We will access these on LiveText.

Student Teaching Application Deadlines

- March 30th for Fall semester student teaching (Anchorage School District requires last day of February)
- September 30th for Spring semester student teaching

Eligibility Requirements for Student Teaching

- Full admission (good standing) to the MAT Elementary program;
- 3.0 or above GPA in program coursework; and
- All coursework must be completed prior to starting student teaching.

***For special instances, advisor permission is required.

Eligibility Waiver Request

Applicants who have not fulfilled all eligibility requirements but wish to apply for waiver of an eligibility requirement must write a letter to their advisor explaining what requirement is not completed and why a waiver is warranted. This waiver must accompany your student teaching application.

Fingerprint Packet

Fingerprints must be rolled within one year by the time they reach the FBI. DEED requires its own set of fingerprint cards. They will **not** accept fingerprinting previously completed for a school district. The only exception may be if you are already certified in Alaska, so check with DEED Teacher Certification first.

SEND YOUR ORIGINAL FINGERPRINT PACKET TO DEED, with a **COPY to:**

**Elisabeth Genaux, School of Education
edgenaux@alaska.edu
University of Alaska Southeast
11066 Auke Lake Way
Juneau, Alaska 99801**

Policies for Student Teacher Placement

1. Student teachers in the K-8 programs are offered student teaching in their own communities when appropriate placements are available in local schools.

2. Student teacher applications are due March 30th for fall and September 30th for spring. Late applications may not be honored. This time frame allows the University to place all student teachers in appropriate settings.
3. The student teacher placement is done jointly by the administration of the school or district, and the University. Students should not approach teachers asking for a student teacher placement.
4. Student teachers may be placed in communities other than their own when an appropriate placement is unavailable in their local community. The University makes every effort to place the student in a community where a local UAS faculty member is available for supervision or where a University education faculty member is already traveling. The out-of-town placement does not demand extra travel cost for the University or the student; however, the student must incur expenses of personal travel and housing.
5. If a student elects to student teach in a community other than their own and traveling faculty are not available in the area, the student will need advisor and SOE Dean approvals. The student will incur the expense of travel for supervision that would be above the cost of supervision in the local community. The student will also incur expenses of personal travel and housing.
6. Occasionally, a student faces an unavoidable move out of state prior to the end of the program. In these cases, a student in good standing may request an appropriate placement in the new location. If an appropriate placement is available and a qualified person can be located to supervise the student, UAS can, on approval, hire that individual to supervise the student. These placements must be organized in advance and approved by the SOE Dean, the faculty advisor and often by the local university in the new location. Cost beyond normal supervision may be charged to the student.
7. UAS supports a “rural experience” in which our students travel to village for a week, usually in March. If you wish to participate in this experience, you can apply for it, usually in January.

Details: Gate 3: Certificate, Endorsement and MAT Degree

Certificate or Endorsement:

You receive your Institutional Recommendation for the K-8 certificate when all program requirements are complete. These include:

- completion of ED 688 and all of its requirements;

Once you are done, it's your responsibility to apply to DEED for the certificate once you request and receive the Institutional Recommendation from SOE.

MAT Degree

Upon completion of your graduate coursework, ED 626 and ED 698 the Master's Portfolio, you are ready to graduate with the MAT degree. Procedures for the Advancement to Candidacy and applying for graduation are found in the UAS catalogue and website.

If you only applied for the Certificate, and later decide to continue with the MAT degree, you will need to reapply for the program and pay the admission fee. Materials from your previous admission will be used.



APPENDICES



Conceptual Framework Goals	1 Philosophy	2 Development	3 Diversity	4 Content	5 Learning	6 Environment	7 Partnerships	8 Professionalism	9 Technology
Program Coursework									
ED 230 Educational Technology			X	X	X	X			*
ALST 603 Alaska Literature for Young People			X	* Literature Drama			X		X
ED 320ABC Art, PE, Music in Elementary Classroom				X Art, PE, Music	X				
ED 333 Learner & Learning Process	*	*	X	X	*	X	X	X	X
ALST 300 Alaska Studies				X Alaska					
EDSE 482 Exceptional Child	X		* Special Ed		*				X
ED 615 Literacy Intermediate Grades	X	X	X	* Literacy	*	X	X	X	
ED 616 Math K-8 Classroom		X	X	* Math	*				X
ED 617 Science K-8 Classroom	X	X	X	* Science Health	*	X	X	X	X
ED 618 Social Studies K-8	X	X		* Social Studies	*	X		X	
ED 619 Classroom Management	X				*	*		X	
ED 626 Classroom Research	X	X	X	X	X	X		X	
ED 628 Tool Software/ Curriculum Development	X	X	X	X	X	X	X	X	X
ED 661 Young Child/ Literacy		X	X	* Literacy	*				
ED 680 Multicultural Classroom			* Diversity						
ED 688 Student Teaching	*	*	*	*	*	*	*	*	*
ED 698 Graduate Portfolio	*	*	*	*	*	*	*	*	*

X Conceptual Framework Goals addressed

* Conceptual Framework Goals assessed

SOE STUDENT GOALS AND PERFORMANCES EXPECTED IN ALL PROGRAMS

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 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: Teachers 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: 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 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: Teachers possess current academic content knowledge.

Performances

- 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)
- 2. Connect the content area to other content areas and to practical situations encountered outside the school. (S)
- 3. 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. (S)
- 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

- 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: Teachers work as partners with parents, families, and the community.

Performances

- a. Develop a sound, broad-based understanding of students' families and the 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: 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)

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

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)

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

BEGINNING TEACHER EXPECTATIONS: **STATE OF ALASKA DEPARTMENT OF** **EDUCATION (DEED)**

I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

The beginning teacher is able to:

- A. State a personal philosophy of education supported by research, professional literature, and experience with students;
- B. Identify teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education; and
- C. Demonstrate teaching practices that represent the teacher's philosophy of education.

II. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.

The beginning teacher is able to:

- 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); and
- B. Provide instructional opportunities to meet the needs of students based on theories of learning and motivation and the individual and special needs of students (e.g. learning styles, stages of development, students with disabilities, English language learners, gifted students).

III. A teacher teaches with respect for their individual and cultural characteristics.

The beginning teacher is able to:

- A. Make connections with the local culture(s) and the individual and cultural characteristics of the students to promote student learning;
- B. Use resources and information about the community and Alaska in planning and delivery of instruction;
- C. Recognize and minimize bias in instructional materials and practice;
- D. Use culturally appropriate communication and instructional strategies, way of knowing, and knowledge of the Alaska Cultural Standards in practice; and

- E. Identify and use instructional strategies and resources appropriate to the individual and special needs of students.

IV. A teacher knows the teacher's content area and how to teach it.

The beginning teacher is able to:

- A. Identify the connections in instructional plans to Alaska's Performance Standards (Grade Level Expectations) where developed, Alaska's State Content Standards, and district curriculum;
- B. Develop and teach lessons/units that demonstrate:
 - Accurate and current knowledge of the content;
 - Instructional strategies that are suited to teaching the content area and integrating technology where appropriate;
 - Consideration of students' developmental stages of content mastery using an analysis of various assessment data (qualitative and quantitative);
 - A variety of teaching strategies that encourage student development of critical thinking, problem solving, creativity, and performance skills; and
 - Connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.

V. A teacher facilitates, monitors, and assesses student learning.

A beginning teacher is able to:

- A. Teach lessons based on:
 - Alaska Performance Standards (Grade Level Expectations) where developed;
 - Alaska Content Standards;
 - District curriculum; and
 - Individual and special needs of students.
- B. Select appropriate assessments that measure what students know, understand, and are able to do;
- C. Use data from formative, interim, and summative assessments to guide instruction and planning;
- D. Identify and use a variety of instructional strategies and resources appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students);
- E. Assist students to reflect on their own progress using assessment data;

- F. Use a recordkeeping system to monitor and report student progress and attendance; and
- G. Communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.

VI. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

A beginning teacher is able to:

- A. Create and maintain a learning environment that is physically, emotionally, and intellectually safe;
- B. Establish a culture of learning by:
 - Setting clear expectations of high standards for student performance;
 - Promoting pride in student accomplishments;
 - Teaching students to be responsible for their individual and collaborative learning and decision-making;
 - Promoting respect for individual differences; and
 - Responding appropriately to student behavior.
- C. Implement a classroom management plan (e.g., routines, procedures, scheduling, classroom physical arrangement) that establishes an environment in which:
 - Students are actively engaged, contributing members;
 - Time is managed for maximum learning (e.g., transitions, pacing, administrative procedures); and
 - The discipline plan incorporates district, school, and classroom standards of behavior.

VII. A teacher works with parents, families, and the community.

The beginning teacher is able to:

- A. Promote regular communication between the classroom and student families;
- B. Participate in school-wide efforts, where available, that involve families and the public in the school community;
- C. Use instructional strategies that connect classroom activities with student cultures, families, and the local community (e.g., relating curriculum to local lifestyles, culturally relevant lesson plans, local experts, local artists, field trips); and
- D. Provide parents and families the opportunity to set and monitor student learning goals.

