



**UNIVERSITY**  
*of* **ALASKA**  
**SOUTHEAST**

**SCHOOL OF  
EDUCATION**

**CANDIDATE HANDBOOK**  
**Graduate Elementary Programs K-8**  
**MAT/Certification/Endorsement**  
**2024-2025**



**Council for the  
Accreditation of  
Educator Preparation**

## Land Acknowledgement

We acknowledge the people upon whose lands we occupy and represent today including the [14 Aaní \(Tlingit\)](#), specifically the descendants of the Áak'w Kwáan, who are stewards of their ancestral lands around Auke Lake upon which the University of Alaska Southeast resides. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices they were forced to make.

In speaking of these and all other indigenous communities across the lands marked as the State of Alaska, we honor their memory, their lives, their descendants, and their continued presence. We also remember that we are guests on this land and must do our best to move with reverence and respect.

# UAS School of Education Mission

<https://uas.alaska.edu/education/mission.html>

## Vision

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

## SOE Core Beliefs and Values

**Community:** The School of Education is dedicated to creating an inclusive community of learners. Collectively we foster relationships that respect learning environments across the state of Alaska by acknowledging and advocating for the wealth of knowledge residing in local communities, families, and students. The School of Education prepares candidates who are committed to Alaskan communities and can thrive and contribute their individual intellectual and collective strengths to their communities.

**Diversity and Equity:** The School of Education acknowledges the impact of inequities and injustices in education that must be addressed. Faculty and candidates in the School of Education value and draw upon multiple intellectual authorities to support social, cultural, linguistic, and ethnic diversity through inclusive practices and the recognition of the unique abilities of all learners.

**Inquiry and Reflection:** The School of Education faculty and candidates are engaged in the process of participating in inquiry, dialogue and reflection to critically examine complex ideas related to learning. Inquiry and reflection guide the development and implementation of programs, curriculum, assessment, evaluation, the understanding of ourselves, our students, and the communities we serve.

### Tenets:

1. Students thrive in environments designed to be supportive of their strengths as learners.
2. Teacher candidates shall advocate for educational equity, value students for their individuality, and recognize the collective strengths of students and their communities.
3. Teacher candidates shall value the knowledge of local communities, families, and students.
4. Teacher candidates shall advocate for the educational resources and the right to use pedagogical methods which they deem to be most beneficial for their students — individually and collectively.

See more: <https://uas.alaska.edu/education/mission.html>

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## GREETINGS FROM THE DEAN

Welcome to the School of Education at the University of Alaska Southeast. Exciting things happen here, and I am confident that you will find the University and our school to be an outstanding choice.

The faculty and staff of the School of Education are dedicated to preparing teachers and other educators who are committed to enhancing the lives of students. Our programs are designed to meet the needs of those preparing to become teachers and those who are already in the profession.

With the P-12 schools of Alaska as our partners, our programs are accessible by distance delivery throughout the state. We also have programs with summer institutes on the Juneau campus that take advantage of the wonderful outdoor experiences available in Southeast Alaska.

Our programs:

- Build commitment to creative problem solving in the service of children, families, and communities.
- Actively foster intellectual pursuits while celebrating a multicultural world and the heritage of Alaska Native populations.
- Enhance professional skills in support of the belief that all children can learn.

In addition, we provide:

- 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 environment offer diverse experiences and opportunities guaranteed to stimulate creativity and a desire to learn.

I invite you to look at the programs on our website (see below) 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.

Dr. Carlee Simon, Dean  
 UAS School of Education  
[School of Education Homepage](#)

## 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.

## STATEMENT OF NON-DISCRIMINATION

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate based on race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at [www.alaska.edu/nondiscrimination](http://www.alaska.edu/nondiscrimination)

# WELCOME INFORMATION FROM YOUR ADVISOR

## General Overview

This handbook provides guidelines for obtaining your K-8 Alaska teaching certificate, and/or your Elementary Master of Arts in Teaching (MAT) degree, as well as a K-8 Elementary Endorsement.