VIII. A teacher participates in and contributes to the teaching profession.

A beginning teacher is able to:

- A. Adhere to the Alaska Code of Ethics and Teaching Standards (20 AAC 10.020) and explain how it impacts decision-making;
- B. Commit to continuous professional growth by:
 - Setting professional goals based on identified strengths, weaknesses, and feedback from colleagues, supervisors, administrators, mentors, and other professionals;
 - Reflecting upon own teaching practices, including progress towards goals; and
 - Pursuing professional development opportunities (e.g., certification advancement, professional organization affiliation, district in-services);
- C. Work cooperatively with colleagues, supervisors, administrators, mentors, and other professionals;
- D. Demonstrate compliance with the federal, state, district and school policies, procedures, and schedules (e.g., FERPA, IDEA, ESEA, test security, treatment of students); and
- E. Consider feedback from colleagues, supervisors, administrators, mentors, and other professionals.

RESPONSIBILITIES

Advisor Responsibilities

Your academic advisor is your mentor throughout the program. The advisor oversees your courses and performance and is available for academic counseling when needed.

Specifically, advisor responsibilities include:

1. conducting initial interview;
2. reviewing your undergraduate transcripts and recommending any prerequisites;
3. overseeing your program through the program gates;
4. providing information about the programs by introducing you to the Handbook;
5. overseeing student teacher placements; recommending you for student teaching to the Dean of Education at UAS to sign the Institutional Recommendation for your certificate; and
6. serving as your graduate committee chairperson.

Practicum Host Teacher Responsibilities

The practicum host teacher supervises candidates in K-8 classrooms. The practicum experiences are linked to our six methods courses that are the core part of our Practicum/Methods phase. Practicum teachers are volunteers who host candidates in the classroom approximately 3 hours per week for each class. Practicum host teachers are volunteers

Practicum teachers provide opportunities for candidates to observe, assist, and teach in the classroom. They approve lessons the candidates prepare for teaching and provide feedback before, during, and after teaching. At the end of the semester, practicum host teachers assess candidates via the Practicum Assessment form. Completion of this form is very important as all candidates must complete 6 successful practicum experiences to be eligible for student teaching.

The SOE may offer a 1-credit 593 course for practicum host teachers. Additionally, practicum host teachers are invited to register for methods courses along with the candidates they supervise.

Specifically, the practicum host teacher:

1. Welcomes the practicum student into the classroom and introduces him/her to the students;
2. Asks the practicum student for the class syllabus and reviews expectations for the practicum student;
3. Provides a seating chart or other materials so the practicum student can learn names;
4. Assists the practicum student in becoming familiar with standards and local curriculum, and with classroom curriculum for the semester;
5. Acquaints the practicum student with appropriate school policies, personnel, materials, resources, and programs;
6. Requires lesson plans from the practicum student in advance of teaching lessons;

7. Observes the practicum student and provides constructive feedback via LiveText
8. Completes the Practicum Assessment form at the end of the class (if comfortable doing so, shares this assessment with the practicum student);
9. Completes the Professional Dispositions Progress Report; and
10. Notifies the methods teacher if there are questions or concerns.

Host Teacher Responsibilities

The host teacher supervises candidates during the student teaching phase of your programs. The host teacher guides the student teacher in every way and serves as a mentor, teacher, and evaluator. The host teacher is the single most important influence on the student teacher's development as a teacher. The host teacher is a volunteer.

The host teacher assists the student teacher to develop as a professional by aiding in the transition from university student to teacher; helping in development of an understanding of the aims and purposes of education, fostering an atmosphere in which self-assessment and reflection are valued, and providing opportunities for the student teacher to interact with other faculty.

Specific responsibilities of the host teacher include:

1. Becomes familiar with the background of the student teacher and using this information to help the student teacher grow as a professional;
2. Prepares 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 program expectations with the student teacher and UAS 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, standards, and planning for instruction that semester;
9. Acquaints the student teacher with all the assessment and recordkeeping responsibilities that the host teacher maintains;
10. Provides the student teacher with books, materials, and a computer if possible;
11. Communicates with the student teacher and UAS supervisor if there are questions or concerns;
12. Provides a seating chart or other materials so the student teacher can learn names of the students;
13. Acquaints the student teacher with appropriate school policies, personnel, materials, resources, and programs;
14. Demonstrates and modeling a variety of teaching techniques and strategies;

15. Develops a schedule with the student teacher for the semester that includes taking over of subjects and time periods, solo teaching, and shifting back of full-time teaching responsibilities and defining the extent of the student teacher's responsibilities;
16. Requires and previews lesson plans in advance of teaching lessons and units;
17. Assists the student teacher to locate materials and teacher resources;
18. Observes the student teacher and providing specific constructive feedback via LiveText;
19. Provides ongoing feedback, encouragement, and recognition of success;
20. Provides formal, written evaluations as requested from the UAS supervisor;
21. Allows the student teacher to "solo" for 6 weeks and leaving the room to give the student teacher complete responsibility for teaching and management;
22. Completing a Student Teacher Evaluation form at midterm and the end of the semester, participating in conferences to discuss the evaluations, and helping the student teacher make goals for improvement;
23. Completing the Professional Dispositions Progress Report at midterm;
24. Writing a final evaluation summarizing the SOE competencies;
25. Providing an opportunity for the student teacher to participate in quarterly report card/parent conference assessments; and
26. Providing time for and maintaining communication with the UAS supervisor.

Host teachers may receive university credit for student teacher supervision by registering for ED 593, Supervision of Student Teachers I and II. The registration form should be faxed or emailed to the Registrar.

Responsibilities of the School Administration

Local principals provide the link between UAS and the classroom. All placements of practicum students and student teachers are made through school principals.

Specific responsibilities of the principals include:

1. Signs the Memorandum of Agreement with UAS as part of the admissions process. (Not required in the Anchorage School District; in other districts, this is sometimes done in the office of the Superintendent.);
2. Supervises the placement of candidates in "One Week Experience" practicum placements and student teaching;
3. Welcomes candidates in the building and providing support as requested;
4. Observes the student teacher;
5. Might write a letter of recommendation for the student teacher; and
6. Might participate in an exit interview of the student teacher.

Responsibilities of the Faculty and UAS Student Teacher Supervisors

The faculty and UAS supervisors provide the link between the UAS and the school settings. UAS faculty teach all of the practicum courses by distance, while supervisors go into the field to monitor student teachers.

Program faculty responsibilities:

1. Provides clear statements of practicum assignments for practicum host teachers;
2. Provides Practicum Assessment forms for final assessment;
3. Provides contact information to address any questions from practicum host teachers; and
4. Assigns course grades and monitoring candidate dispositions.

University Supervisor responsibilities:

1. Provides an orientation to the student teacher and host teacher; explains requirements and monitors assignments;
2. Visits or contacts schools regularly. Generally, the UAS supervisor visits local schools weekly. Remote sites are visited for more extended stays, monthly if possible;
3. Serves as a mentor, advisor, and evaluator for the student teacher;
4. Facilitates communication between all parties;
5. Assists the student teacher and host teacher as requested;
6. Provides at least two assessments using Pathwise or other observation instrument, and participates in midterm and final conferences;
7. Provides a final written assessment based on the SOE competencies;
8. Evaluates the professional portfolio and other written assignments; and
9. Assigns the final grade for the class.

Graduate Committee Responsibilities

Faculty and professional community members make up the 3-member graduate committee for all MAT candidates. Specific responsibilities of the committee members include:

1. Give feedback, encouragement, and professional guidance as the candidate develops the Master's portfolio;
2. Evaluate the Master's portfolio using the Master's Portfolio Rubric on LiveText.
3. Sign off on the Master's degree.

Student/Candidate Responsibilities

Students in our programs are called ***candidates***. You become a candidate once you are accepted into the K-8 Certificate and/or MAT program. As a candidate, you may also be known as a practicum student, a student teacher, or a Master's candidate as you progress through your program. As a candidate, you have many responsibilities, including completing the program as well as participating in your local school community.

GUIDELINES FOR COMPLETING YOUR PROGRAM

Candidates are expected to follow program requirements outlined in this Handbook. SOE is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), a national certifying board that ensures the highest level of teacher education. NCATE is now replaced by CAEP. SOE is also nationally recognized by the Association for Childhood Education International (ACEI). As a candidate, you must adhere to requirements laid out by your program and in accordance with NCATE and ACEI.

Program Sequence

The program sequence has been laid out in this Handbook. You are expected to follow this sequence. In particular, all students must:

1. Complete ED 230 prior to or concurrently with other courses at the beginning of the program, which ensures you have the necessary technical and research skills to participate fully in program coursework;
2. Complete ED 333 and admission to the program prior to taking the methods courses, which ensures that you are grounded in general learning theory and are cleared by the program and your local school district to take responsibilities working with students; and
3. Successfully complete all graduate certificate program courses prior to student teaching.

Achievement

Candidates are expected to maintain a 3.0 GPA during the program. A course with a grade below C must be repeated. A grade of C- is not accepted. Students who have a GPA below 3.0 are subject to withdrawal from the program.

Dispositions

Candidates in the K-8 program must maintain professional and personal dispositions both in UAS classes and in the field. Please review the Professional Dispositions Progress Report in this Handbook. Candidates who do not maintain professional dispositions may be removed from the program.

Petitions, Waivers, Exceptions, Substitutions

Any deviation from the program must be petitioned in writing to the SOE Dean of Education. Your advisor will help you prepare the appropriate paperwork.

Contract

Every candidate is required to sign the contract on the last page of this Handbook. Breach of the contract may result in expulsion from the program.

Guidelines for Working in Schools

You will be spending a great deal of time in your local public school. Our primary expectation is that you will provide service to the school and *your presence will be an asset to the education of the*

children in your practicum classrooms and your student teaching assignment. Keeping this in mind, please follow these guidelines.

Program Admission

You must be fully admitted to your program before working in the classroom as a practicum student. The exception to this is the “One Week Experience” which is a trial period where students who do not have previous school experience can be assessed by the school for their suitability in working with children.

Professional Behavior

You must abide by the Alaska Code of Ethics for Teachers as well as school district rules and regulations.

Practicum Placement

Practicum placements are determined by guidelines from your school district. If you work in the school as a volunteer or staff, please contact your local principal for assistance in finding an appropriate placement. If you are not connected with a local school, you should contact the principal or teacher in charge for help in assigning your classroom. Your instructors will give you an information sheet for the practicum teacher that will help in making decisions about a proper placement.

If you are in Juneau, please contact Dr. Anne Jones for assistance in your placement. If you're in Anchorage, Sitka, Kodiak, or Kenai, your district office would like to be informed of your needs so they may assist in your placement. Fairbanks students will contact UAF for placement directions.

Tine (TB) Test

The Tine test is no longer required by the State of Alaska.

Confidentiality

Hold in strict confidence information from your contact with teachers and students. 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 records should be held in strict confidence. Children used as case studies should be identified with either a first name only or a pseudonym.

Attendance

A practicum or student teacher is considered a member of the faculty. As a practicum student, you should determine your weekly schedule with your host teacher. 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 candidates will begin their practicum and student teaching as observers. Use this initial period to become acquainted with the students, learn their names, their 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 to be a learner at all times, not a critic.

Planning

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

Assessment

In many of your practicum courses and 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 meant to be a productive, supportive way to help you become a better teacher.

All practicum courses require the host teacher to fill out a final Practicum Assessment form and a Professional Dispositions Progress Report. During student teaching, you, your UAS supervisor, and the host teacher will participate in formative midterm and final assessments together.

Lesson Design

All students will use the following lesson design template. You may be asked to provide additional information in your various courses, but this template remains the backbone of any lesson you write up. Remember that you must provide a lesson design for any lesson that is observed by a host teacher or supervisor.

LESSON DESIGN TEMPLATE: MAT/CERTIFICATION ELEMENTARY

Candidate Name:	Host Teacher Name:	
School:	Grade Level:	# of Students:
Date & Time of Lesson:	Length of Lesson: (day or days)	
Topic of Lesson:	Content Area:	
Materials: Include <u>all</u> materials including types of technology used:		

Alaska Content Standard: (One standard for the lesson)
Transfer Goal(s) - Unpacked Standard (Transferability)

STAGE ONE: Essential Questions and Enduring Understandings (Meaning)

<u>Enduring Understanding(s) :</u> <i>(1 or 2 are sufficient)</i> <i>Students will understand tha.... these are the BIG ones!</i>	<u>Essential Questions to be Considered:</u> <i>(As related to Enduring Understandings...)</i> <i>(1 or 2 are sufficient)</i>

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STAGE ONE:

Objectives/Learning Targets (Acquisition)

STAGE TWO:

Assessments/Acceptable Evidence Of Learning

Knowledge and Skills: <i>What knowledge and skills related to content and/or content language should students know and be able to do by the end of the lesson?</i>	Sources of Evidence: <i>Formative, Summative, and/or Performance?</i>
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STAGE THREE: Learning for Understanding: Instructional Activities, Products, and Strategies

Pre-Requisites: What is the prior knowledge/learning students have to have before starting this lesson?		
Overview/Introduction/Main Hook (Make a connection with students' backgrounds and/or prior learning using an <u>authentic situation</u> to start them thinking about the objectives and the essential question the lesson addresses.)		
Process: Teacher Does/Student Does...	Product(s): Assessment/Evidence of Learning.	Specific Strategies for supporting diverse learner skills and abilities throughout the lesson

Closure:		

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?

LESSON OBSERVATION FORM ELEMENTARY GRAD

by Katy Spangler

Assessment

Lesson Observation ELEM GRAD

Date of Lesson

Name

Grade Level

Number of Students

Time of Day

Please share the above information and any other information to set the context of this lesson.

Please click on the rubric box that best describes each element below. Please add comments and observation notes by clicking on the bubble

Standards

AK-UAS-SGP.5 Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.

AK-UAS-SGP.6 Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.

AK-UAS-SGP.7 Educators work as partners with parents, families and the community.

AK-UAS-SGP.8 Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

AK-UAS-SGP.9 Educators use technology effectively, creatively, and wisely in their practice

Rubric:	Developing (1.000 pt)	Meets the Standard for a Beginning Teacher (2.000 pts)	Exceeds Expectations: Professional Level (3.000 pts)	Not Applicable (0.000 pt)
Lesson Design (1.000, 5%) ACEI-2008.3.1	Needs development	All elements are complete	Complete and professional lesson design	
Lesson Objective (1.000, 5%)	The objective is not clear	Objective(s) clearly stated in the lesson plan	Objective(s) clearly stated in plan and are understood by students	
Preparation (1.000, 5%)	Not prepared; not organized	Prepared and organized	Prepared and organized: lesson flowed with minimal use of notes	
Developmental Appropriateness (1.000, 5%) ACEI-2008.1 AK- UAS-	Not appropriate for age group: too hard or too easy	Appropriate for age group	Lesson adjusted to be developmentally appropriate for all students	
Content Knowledge (1.000, 5%) ACEI-2008.2.2 AK-UAS-SGP.4	Not accurate; not current	Accurate content knowledge	Accurate and current content knowledge	
Context in Curriculum (1.000, 5%) ACEI-2008.2.2 ACEI-2008.3.1	Lesson not related to curriculum	Lesson presented in context of the curriculum	Lesson/activities taught in relationship to previous and future curriculum	
Proactive Classroom Management (1.000, 5%) ACEI-2008.3.4 AK-UAS- SGP.6	Routines and procedures are not apparent	Routines and procedures are evident	Routines and procedures promote student engagement	
Management of Student Behavior (1.000, 5%)	Behavior not well managed: behavior interferes with learning	Student behavior is managed	Management of behavior promoted engagement and learning	
Engagement (1.000, 5%) ACEI-2008.3.4 AK-UAS- SGP.6	Students are not engaged	Students are engaged	Students are interested and engaged in learning	
Directions & Instructions (1.000, 5%)	Students do not understand instructions	Students understand instructions	Students understand and follow clearly communicated instructions	

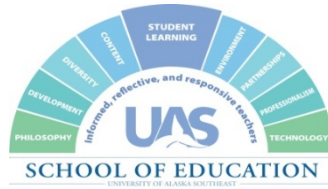
Differentiation (1.000, 5%) ACEI-2008.3.2 AK-UAS-SGP.3	Differentiation not present	Appropriate differentiation is present for some students	Activities were differentiated for individuals and groups while maintain high expectations that align with the objective(s) for all students	Differentiation is not appropriate for this lesson
Higher Order Thinking (1.000, 5%) ACEI-2008.3.3	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
Strategies (1.000, 5%)	Learning or instructional strategies not used or not effective	Some instructional strategies or techniques were used	Learning strategies, scaffolding and other instructional techniques that align with the objective(s) were used effectively	
Technology (1.000, 5%) AK-UAS-SGP.9	Technology not used effectively or appropriately	Technology used effectively to enhance learning	Technology was used effectively and wisely and was relevant to the objective(s).	The use of technology was not appropriate
Formative Assessment (1.000, 5%) ACEI-2008.4.1 AK-UAS-SGP.5	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).	
Responsiveness (1.000, 5%) ACEI-2008.3.1	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	
Lesson Effectiveness (1.000, 5%) ACEI-2008.3.1 AK-UAS-SGP.5	Students did not meet the objectives	Most students met the objectives	All students met the learning objectives	
Focus (1.000, 5%)	The teacher candidate focused on self	The teacher candidate is beginning to focus on student learning	The teacher candidate focused on student learning	

Reflection (1.000, 5%) ACEI-2008.5.1 AK-UAS-SGP.8	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	
Feedback (1.000, 5%) ACEI-2008.5.2 AK-UAS-SGP.8	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	

PROFESSIONAL DISPOSITIONS

“Professional Dispositions” are the attitudes, behaviors and beliefs that people display about themselves and their profession. Dispositions are different than academic skills and cannot be evaluated by grades. Rather, they are discovered through self-analysis, reflection and as viewed by others. We will work with you to understand your own dispositions, and to make changes if necessary.

We look at dispositions in several ways. Teachers in your practicum and host teacher placements will evaluate your dispositions. This is called the “Dispositions Assessment.” If there is a specific issue that needs to be addressed, your host teacher or faculty will use the “Professional Dispositions Progress Report” as documentation. All dispositions assessments are formative, and are used for your own professional development. However, failure to acknowledge or correct a dispositional issue could result in your removal from the program



Please evaluate the professional dispositions of the candidates you supervise or have in class. Your fair and candid responses will help us guide candidates in their professional development and is appreciated. Thank you in advance for your help.