The Graduate Elementary Programs are course and field-based programs designed for bachelor's graduates who are considering 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, InTASC Model Core Teaching Standards, 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 and formal observations of teaching as well as a Teacher Work Sample and an Integrated Unit when you complete your student teaching internship and a classroom research project and 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 are expected to read both widely and deeply. You are also expected to write your formal papers in a professional manner using APA style, as appropriate.

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

We believe that future teachers learn best as members of a cohort of learners, so we hope you will take full advantage of opportunities to meet and interact with your classmates and teachers by using online resources. If you are traveling through a community where one of your teachers or classmates lives, please reach out and offer to visit 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 culture 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 will need high speed Internet access. You also need a variety of digital technology to facilitate the digital sharing of assignments, projects, products, and for electronic communication with your professional learning communities. You have the option to take ED 230, Educational Technology, if you have had limited experience using technology in ways that will be important to your learning and your eventual teaching,

**LiveText:** You will also need to purchase a LiveText account. This is our assessment database. Please follow the instructions on our website page to purchase your LiveText account. [LiveText Instructions](#)

**Capstone Coursework (Gate 4): Classroom Research and Graduate Portfolio.** After receiving the graduate certificate (and DEED issued Alaska permanent teaching license), the final steps to complete the K-8 Master of Arts in Teaching degree include conducting a classroom-based action research project and writing your professional Graduate Portfolio. The research project is designed to show how your expanding knowledge base supports your ongoing and future practice as a teacher and the portfolio is structured around standards-based framing statements using artifacts of practice collected from your curriculum studies, practicums, student teaching experience, and your action research project. These professional products are completed in **ED626** and **ED698**, the capstone courses in the MAT program. **TIP:** Keep track of student work, projects, pictures, and other artifacts of practice as you go through your practicum and graduate courses!

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

Best Regards,  
J. Kevin Spink, Ph.D.  
Coordinator, Graduate Elementary Education Programs  
[jspink@alaska.edu](mailto:jspink@alaska.edu), 907-306-7602

## Graduate Elementary Programs Overview

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 elementary teaching certificate or K-8 Endorsement for grades Kindergarten through 8. (Please see DEED website for details on the 5 types of Initial of Teacher Certificates: <https://education.alaska.gov/teachercertification/initial>.) After certification, candidates may then continue to complete the MAT degree.

### Overview of Elementary Assessment Phases and Checkpoints

	Gate 1: Admission to Program & Practicum Courses	Gate 2: Admission to Student Teaching	Gate 3: Graduate Certificate Program	Gate 4: Completion of MAT Degree
<b>Program Phases &amp; Delivery</b>	<b>Pre-admission: Beginning</b>  Completion of application preparatory & content coursework  Foundations coursework.	<b>Foundations &amp; Practicum Methods: Practicing</b>  Program coursework and practicum field experience in elementary & middle school classrooms.	<b>Student Teaching: Applying</b>  Semester of supervised student teaching with 6 weeks of full-time teaching.	<b>Master's Study: Early Career Teaching</b>  Master's coursework.
<b>Required Courses</b>	<b>Foundations Coursework:</b> ED 333 ED 380 EDSE 482  These courses should be taken as early as possible in the program. They must be completed to be admitted in good standing.	<b>Graduate Coursework:</b>  <b>Non-Practicum Courses:</b> ALST 603 ED 620 <i>(Take ED 620 the semester prior to student teaching and in conjunction with a content methods — science or social studies — course).</i>  <b>Practica - Methods Coursework:</b> ECE 661 <i>(must take prior to ED 615)</i> ED 615, ED 616, ED 617, ED 618, and ED 619 <i>(first methods course)</i>	<b>Student Teaching Seminar and Field Experience:</b>  <b>One semester, full time</b> ED 688 (6 credits) Student teaching field experience and standards-based assessments.	<b>Master's Courses:</b> ED 626 Classroom Research <i>taken prior to:</i>  ED 698 Masters Portfolio - Capstone Project.