The University of Alaska SE Dispositions Assessment	
Name:	Rating Scale
	3 = Positive Attribute
Teaching Discipline:	2 = Adequate
	1 = Needs Improvement
<p>I. The educator or educator candidate is guided by their philosophy of education but, is flexible in revising it based on research or professional experience.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>II. The educator or educator candidate demonstrates an appreciation for the unique thinking processes of learners during different stages of development.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>III. The educator or educator candidate demonstrates the belief that all students can learn through planning that accounts for individual difference and multiple perspectives.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>IV. The educator or educator candidate demonstrates commitment to professional discourse about content knowledge and student learning of content.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	

V.	The educator or educator candidate demonstrates that they value assessment and instruction as integrated processes.	
	1	2 3
Comments:		
VI.	The educator or educator candidate demonstrates a commitment to ensuring learner well being and development of self-regulation and group interaction skills.	
	1	2 3
Comments:		
VII.	The educator or educator candidate demonstrates recognition that the school is an integral part of the community and values families and community members as partners in promoting learning.	
	1	2 3
Comments:		
VIII.	The educator or educator candidate develops and maintain professional and ethical behaviors, relationships and habits of mind.	
	1	2 3
Comments:		
IX.	The educator or educator candidate plans for equity in the use of technology.	
	1	2 3
Comments:		

Signature of person completing this form:

Position/Title:

Signature of candidate:

Date:

Professional Dispositions Progress Report

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

Dr. Katy Spangler, Distance Elementary

klspangler@alaska.edu

School of Education

University of Alaska Southeast

11066 Auke Lake Way, Juneau, Alaska 99801

Phone: 907-796-6050

Fax: 907-796-6059

Candidate Name: _____

Program: _____

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.

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:

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/Judgments (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 SOE 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 School 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:

Step 1	<p>University faculty and advisors, field experience supervisors, 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.</p> <p>The program coordinator may choose to meet with the candidate to discuss any concerns or monitor the 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 and convey concerns and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary.</p>
Step 2	<p>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. a friend, other faculty member, relative, etc.), and all those who have turned in progress reports and other written documentation (optional.) The goals of this meeting will be a) to share concerns; b) gather additional information and, if appropriate, c) develop a plan to assist the candidate in remedying the concerns.</p> <p>A follow-up meeting will be scheduled to monitor the candidate's progress. A written record of this meeting will be kept with the candidate's file and will be sent to the candidate. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program.</p>
Step 3	<p>In the event that Steps 1 and 2 do not resolve the issue or concern, it will be brought before SOE 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. SOE 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. SOE faculty will place the candidate on probation for a specific period of time. A letter will be sent to the candidate outlining the decisions and cautioning the candidate that failure to cure deficiencies will result in discharge from the program.</p>
Step 4	<p>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. Letters 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 SOE faculty.</p>
Step 5	<p>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.</p> <p>To review this academic decision, 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.</p>

FACULTY AND PROGRAM SUPPORT CONTACTS

Program Coordinator/Advisor

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P.O. Box 773354

Eagle River, Alaska 99577

694-7019; fax 694-8797

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Dean of Education

Dr. Deborah E. Lo

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Janice Hollender, Assistant to the Dean

School of Education (HA-2)

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907-796-6533; tollfree 1-866-465-6424

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MBSDirect your online Bookstore

1-800-325-3252

www.direct.mbsbooks.com/ualaska.htm

Computer Support

UAS Helpdesk
11066 Auke Lake Way
Juneau, Alaska 99801
877-465-6400
helpdesk@uas.alaska.edu

Egan Library

Reference Desk
11066 Auke Lake Way
Juneau, Alaska 99801
907-796-6300
eganlibrary@uas.alaska.edu

Audio Conference Help Center

customercare@encounter.com or 1-800-290-5900

Learning/Testing Center

11066 Auke Lake Way
Juneau, Alaska 99801
907-796-6348

Department of Education and Early Development

Teacher Certification
801 West 10th Street
Juneau, Alaska 99801
907-465-2831
www.eed.state.ak.us/certificate

Financial Aid, UAS

11066 Auke Lake Way
Juneau, Alaska 99801
907-796-6255

LiveText

support@livetext.com

1-866-548-3839

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POLICIES AND REQUIREMENTS FOR ELEMENTARY CERTIFICATE & MAT

1. This program must be completed within 7 years after the starting semester of the first program class taken.
2. Transfer credits into these programs are evaluated on a case-by-case basis. No course older than 7 years old will be eligible.
3. Candidates must complete ED 230 and ED 333 and be admitted to the program before participating in the graduate level methods courses: ED 615, ED 616, ED 617, ED 618, ED 619, ED 621 A,B,C, and ECE 661.
4. The MAT Elementary program includes a K-8 certificate. At least one practicum placement must be at each level: Primary K-2, Intermediate 3-5, and Middle School, 6-8.
5. Each methods course requires a minimum of 3 hours of practicum in an elementary or middle school classroom per week.
6. When two or more candidates live in the same community, they are asked to participate together in audio conferences.
7. Successful completion of all coursework is required prior to the start of student teaching unless a waiver is approved.
8. Student teacher placement is the responsibility of the University, not the candidate. Policies for student teacher placement are described in this Handbook.
9. We recommend that candidates not take other courses during student teaching. Candidates should plan on a minimum of 15 weeks for full-time student teaching.
10. Students must maintain a 3.0 GPA. A grade of C- or lower in any program course is unacceptable and must be repeated for the credit to apply.
11. Students must maintain professional dispositions with the local schools, the University, and the professional community. A Professional Dispositions checklist and protocol are provided in this Handbook.
12. Candidates must abide by the Alaska Teaching Profession Code of Ethics at all times.
13. Candidates use Microsoft Word for written documents, and format papers in APA.

APA DOCUMENT REFERENCE AND CITATION SPECIFICATIONS

Use the American Psychological Association (APA) 6th Edition and these examples as you prepare your document. A sample paper is found on our website <http://UASgep.learningspaces.alaska.edu>.

List of References: (use “List of References” to head this separate page after the body of your work)

When citing **books**, they should look like the following:

Ryan, K., & Cooper, J. (2000). *Those who can, teach*. Boston: Houghton Mifflin.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

When citing **booklets**, they should look like the following:

National Parent/Teacher Association Booklet (1998). *National standards for parent/family involvement programs*.

When citing **journal articles**, they should look like the following:

Kagan, S. (1989-90, December/January). *The structural approach to cooperative learning*. *Educational Leadership*, 47(4), 12-15.

Nielsen, T. (2001, Autumn). **Problems old, problems new: Reconciling heart and mind**. *Encounter*, 14(3), 4-15.

NOTE: Only the first word in the titles of books, articles, etc. is capitalized, with the exception of after a colon. Use only the last name and first initial of the author name(s).

When citing **internet journal articles**, they should look like the following:

VandenBos, G., Knapp, S., & Doe, J. (2001). **Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]**. *Journal of Bibliographic Research*, 5, 117-123.

When citing **internet documents**, they should look like the following:

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

* Begin the cite with the author's name if one is identified; otherwise begin with the document title.

Body of APA

The following examples will demonstrate how to cite a reference within the body of your paper with either a direct quote or otherwise:

If you use a direct quote (exactly word-for-word) within your writing, you will put it in quotation marks and include the author, date, and page number, like this –

Ryan and Cooper (2000) said, “By reflection we simply mean the process of thinking about your experiences and their implications for you” (p. 17).

OR (use a combination of the two for variety)

“By reflection we simply mean the process of thinking about your experiences and their implications for you” (Ryan and Cooper, 2000, p. 17).

If you do NOT quote directly, you will then include the author and date (page number is NOT used if it is not a direct quote), like this –

Ryan and Cooper (2000) stated that when they speak of reflection, they mean a process where one ponders their experiences and what implications they have for them.

OR (use a combination of the two for variety)

Reflection is a process where one ponders their experiences and what implications they have for them (Ryan and Cooper, 2000).

When citing **booklets**, they should look like the following:

According to the National Parent/Teacher Association (1998), parental involvement in a student’s education is directly related to student achievement.

When citing letters from or interviews with individuals, they should look like the following and are NOT listed in the “List of References.”

(J. Linnertz, personal communication, February 17, 2004)

When citing a **letter to the editor**, it should look like the following, starting with the name of the writer:

Davidson, B. (1982, September 18). [Letter to the editor]. *The Minot (North Dakota) Daily News*, p. 5.

****** Note the difference between how you cite within the body and how you list the cite under the “list of references.” ALL cites in the body (except “personal communication) MUST be listed in the “list of references” and ALL cites listed in the “list of references” MUST be cited in the body. The first word (author last name or organization) in each cite (body and list) must be identical in both places. For cites within the body, if there are between three and five authors, list ALL authors in your first cite, then use the last name of the first one

and et al. after it thereafter, i.e., Lambert et al. (1997). If there are six or more authors, your first and consequent cites in the body should include only the last name of the first author, like the Lambert example above. All the authors are named in the list of references. Always use only the last name (not the first) of the author(s) in the body, like in the Lambert example above.

Other things to keep in mind

- If you use a direct quote longer than 3-4 lines of print, it should be single-spaced and have a 5-space margin both on the left and right (cite author and date before the quote and put the page number after it (p. X or pp. XX). Don't use quotation marks.
- Single space each entry in your "list of references."
- Use double spacing in the body of your document.
- In your list of references, leave one space between each entry.
- In your list of references, indent the second and subsequent lines of each listing.
- In your body, indent the start of each paragraph.
- Use NO abbreviations unless they are part of a direct quote.
- Number each page in the body.
- If you use an acronym, spell it out first with the acronym in parenthesis after and then use the acronym thereafter [i.e., The American Psychological Association (APA) is our guide.] Each reference thereafter can be APA only.
- When using numbers, spell out one through ten and use 11, 12, etc. for higher numbers. When comparing within the same sentence, use all digits for consistency (i.e., There were 9 boys and 11 girls in the class).
- Do not start a sentence with a number (i.e., 12, use "Twelve" instead).
- Strive to use the most recent research as possible on your topic.
- Check/recheck/edit (use spellcheck and grammarcheck) PRIOR to submission.