	Gate 1: Admission to Program & Practicum Courses	Gate 2: Admission to Student Teaching	Gate 3: Graduate Certificate Program	Gate 4: Completion of MAT Degree
<b>Procedures and Requirements</b>	<p>Meet with Program advisor – submit unofficial transcript for evaluation and review.</p> <p>Coordinator sends candidates recommended Program (Course) of Studies.</p> <p>Completed application to program</p> <p>Complete background check</p> <p>Sign up for a LiveText account.</p> <p>Pass Praxis CORE or state approved BCE</p> <p>Coordinator evaluates completed application materials to determine admission status into program.</p> <p>Full admission or provisional admission to program confirmed by letter of acceptance.</p>	<p>Completion of all methods courses and submission to all practicum assessments in LiveText.</p> <p>Review of DegreeWorks audit and Grad. Elementary Course of Study.</p> <p>Complete UAS application for student teaching and placement.</p> <p>Pass Praxis II Elementary Content Knowledge exam 5018.</p> <p>Complete DEED application for student teaching certificate (or emergency certificate if hired for teaching position).</p> <p>Request UAS Proof of Program Enrollment for paid teaching position in a school district.</p>	<p>Successful completion of Student Teaching field experience (6 credits).</p> <p>Attain passing scores on Praxis II exam Elementary Content.</p> <p>Complete UAS Application for Graduation for K-8 graduate certificate.</p> <p>Complete DEED Application for Initial Teaching Certificate.</p> <p>Request UAS Institutional Recommendation.</p>	<p>Completed UAS K-8 Graduate Certificate.</p> <p>Institutional recommendation: Advancement to candidacy for K-8 MAT.</p>

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

# PHASE ONE: PRE-ADMISSION AND ADMISSION

## ADMISSION OVERVIEW

Applicants often wonder which program to apply to:

- The **Graduate Certificate program** is for those who wish to receive only the teaching certificate. These candidates already have a Bachelor's or Master's degree in another field.
- Those who chose to pursue an **Elementary Master's degree in teaching** will submit an additional application to apply for the MAT program. This is an addition to the Graduate Certificate application. Certificate students may apply for the MAT program at a later time, but an additional application fee will be required (currently \$60.00).
- **Both the Graduate Certificate and the MAT** can be applied for at the same time since the Master's requires only two additional courses beyond the Graduate Certificate.
- **The K-8 Elementary Endorsement** is for those who already have an Alaska teaching certificate in another area and who need a K-8 Elementary Teaching Endorsement.  
<https://uas.alaska.edu/education/programs/k-8-education.html>

The graduate elementary admission materials and requirements are available online at:

- <https://www.uas.alaska.edu/education/programs/elementary-education.html>
- Admissions coordinator: Karen Madsen 907-796-6460 [klmadsen@alaska.edu](mailto:klmadsen@alaska.edu)
- Link for graduate admissions: <http://www.uas.alaska.edu/apply/steps/graduate.html>

## ADMISSION TO THE PROGRAM: GATE 1

### Application and Admission Procedures for Graduate Certificate and MAT

#### Application Requirements

Program admissions instructions and paperwork are found in this handbook and in this link <https://www.uas.alaska.edu/education/programs/elementary-education.html>

#### Process:

**Consult with Your Advisor:** Prospective candidate and advisor meet to discuss student's goals and experience, then:

1. Student emails/scans or faxes unofficial transcripts to advisor for review
2. Advisor completes transcript analysis to confirm.
  - i. Completed Bachelor' Program
  - ii. Grade point average (3.0 or better)
3. Advisor prepares prospective candidate's **coursework study plan** with proposed schedule of coursework pending admission.
4. Unofficial transcripts should be emailed to:  
J. Kevin Spink, Ph.D., Coordinator, Graduation Elementary Education Programs < [jspink@alaska.edu](mailto:jspink@alaska.edu) >

**Apply for Admission for the Elementary Graduate Certificate or the Elementary MAT at:**

<https://uas.alaska.edu/apply/steps/index.html>

Or contact:

UAS Admissions  
University of Alaska Southeast  
11066 Auke Lake Way  
Juneau, AK 99801

[uas.admissions@alaska.edu](mailto:uas.admissions@alaska.edu)

**Meanwhile:**

1. Submit all application materials to UAS Admissions at this email address: [uas.admissions@alaska.edu](mailto:uas.admissions@alaska.edu).
2. Provide official transcripts with evidence of bachelor's degree, 3.0 GPA.
3. All other college transcripts.
4. \$60 admission fee for the MAT Elementary Education and Graduate Certificate programs.
5. 2 current letters of recommendation on the SOE form (provided in Admissions packet).
6. Statement of Professional Objectives.
7. Evidence of successful work with children "One Week Experience" or equivalent.
8. Passing Praxis Core or other DEED accepted BCE 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).
9. Release of information waiver form (provided in Admissions packet).
10. Student Information Sheet (provided in Admissions packet).
11. Signed Statement of Agreement found on the last page of this handbook.