For short presentations on writing with APA, please also see

Setting Word for APA style and format <http://www.youtube.com/watch?v=IcL7JG9NAMS>
APA for methods and portfolio essays <http://youtu.be/CqmWnhFy688>
Correct paragraphing for APA <http://youtu.be/DrElOEcw6zU>

Use the following checklist to be sure you have done your APA correctly:

APA and Writing Criteria

Section A: General formatting guidelines from the Purdue OWL PowerPoint

Key: NA – not applicable; 2 – Meets standards consistently;
1 – Meets standards most of the time; and 0 – Fails to meet the required standard

#	Heading	Indicator	NA	2	1	0
	Block quotations format followed	For 40 or more words do not use quotation marks; indent; this quotation with a period, then put the page number as follows (p. 222) without a final period.				
	Citations - signal verbs for in-text citations	Appropriate verbs used to signal the citation, for example, acknowledge, contend, maintain, respond, report, argue, conclude				
	Citations – citing a work with two authors	For example, According to feminist researchers Raitt and Tate (1997), “It is no longer true to claim that women's responses to the war have been ignored” (p. 2). Some feminists researchers question that “women's responses to the war have been ignored” (Raitt & Tate, 1997, p. 2).				
	Citations – citing work with three or more authors	(Harklau, Siegal, and Losey, 1999) – first time (Harklau et al., 1993) - second time				
	Citations correct use of two or citations	For example, (Kachru, 2005; Smith, 2008)				
	General format	Double-spaced				
	General format	Two spaces after punctuation between sentences				
	General format	1 inch margin on all sides				
	General format	Appropriate font and font size used				
	General format	A separate title page used; title is in the upper half of the page and centered, name included without a title degree, affiliation shown				
	General format	The title is in a page header in the upper left-hand corner of every page, flush left; the expression Running head is included on the title page but not the other pages.				
	General format	Pagination is in a header in the top right hand corner, flush right				
	Headings	No more than three levels of heading used; appropriate formatting used; Level 1 - centered, boldface, Uppercase and lowercase headings; Level 2 - left aligned, boldface, uppercase and lowercase heading; Level 3 - indented, and boldface, lowercase heading with period.				
	In-text citations - authors	Completed appropriately; in multiple authorship all authors cited (unless there are six or more) the first time in the manuscript, then use et al. When there are two authors, use both names every time.				
	In-text citations – direct quotations	When you quote directly you must use the appropriate “xx” and give the page number.				
	In-text citations -year and pages	If you are referencing an article or an idea from the article but are not using a direct quotation, use the author’s name (or authors’ names) as described above and include the year of publication. There are two methods: Jones and Carter (2008) or if you reference a thought you can put (Jones, & Carter, 2008).				
	In-text quotation format followed	Caruth (1996) states that a traumatic response frequently entails a “delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena” (p.11).				
	In-text quotation format followed	A traumatic response frequently entails a “delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena” (Caruth, 1996, p.11).				
	In-text summary or paraphrase	Though feminist studies focus solely on women's experiences, they err by collectively perpetuating the masculine-centered				

	format followed	impressions (Fussell, 1975).				
	Language	Clear, concise, plain				
	Point of view	Third person used				
	Point of view	Active voice used				
	Referencing - authors	Listed by first author surname, first initial, then a period, then the second initial, then a space, and comma; followed by the next authors. If there is only one more author, add &; for two or more authors, remember the & for the last author.				
	Referencing - books, web pages etc	Refer to the manual.				
	Referencing - the source	Upper and lower case; in italics. Period after a book; comma after a journal title.				
	Referencing - title	First word capitalized; only other capitals are the first words after a colon and any proper nouns all major words.				
	Referencing - volume, number, and pages	In this format: 36(3), 134-155. The number of the journal article, that is (3) in this example is included only if the pagination for each number starts at 1.				
	Referencing - year	Follows all the names, in this format: (2010).				
	Review format	Title page included as a separate page and is accurate				
	Review format	Includes title page is a separate page				
	Review format	Abstract included as a separate page, the word abstract centered at the top of the page; 150 to 250 words; accurate, concise; includes relevant information.				
	Review format	Main body of the article include; appropriate length; first ex page number three; title of the paper centered at top of page.				
	Review format	Reference page included; the word references is at the top center of the page; entries are double spaced; first line of the reference is flush left and subsequent lines of that reference are indented; alphabetical listing by author's surnames.				

Section B: Criteria for the Critique – Content, Structure, Expression

Key: NA – not applicable; 2 – Meets standards consistently;
1 – Meets standards most of the time; and 0 – Fails to meet the required standard

Section	Criteria	2	1	0
Abstract	Quality, relevance, formatting, ideas, expression			
Introduction and overview	Clear, explicit, theme; helpful to the reader			
Structure of the paper	Well structured, good flow of ideas and critique; strong conclusions			
Critique style	Balanced, thoughtful, objective, covered in depth, no redundancies or irrelevancies; clear focus			
Coverage of content	Addressed the main points effectively			
Clarity of writing	Clear, impressive expression; good use of semantics; correct syntax; has a positive impact on the reader.			
Technical issues	Error free; no typos; edited carefully;			
Conclusion	Drew the argument/theme together well; summarized key points effectively; exited with strength and positive impact.			

CODE OF ETHICS AND TEACHING STANDARDS

- a. The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.
- b. In fulfilling obligations to students, an educator:
 - 1. repealed 10/25/2000;
 - 2. may not deliberately distort, suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
 - 3. shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
 - 4. may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
 - 5. may not expose a student to unnecessary embarrassment or disparagement;
 - 6. may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds, and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
 - 7. may not use professional relationships with students for private advantage or gain;
 - 8. shall keep in confidence information that has been obtained in the course of providing professional service unless disclosure serves a compelling professional purpose or is required by law;
 - 9. shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.
- c. In fulfilling obligations to the public, an educator:
 - 1. repealed 10/25/2000;
 - 2. shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;

3. shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
4. repealed 10/25/2000;
5. may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
6. may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
7. may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
8. may not use or allow the use of district resources for private purposes not related to the district programs and operation.

C. In fulfilling obligations to the profession, an educator:

1. may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;
2. shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
3. may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
4. may not sexually harass a fellow employee;
5. shall withhold and safeguard information acquired about colleagues in the course of employment unless disclosure serves a compelling professional purpose;
6. shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
7. may not deliberately misrepresent the educator's or another's professional qualifications;
8. repealed 10/25/2000;
9. may not falsify a document or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;

10. may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
11. may not intentionally file a false or malicious complaint with the commission;
12. may not seek reprisal against any individual who has filed a complaint, provided testimony, or given other assistance in support of a complaint filed with the commission;
13. shall cooperate fully and honestly in investigations and hearings of the commission;
14. repealed 10/25/2000;
15. may not unlawfully breach a professional employment contract;
16. shall conduct professional business through appropriate channels;
17. may not assign tasks to unqualified personnel;
18. may not continue in or seek professional employment while unfit due to (a) use of drugs or alcohol that impair the educator's competence or the safety of students or colleagues; and (b) physical or mental disability that impairs the educator's competence or the safety of students or colleagues; and
19. may not interfere with a colleague's exercise of political or citizenship rights and responsibilities.

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156) PTPC Regs (Eff. 10/25/00) Revised May 2000

Retrieved July 27, 2004 from <http://www.eed.state.ak.us/TeacherCertification/20AAC10.html>

UNIVERSITY OF ALASKA STUDENT RIGHTS AND RESPONSIBILITIES

The purpose of this regulation is to further define the UAS Student Code of Conduct (Code) and to establish a framework for the enforcement of the Code. These procedures and their elaboration in UAS rules and procedures will allow for fact finding and decision-making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the University. These procedures are applicable to all students and student organizations.

Student Code of Conduct

Disciplinary action may be initiated by the University and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code. The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

Cheating, Plagiarism or Other Academic Dishonesty

Examples include students who:

1. use material sources not authorized by the faculty member during an examination or assignment;
2. utilize devices that are not authorized by the faculty member during an examination or assignment;
3. provide assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
4. present as their own the ideas or works of another person without proper acknowledgment of sources;
5. knowingly permit their works to be submitted by another person without the faculty member's permission;
6. act as a substitute or utilize a substitute in any examination or assignment;
7. fabricate data in support of laboratory or field work;
8. possess, buy, sell, obtain or use a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
9. alter grade records of their own or another student's work; or
10. offer a monetary payment or other remuneration in exchange for a grade.

Forgery, Falsification, Alteration, or Misuse of Documents, Funds, or Property

Examples include:

1. forgery, falsification or alteration of records or deliberate misrepresentation of facts on University forms and documents or to any University official or before a University judicial hearing board;
2. misuse or unauthorized use of University identification cards, keys, funds, property, equipment, supplies, or resources;
3. falsely representing oneself as an agent of the University, incurring debts, or entering into contracts on behalf of the University; or
4. trespassing or unauthorized entry into, unauthorized presence on or use of property which is owned or controlled by the University.

Damage or Destruction of Property

Examples include:

1. damage or destruction to property owned or controlled by the University;
2. damage or destruction of property not owned or controlled by the University if the action constitutes a violation of the Code, e.g.: a. the action occurred during an event authorized by the University; b. the student was a representative of the University, such as an athlete, and the action occurred while traveling to or from an event authorized by the University; or c. the property not owned or controlled by the University was located on University property.

Theft of Property or Services

Examples include:

1. theft or unauthorized possession or removal of University property or the property of any University member or guest that is located on property owned or controlled by the University; or
2. theft or unauthorized use of University services or unauthorized presence at University activities without appropriate payment for admission.

Harassment

Examples include:

1. physical or verbal abuse;
2. sexual harassment;
3. intimidation; or
4. other conduct, including hazing, which unreasonably interferes with or creates a hostile or offensive learning, living or working environment.

Endangerment, Assault or Infliction of Physical Harm

Examples include:

1. physical assault;
2. sexual misconduct and assault;
3. terrorist threats;

4. hazing or coercion that endangers or threatens the health or safety of any person, including oneself; or
5. conduct which causes personal injury.

Disruptive or Obstructive Actions

Examples include:

1. obstructing or disrupting teaching, research, administration, disciplinary proceedings or other activities authorized by the University;
2. interfering with the freedom of movement of any member or guest of the University to enter, use or leave any University facility, service or activity; or
3. taunting or physically harassing wildlife or otherwise creating an unsafe or hazardous environment involving wildlife on property owned or controlled by the University.

Misuse of Firearms, Explosives, Weapons, Dangerous Devices or Dangerous Chemicals

Example: Unauthorized use, possession or sale of these items on property owned or controlled by the University, except as expressly permitted by law, Regents' Policy, University Regulation or UAS rules and procedures.

Failure to Comply with University Directives

Examples include:

1. failure to comply with the directions of law enforcement officers or University officials acting in the performance of their duties;
2. failure to identify oneself to University officials when requested; or
3. failure to comply with disciplinary sanctions imposed by the University.

Misuse of Alcohol or Other Intoxicants or Drugs

Examples include:

1. use, possession, manufacture, distribution or being under the influence of alcoholic beverages on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation or UAS rules and procedures; or
2. use, possession, manufacture, distribution or being under the influence of any narcotic, controlled substance or intoxicant on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation or UAS rules and procedures.

Retrieved July 27, 2004 from http://www.uas.alaska.edu/catalog/documents/04_05/catalog.pdf.

ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS

Adopted February 3, 1998, Assembly of Native Educator Associations, Anchorage, Alaska

Cultural Standards for Educators

- A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

- B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching as a constructive process built on a local cultural foundation.

- C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and to make positive and culturally-appropriate contributions to the well being of that community;
2. exercise professional responsibilities in the context of local cultural traditions and expectations;

3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.
- D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
 2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
 3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
 4. seek to learn the local heritage language and promote its use in their teaching.
- E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

Retrieved July 24, 2004 from <http://www.ankn.uaf.edu/teastan.html>.

WEBSITES WITH HELPFUL INFORMATION

University of Alaska Southeast	www.uas.alaska.edu
Alaska Standards	www.educ.state.ak.us
Alaska Content Standards for Technology	http://pages.cordovasd.org/itdept/ComputerLiteracy/downloadfiles/AKTechStndrdChrted.pdf
Alaska Teacher Certification Standards	https://education.alaska.gov/teachercertification/initial.html
Standards for Alaska's Teachers	https://education.alaska.gov/standards/pdf/teacher.pdf
Standards for Alaska's Schools	https://education.alaska.gov/akstandards/standards/standards.pdf
Alaska Cultural Standards	www.ankn.uaf.edu/standards
Alaska Teacher Placement Service	www.uaf.edu/atp/aboutus/services.html
ISTE Tech Leadership Standards	http://cnets.iste.org/ncate/n_lead-stands.html
ISTE Standards for Teachers	http://cnets.iste.org/teachers/t_stands.html
ISTE Standards for Students	http://cnets.iste.org/students/s_stands.html
National Education Association student page	http://www.nea.org/home/1600.htm

TECHNOLOGY SERVICES ON THE UAS CAMPUS

HELP Desk

Toll-free (877) 465-6400
In Juneau: (907) 796-6400
(907) 796-6490 (fax)
Email: helpdesk@uas.alaska.edu
Egan Library, Room 103

Media Services

(907) 796-6463
(907) 796-6490 (fax)
Email: media.services@uas.alaska.edu
Egan Library, Room 103

HELP IS ON THE WAY

The technology helpdesk is staffed Monday-Friday, and on Sunday afternoons. They can provide assistance in person, through email or over the phone. For students calling out of Juneau, a toll-free number is provided.

UAS ONLINE Blackboard

From Basic Marksmanship to Advanced Mathematics, an individual website is automatically created for every class. Students are able to use UAS Online to access course materials, submit homework and chat with other students.

UAS HOME/EMAIL

Every student is provided 100 megabytes of storage space to store documents and support a personal website. In addition, every student automatically receives an individual email account with unlimited storage through Google. Contact the Help Desk for more information or assistance with your email account.

UA ONLINE Blackboard

Why wait in line? Students can register for classes, check grades or transcripts and update their personal information online at any time (<http://uaonline.alaska.edu>).

Orientation to Distance Education at UAS

A general orientation to distance education is found at this website: <http://www.uas.alaska.edu/orientation/distance/index.html>

UAS FINANCIAL AID

Website: http://www.uas.alaska.edu/financial_aid/
Hours: 10:00 a.m. – 5 p.m. Monday – Friday
Address: Novatney Building, Top Floor
Mailing address: 11066 Auke Lake Way, Juneau, Alaska 99801
Phone: 907-796-6255 or 1 (877) 465-4827 toll-free
Fax: 907-796-6250
Email: finaid@uas.alaska.edu

Topics covered on the website include:

Consumer Information

- Costs of attendance
- Eligibility
- Deadlines
- Concurrent enrollment
- Frequently asked questions

Information Access

- UAOnline
- National Student Loan Data system
- National Student Loan Clearing House

Procedures and Policies

- General procedures
- Application procedures

Financial Aid Services

- Announcements
- Frequently asked questions

Types of Financial Aid

- Grants
- Scholarships
- Veteran's assistance
- Student employment
- Loans

Links of Interest

- General financial aid information
- Federal funding
- Tools and calculators
- Tax information
- For international students
- For minority students
- For Native student
- FASFA verification procedures
- Satisfactory academic progress policy
- Policies regarding completely withdrawing
- Tools and calculators
- Tax information
- For international students
- For minority students
- For Native student

Forms and Applications

- Application
- FAFSA verification
- Miscellaneous Forms

EGAN LIBRARY

The Egan Library is located on the Juneau campus (<http://www.uas.alaska.edu/library/>).

Contact Information

Circulation Desk: (907) 796-6300

Reference Desk: (907) 796-6502

Toll Free Reference: (877) 465-4827 X-6502

Fax: (907) 796-6249

Information: egan.library@uas.alaska.edu

Hours (dates approximate)

Holidays	Labor Day CLOSED Thanksgiving CLOSED Thursday and Friday Winter Break CLOSED
Regular semester hours	Monday - Thursday 8:00am - 11:00pm Friday 8:00am - 5:00pm Saturday 11:00am - 5:00pm Sunday 11:00am - 8:00pm
Extended Saturday hours	during finals week
Interession hours	Monday - Friday 8:00am - 5:00pm; Saturday & Sunday CLOSED

Resources

Access to RefWorks Online Personal Database and Bibliography Creator	https://www.refworks.com/Refworks/login.asp?WNCLang=false
Egan Library Support Instructions for Distance Education Students	http://www.uas.alaska.edu/library/about/de_main.html
Online catalog	http://www.ccl.lib.ak.us/uhtbin/cgisirsi.exe/uux0QqIJ0U/98200053/60/1173/X
Online access to Electronic Databases	http://www.uas.alaska.edu/library/search/search_articles.html
Ask A Reference Librarian This electronic reference service is intended primarily for UAS Students, Faculty and Staff. Questions will be acknowledged within 24 hours of your request during normal business hours.	http://www.uas.alaska.edu/library/services/ask_a_lib.html

Sign up for MS Office

<http://www.microsoft.com/en-us/education/students/default.aspx>

Students can get MS Office for free from the link below. They will have to use their username@alaska.edu email address to sign up for MS Office.

All students have a Google Apps email accounts. They can login to thier Google Apps account using their UA Username and password set at ELMO.

<http://www.alaska.edu/google>

K-8 CERTIFICATE/MAT PROGRAM ALIGNMENT WITH STANDARDS

Your program is aligned with state and national standards. Some materials used for assessment reference ACEI Standards and this chart will help you see what those standards are. Our programs are nationally recognized by ACEI and NCATE, so we meet all the standards in the right-hand column.