**Application cutoff dates for Spring, Summer, and Fall Semesters**

For Spring semester applicant, **December 1st**

For Summer semester applicant, **May 1st**

For Fall semester applicant, **August 1st**

**Rolling Enrollment:** The Elementary Graduate Programs 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.

**Prior to Admission** you may need to take the following courses while completing the admission process: ED 333, ED380, and EDSE 482. ED 619 and ALST 603 are also possible, with advisor's permission.

**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 UAS Admissions. Click link here for the information: <https://www.uas.alaska.edu/apply/steps/index.html>.

**Notification:** You will be notified of your admission status by the School of Education after all documents are received/reviewed.

**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 program course credits and maintain 3.0 GPA, your admission will be changed to good standing.
- If your scores on the Praxis CASE/Core, or state approved BCE, do not meet state requirements, we will work with you on a plan for remediation. You must pass all three subtests of the Praxis CASE/Core/ other BCE 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 yet received a letter of recommendation, we will consider your admission, marked as pending. If you have not successfully completed foundation requirements that may be identified by your advisor, we may consider provisional admission.
- You will have one year from provisional admission to complete the provisions identified on your acceptance letter. At that time, if they are not complete, per university regulations, you will be withdrawn from the program and will need to reapply for admission.

## Admission to Graduate and Methods and Courses

You must have taken all content prerequisites and the foundation courses ED 333, ED380, and EDSE 482 and maintain a 3.0 GPA to be admitted in good standing to the program and prior to registering for methods courses (ED 615, ED 616, ED617, ED618, ED619, ED620, and ECE661).

**Interested Person's Report:** Prior to registering for the methods practicum courses, candidates must secure Interested Persons Report (IPR) from a local law enforcement agency or provide documentation of compliance from the local school district, if a current employee. This background check is required before engaging in practicum classes where Candidates will be working with students in the public education setting. These are active for one year and must be renewed, as needed. You will need to submit a copy of your active IPR to the SOE office: [uas.education@alaska.edu](mailto:uas.education@alaska.edu).

### Program Requirements for Admission in Good Standing

- GPA 3.0 or better from undergraduate transcript (if your GPA is below 3.0, you may be admitted provisionally. You must maintain a 3.0 GPA for the first 12 credits to be admitted in good standing). A C- in a course is not a passing grade.
- Successful completion of foundation courses: ED 333 (required prior to taking graduate elementary courses), ED 380, or EDSE 482.

### Admission to Student Teaching – Full Candidacy

To achieve full candidacy for student teaching, candidates must successfully complete all required graduate coursework, the application to the Alaska Department of Education and Early Development for a teaching certificate, and a Student Teaching Placement Request form. NOTE: Some districts require a separate student teaching application as well. Candidates must take the Praxis Elementary Content Knowledge exam prior to student teaching. See all requirements here: <https://uas.alaska.edu/education/student-services/teaching-authorization.html>.

**Advisory:** Please keep in mind financial considerations for a semester of full-time student teaching. Since your student teaching internship is essentially a fulltime job and requires a substantial commitment to planning and work in the classroom environment as well as to complete student teaching course requirements, taking or engaging in other work endeavors is discouraged for the internship period.

### Elementary Master's in Teaching

After the successful completion of your Elementary Education (K-8) Graduate Certificate, ED 626 Classroom Research, and the successful completion of your capstone project, Master's Portfolio ED 698, you must apply for graduation to receive your MAT diploma.

## Reminders on Admission Requirements

**Fees:** If you apply to the Graduate Certificate program the admission fee is currently \$60. Then, if you decide later to continue with the MAT program, you may need to pay the admission fee again to apply for that program separately.