Alignment ACEI, UAS and Alaska Beginning Teacher Expectations

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
1.0 Development, Learning and Motivation 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.	Goal 2: Teachers understand how human development affects learning and apply that understanding to practice. <i>Performances</i> <ul style="list-style-type: none"> d. Identify ways students' developmental levels affect their thinking processes and learning. (K) e. Accommodate differences in how students learn based on knowledge of individual's social, emotional, and intellectual maturation. (S) f. Appreciate unique thinking processes of learners at different stages of development. (D) 	II. A teacher understands how students learn and develop and applies that knowledge in their practice. <i>The beginning teacher is able to:</i> <ul style="list-style-type: none"> C. 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. D. provide instructional opportunities to meet the needs of students based on: <ul style="list-style-type: none"> • theories of learning and motivation • the individual and special needs of students (e.g. learning styles, stages of development, students with disabilities, English language learners, gifted students.)
2.1 Reading, Writing and Oral Language 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 to help students successfully apply their developing skills to many different situations, materials and ideas.	Goal 4: Teachers possess current academic content knowledge. <i>Performances</i> <ul style="list-style-type: none"> 4. 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) 5. Connect the content area to other content areas and practical situations encountered outside the school. (S) 6. Commit to professional discourse about content knowledge and student learning of content. (D) 	IV. A teacher knows their content area and how to teach it. <i>The beginning teacher is able to:</i> <ul style="list-style-type: none"> A. identify the connections in instructional plans to: <ul style="list-style-type: none"> • Alaska's Performance Standards (Grade Level Expectations) where developed. • Alaska's State Content Standards; and • district curriculum B. develop and teach lessons/ units that demonstrate: <ul style="list-style-type: none"> • accurate and current knowledge of the content • instructional strategies that are suited to teaching the content area, integrating technology where appropriate; • consideration of students' developmental stages of content mastery using an analysis of various assessment data (qualitative and
2.2 Science Candidates know, understand and use fundamental concepts of physical, life and earth/space sciences. Candidates can design and implement age-appropriate lessons to teach science, build student understanding for		

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
personal and social applications and to convey the nature of science.		quantitative); <ul style="list-style-type: none"> • a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity and performance skills; and • connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.
2.3 Mathematics 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, communication, connections, and representation.		
2.4 Social Studies 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.		
2.5 The Arts 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.		
2.6 Health Education 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.		
2.7 Physical Education		

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>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 lifestyles and enhanced quality of life for elementary students.</p>		
<p>3.1 Integrating and applying knowledge for instruction</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals and community.</p>	<p>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction and modification of teaching practice.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> d. Understand how to plan for instruction that is based on student needs and curriculum goals. (K) e. Plan, teach and assess for optimal student learning. (S) f. Value assessment and instruction as integrated processes. (D) 	<p>V. A teacher facilitates, monitors and assesses student learning.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. teach lessons based on: <ul style="list-style-type: none"> • Alaska Performance Standards (Grade Level Expectations) where developed. • Alaska Content Standards • district curriculum; and • individual and special needs of students B. select appropriate assessments that measure what students know, understand and are able to do. C. use data from formative, interim and summative assessments to guide instruction and planning D. identify and use a variety of instructional strategies and resources appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students). E. assist students to reflect on their own progress using assessment data F. use a recordkeeping system to monitor and report student progress and attendance. G. communicate ongoing student progress in a timely manner to students, parents, administrators and other appropriate audiences.
<p>3.2 Adaptation to diverse students</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>Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> c. Identify strategies for differentiating instruction based on student differences. (K). d. Design instruction that 	<p>III. A teacher teaches with respect for their individual and cultural characteristics.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. make connections with the local culture(s), the individual and cultural characteristics of the students to promote student learning. B. use resources and information about the community and Alaska in planning and

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
	<p>incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. (S)</p> <p>c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (S)</p> <p>d. Appreciate multiple perspectives and value individual differences. (D)</p>	<p>delivery of instruction</p> <p>C. recognize and minimize bias in instructional materials and practice.</p> <p>D. use culturally appropriate communication and instructional strategies, way of knowing and knowledge of the Alaska Cultural Standards in practice.</p> <p>E. identify and use instructional strategies and resources appropriate to the individual and special needs of students.</p>
<p>3.3 Development of critical thinking and problem solving</p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>		<p>IV. A teacher knows the teacher's content area and how to teach it.</p> <p><i>The beginning teacher is able to:</i></p> <p>A. develop and teach lessons/ units that demonstrate</p> <ul style="list-style-type: none"> a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity and performance skills; and connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.
<p>3.4 Active engagement in learning</p> <p>Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-8 level to foster active engagement in learning, self motivation and positive social interaction and to create supportive learning environments.</p>	<p>Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.</p> <p><i>Performances</i></p> <p>d. 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)</p> <p>e. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (S)</p> <p>f. Commit to ensuring student well-being and development of self-regulation and group</p>	<p>VI. 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> <p>A. create and maintain a learning environment that is physically, emotionally, and intellectually safe.</p> <p>B. establish a culture of learning by:</p> <ul style="list-style-type: none"> setting clear expectations of high standards for student performance promoting pride in student accomplishments teaching students to be responsible for their individual and collaborative learning and decision-making promoting respect for individual differences; and responding appropriately to student behavior

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
	interaction skills. (D)	<p>C. implement a classroom management plan (e.g., routines, procedures, scheduling, classroom physical arrangement) that establishes an environment in which</p> <ul style="list-style-type: none"> students are actively engaged, contribution members time is managed for maximum learning (e.g., transitions, pacing, administrative procedures) the discipline plan incorporates district, school, and classroom standards of behavior.
<p>3.5 Communication to foster collaboration</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>4.0 Assessment for instruction</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>Goal 5: Teachers facilitate student learning by using assessments to guide planning, instruction and modification of teaching practice.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> 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. (S) c. Value assessment and instruction as integrated processes. (D) 	<p>V. A teacher facilitates, monitors, and assesses student learning.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. teach lessons based on: <ul style="list-style-type: none"> Alaska Performance Standards (Grade Level Expectations) where developed. Alaska Content Standards district curriculum; and individual and special needs of students B. select appropriate assessments that measure what students know, understand and are able to do. C. and use data from formative, interim and summative assessments to guide instruction and planning 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). E. assist students to reflect on their own progress using assessment data. F. use a recordkeeping system to monitor and

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
		<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>5.1 Professional growth, reflection, and evaluation</p> <p>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics and resources available for 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>	<p>Goal 1: Teachers articulate, maintain and develop a philosophy of education that they demonstrate in practice.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> d. Support their philosophy of education with research-based theory and evidence. (K) e. Apply philosophy, beliefs, and theory to practice. (S) f. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D) 	<p>I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. state a personal philosophy of education supported by research, professional literature, and experience with students B. identify teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education C. demonstrate teaching practices that represent the teacher's philosophy of education
	<p>Goal 8: Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> e. Keep current in knowledge of content and teaching practice. (K) f. Participate in and contribute to the teaching profession. (S) g. Communicate effectively with students, colleagues and supervisors. (S) h. Value professional ethics, democratic principles and collaborative learning communities. (D) 	<p>VIII. A teacher participates in and contributes to the teaching profession.</p> <p><i>A beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. adhere to the Alaska Code of Ethics and Teaching Standards (20 AAC 10.020) and explain how it impacts decision-making. B. commit to continuous professional growth by: <ul style="list-style-type: none"> • setting professional goals based on identified strengths, weaknesses and feedback from colleagues, supervisors, administrators, mentors and other professionals; • reflecting upon own teaching practices including progress towards goals; and • pursuing professional development opportunities (e.g., certification advancement, professional organization affiliation, district in-services); C. working cooperatively with colleagues, supervisors, administrators, mentors and other professionals. D. demonstrating compliance with the federal, state, district and school policies,

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
		<p>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>5.2 Collaboration with families, colleagues, and community agencies</p> <p>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>Goal 7: Teachers work as partners with parents, families and the community.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> d. Develop a sound, broad-based understanding of students' families and the local communities. (K) e. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (S) f. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D) 	<p>VII. A teacher works with parents, families and the community.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. promote regular communication between the classroom and students' families B. participate in school-wide efforts that involve families and the public in the school community 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). D. Provide parents and families the opportunity to set and monitor student learning goals.
	<p>Goal 9: Teachers use technology effective, creatively and wisely.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> c. Operate computers and other technologies and evaluate their potentials and limitations (K). d. Integrate technology in planning, instruction and assessment to support student learning. (S) e. Value technology as a tool for student and teacher lifelong learning. (D) 	

LIVETEXT

We use an online assessment system to keep student records on key assessments. You may use the data on LiveText (such as your practicum assessments or your Evaluation of Classroom Practice) for your own portfolio. The program and the SOE use aggregated data from all students for our own program assessment and for accreditation.

Do not register for the COED course if you have taken it at UAS within the past five years as you will already have received a Key Code for access to Live Text. Similarly, do not register for the COED course if you have received a Live Text Key Code while taking courses at another university and it is still active.

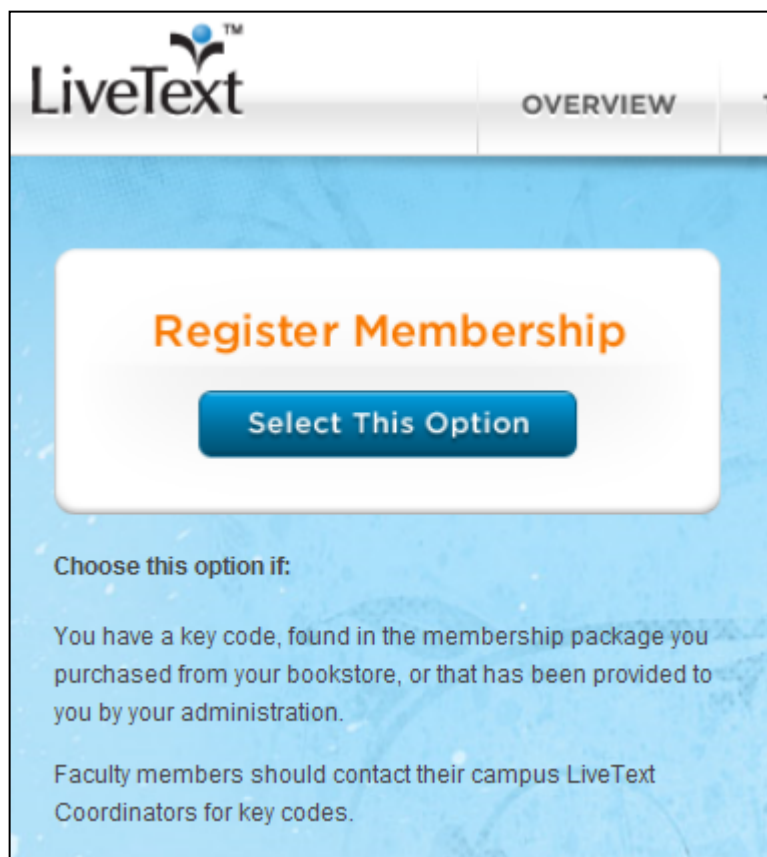
All new candidates must take an orientation to LiveText. This is provided in a short course **COED S001 Orientation**. You will be charged \$115 for this class; this covers the registration for the system that you can use for years to come to store your projects and build your portfolio.

Student Registration Instructions

Go to www.livetext.com and click on the **PURCHASE/REGISTER** tab at the top of the LiveText homepage.



Click the **Select This Option** button under “Register Membership.” The registration form opens below.



STEP 1: Select **Student**.

The image shows the LiveText "Choose Your Role" screen. It features two main options: "Register Membership" and "Purchase Membership". The "Register Membership" option is highlighted with a green checkmark and the word "SELECTED" below it. The "Purchase Membership" option has a blue button labeled "Select This Option". Below each option is a "Choose this option if:" section with descriptive text. At the bottom, there is a "STEP 1" indicator and a "Choose Your Role" section with two radio buttons: "Student" (selected) and "Faculty Member".

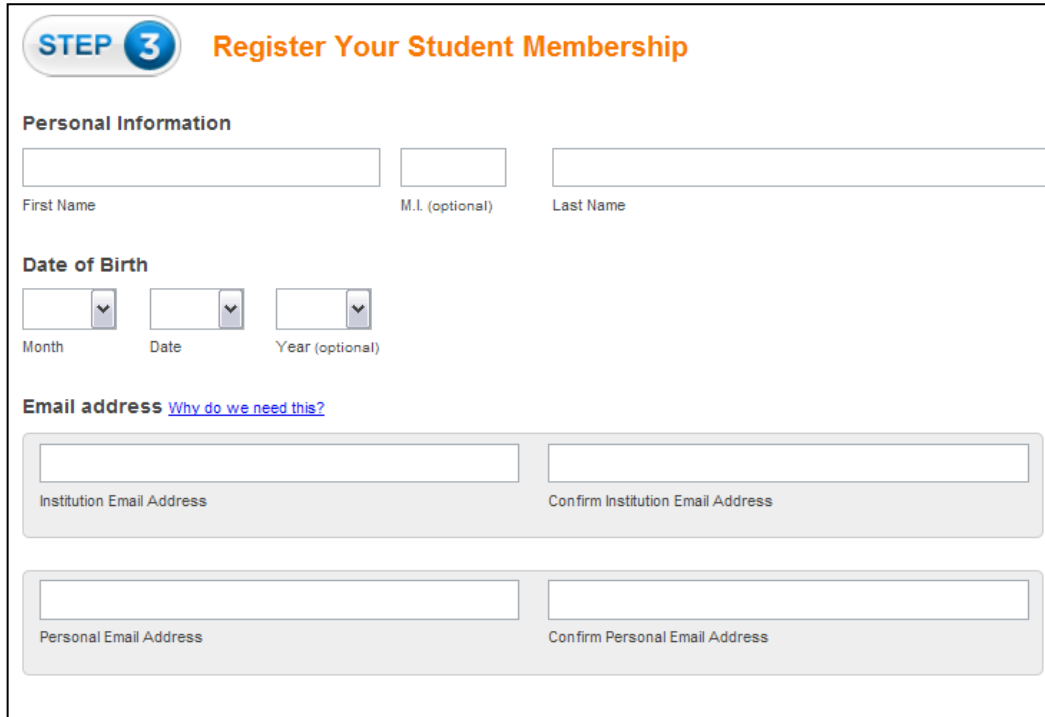
Register Membership	Purchase Membership
Register Membership ✓ SELECTED	Purchase Membership Select This Option
Choose this option if: You have a key code, found in the membership package you purchased from your bookstore, or that has been provided to you by your administration. Faculty members should contact their campus LiveText Coordinators for key codes.	Choose this option if: You are a student who has not purchased a LiveText package from your campus bookstore. You will need to purchase a LiveText membership online in order to register your membership.

STEP 1 Choose Your Role

☒ Student ☐ Faculty Member

STEP 2: Enter the 16 character key code that was provided to you.

STEP 3: **Register Your Student Membership.** Please complete your profile to the best of your ability. Name, Month and Date of Birth, and Institution and Personal Email Addresses are required fields.



The form is titled "STEP 3 Register Your Student Membership". It is divided into several sections:

- Personal Information:** Contains three text input fields for "First Name", "M.I. (optional)", and "Last Name".
- Date of Birth:** Contains three dropdown menus for "Month", "Date", and "Year (optional)".
- Email address:** Includes a link "Why do we need this?". Below this are two pairs of text input fields:
 - One pair for "Institution Email Address" and "Confirm Institution Email Address".
 - Another pair for "Personal Email Address" and "Confirm Personal Email Address".

STEP 4: **Create Your LiveText Membership Account.** You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message "Username is already taken," you will have to modify your username.

Select a security question from the dropdown menu. This may be used in the username/password recovery process.

Select the **Terms of Service** check box and Click the **Register My Membership Account** button to complete the registration process.

STEP 4

Create your LiveText Membership Account

Create Username (Must contain at least 4 characters, case insensitive)

Choose a Password (Must contain two of these: uppercase letters, lowercase letters, and numerals)

Enter Password

Confirm Password

Security Question

Answer (May not be same as hint. 1 character minimum, case insensitive)

Hint (May not contain answer. Should allow you to remember answer)

☐ I hereby verify that the above information that I have entered is correct and that I have read, understand fully, and agree to the [Terms of Service](#).

Register My Membership Account

Account Activation Completed. After successfully completing the registration process, LiveText will display this screen with your newly created username and password (hidden by default). A confirmation will also be sent to the personal email address provided during account registration.

Congratulations

You have successfully activated your LiveText membership account.

Below is your account information summary.

Username: [REDACTED]

Password: (click to reveal)

Membership Type: student

[Click to Login](#) or visit the homepage of www.livetext.com and click the Login button located at the top right.

You can also view a video on how to register

https://c1.livetext.com/folder/9089632/HsfAixvD_Student_Registration_Updated111610.wmv

RESEARCH INFORMATION AND CONSENT

Introduction:

As a student in the elementary endorsement, certificate or MAT programs, you are a possible participant in education research.

Background Information:

The purpose of any study is to explore the development of knowledge, skills, and dispositions of pre-service teachers.

Procedures:

If you decide to participate, a variety of data will be collected throughout the year of the program.

Risks and Benefits:

The study has no risks.

The benefits to participation are improved teacher education programs.

Compensation:

There is no compensation for participation.

Confidentiality:

Any information obtained in connection with this research study that could identify you will be kept confidential. In any written reports or publications, no one will be identified or identifiable.

Research results will be kept in a password protected computer and/or a locked file cabinet in and only Dr. Jones will have access to the records while working on this project.

All original reports and identifying information that can be linked back to you will be destroyed.

Voluntary nature of the study:

Participation in any research study is voluntary. Your decision whether or not to participate will not affect your future relations with your teacher, school, or the University of Alaska in any way. If you decide to participate, you are free to stop at any time without affecting these relationships, and no further data will be collected.

Contacts and questions:

If you have any questions, please feel free to contact Dr. Anne Jones.

You may keep a copy of this form for your records.

Statement of Consent:

You are making a decision whether or not to participate. Your signature indicates that you have read this information and your questions have been answered. Even after signing the following form, please know that you may withdraw from research study at any time and no further data will be collected.

TITLE IX REFERENCE GUIDE FOR OFF-CAMPUS PROGRAMS

UNIVERSITY OF ALASKA SOUTHEAST

This document 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 Southeast 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 Southeast 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 Southeast 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.

UAS 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 Southeast students can access UAS Health & Counseling Services from any locations. Appointments are available in person, over the phone or via Skype.
 - To make an appointment call 907-796-6000
 - Or email: Margie at mwthomson@alaska.edu
Becky at baiverson@alaska.edu
- UAS 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

Phone: 1-855-251-5719

Reporting to Title IX: (Responsible Employee)

- Contact your Title IX Coordinator:
 - Lori Klein, 907-796-6036 / email: laklein@alaska.edu
- Report Online to your Title IX Office: www.uas.alaska.edu/titleix

Department Contact (Responsible Employee)

- Dean of the School of Education and Graduate Studies
Name: Deb Lo
Phone: 907-796-6076
Email: delo@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 UAS 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 SOUTHEAST 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. {link BOR P&R on conduct}
- 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.

STATEMENT OF AGREEMENT

- ☐ I have read this Candidate Handbook for academic year 2017-2018.
- ☐ I understand the contents and agree to the policies and procedures of the graduate certificate and Master of Arts in Teaching programs in elementary education.
- ☐ As a student in the elementary endorsement, certificate or MAT programs, I understand that I am a possible participant in education research and give my consent to participate in such research.

Printed Name

Signature

Date

This form is due upon admission to the program.

Return this form to: (mail, email or fax)

Deema Ferguson
Admissions
11066 Auke Lake Way
Juneau, Alaska 99801
Deema.ferguson@alaska.edu
Fax 907-796-6002
Tollfree Fax: 1-866-465-5159