**Financial aid eligibility:** You may be admitted provisionally. Admission with provisions allows you to apply for financial aid, provided you meet other eligibility criteria. Students generally have one semester to complete their provisions for full admission (good standing).

**Praxis CASE/Core or state approved BCE:** You must take the Praxis CASE/Core or state approved BCE exam for admission. If you do not pass all sections, you may retake it. See DEED website for additional details.

**Praxis II:** The Praxis II Content Knowledge exam 5018, is required to be taken prior to recommendation for student teaching. This is a School of Education requirement. Taking it at the time of admission is not required. The passing score for Praxis II exam 5018 is 143. If you do not pass the Praxis II content knowledge exam, you may continue to re-take it until you can pass. You will be eligible for your teaching certificate once the exam is successfully completed (and all other program requirements are met).

**GPA - Graduate Courses:** You must maintain a 3.0 GPA throughout your program. 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 will need to retake the course. If you receive a C or lower in two courses, your program status will be re-evaluated.

**GPA – Student Teaching and MAT:** For Student Teaching and Master’s courses you must receive a B or better in each course to pass the courses.

# APPLICATION FOR ADMISSION: K-8 ENDORSEMENT

## Overview of K-8 Endorsement Certification and Admission Process

The K-8 Education Endorsement is designed for teachers who possess a current Alaska teaching certificate and wish to earn an endorsement for elementary and middle school (K–8) teaching. All classes are offered online. Upon enrollment, teacher’s transcripts and experience will be evaluated and an appropriate program of study will be prepared. The endorsement will include courses or course equivalency for the content and methodology of K–8 instruction. Note that financial aid is not available for students in the K-8 Endorsement, and you will need to pay for courses out of pocket.

**Meet with advisor:** Interested teachers will meet with the Graduate Elementary Programs advisor, to discuss and set up an appropriate course of studies for your K-8 Endorsement program based on your current transcripts and experience in the classroom.

**Application materials** will be sent directly to the Student Services Assistant, Elisabeth Genaux for processing. Please see the K-8 Endorsement webpage for a list of required documentation for applications:

<https://uas.alaska.edu/education/programs/k-8-education.html>

For support, please contact:

[edgenaux@alaska.edu](mailto:edgenaux@alaska.edu)

<https://uas.alaska.edu/dir/edgenaux.html#map-modal-N10003>

Phone number: 907-796-6076

Fax number: 907-796-6550

Or mail to: [Hendrickson Annex 101, Juneau Campus](#)

**Approval:** The SOE Dean, the program advisor, and (you) the teacher will all sign off on the initial program of studies (course of studies) as determined by your advisor and agreed upon by the two of you. You will receive notice from our office when the application process is complete, and you have been approved to begin your K-8 Endorsement program.

**Completion:** The teacher then works through the projected Course of Studies to complete their K-8 certification requirements. This will include maintaining a 3.0 or better in your coursework, successful completion of the Praxis Elementary Content exam, and a semester of student teaching in a general education K-8 classroom for a full semester with all required assessments/assignments.

**Graduate Application:** You will then complete the UAS graduate application form so that the Registrar can record the completion of your K-8 Endorsement requirements on your transcripts and so the SOE can provide you with documentation of Program Completion and you can apply to DEED for your endorsement.

**Policies:** All the policy expectations and requirements for the Graduate Certificate program, as described in this document, also apply to those earning their K-8 Endorsement.



## SCHEDULING COURSEWORK

Please follow the sequence of course offerings described below for your course of study. Click this link for Examples of Timelines for Program Completion [Timeline Examples and Worksheet](#) Please review the examples in the link above and consider your own situation and map out a tentative schedule on the timeline worksheet for your program and review with your advisor. Moderate or Slow pacing schedules are strongly recommended for those who are attempting to complete their methods courses while they are employed as teachers!

**All foundation courses are offered by e-learning.**

### PRE-ADMISSION PHASE: FOUNDATIONAL COURSEWORK

#### **ED 333 The Learner and the Learning Process** (3 Credits)

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 adolescence), 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 will 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.

#### **ED 380 or ED 680 Multicultural Education** (3 credits)

Investigation of the major concepts and issues in multicultural education with emphasis on the dimensions of content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Includes issues regarding the education of Alaska Natives with attention to cultural standards.

#### **EDSE 482 or EDSE 682 Inclusive Education for Students with Disabilities** (3 credits)

This course is offered every semester and addresses the rights and education of children with disabilities. This course covers 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.

### PHASE 2: PRACTICUM METHODS: PRACTICING TEACHING

In addition to the courses listed above, courses that help you provide culturally responsive instruction that addresses the individual and collective strengths of diverse students in varied learning environments are part of this phase of your program. The courses below may be taken prior to or during the practicum methods phase.

#### **NOTE:**

- All graduate courses are offered through e-learning.
- ALST 603 requires a weeklong residency in Juneau as part of the course. The remainder of the course is offered through e-learning. For students for whom it is unfeasible to attend the residency, another option will be provided.
- All methods courses are offered through e-learning **and** require direct field experience placements which include in-person, on-site projects and instruction in public school, K-8 gen-ed classrooms.

## Methods Courses (Courses that don't require field placements)

### ALST 603 Alaska Literature for Young People

The course is currently scheduled for the summer semester which includes a one-week intensive on campus in Juneau. The course focuses 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. 3 Credits. **ADVISORY!** This course is offered via e-learning for the entire summer semester. The course meets synchronously for half day intensive sessions each day during the first week of June, and then less frequently throughout the remainder of the summer semester.

### ED 620 Curriculum Development

A culminating course that introduces you to integrated multi-subject (interdisciplinary) curriculum planning and assessment using a 'backwards design' approach. Course reviews single subject lesson planning, objectives, and assessments that lead into the creation of a multi-subject integrated full unit of instruction — which may be used in student teaching — to demonstrate deep understanding of instructional design. Additionally, you will focus on assessment strategies and standardized testing to design an assessment portfolio. This course is intended to be taken the semester immediately prior to student teaching and in conjunction with your science or social studies methods course (3 credits).

## Practicum Methods Courses (Courses that require field placements)

Once you are admitted to the program, have passed the Praxis Core/BCE requirement, have completed at the minimum ED 333, completed any provisions, and have secured your interested persons report (IPR), you will be 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 ALST603, ECE66, and ED615, mathematics in ED616, science in ED617, and social studies in ED618. ED619 focuses on classroom governance and organization of learning engagement.

**Field Experience Hours:** Each methods course requires a minimum of 30 hours of field experience in a classroom, based on current standards of practice. There are options for those candidates who are hired as full-time teachers. Meet with your advisor to discuss those.

**Placement Advisory:** Since, for this K-8 certificate, practicum classes are meant to provide candidates exposure to different grade levels and diversity of students, these classes are required to take place in a gen-ed classroom in a public school. A candidate is limited to register with the same host teacher for a maximum of two practicum courses, except by arrangement with the program coordinator. Arrangements to work in private school settings must also be approved by the program coordinator. We limit practicum classes in a private school to **two, in total**, and the host teachers at the private school must have active and valid Alaska teaching certificates.

### 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.

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.

**ADVISORY:** The practicum for this class is to be conducted in an early elementary classroom (**K-2<sup>nd</sup> grade**). ECE 661 is to be completed **prior to taking ED 615**, Intermediate Literacy.

### **ED 615 Literacy in the Intermediate and Middle School 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. At the end of this class, each candidate will be prepared to teach reading and writing to students in intermediate and middle school classrooms.

**ADVISORY:** ED 615 is to be completed in an intermediate or middle school classroom (**grades 4 - 8**).

### **ED 616 Math Methods in the K-8 Classroom**

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

### **ED 617 Science Methods in the K-8 Classroom**

This course is offered in the 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.

### **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 will implement applications of the inquiry process, transmission, and constructivist models, and variety of instructional strategies including the use of primary source materials. You will develop and implement appropriate backwards design, standards-based lessons and purposefully integrate technology into these lessons. You will be using the Next Generation Science Standards, among other supporting standards.

### **ED 619 Classroom Management and Discipline**

This class, offered every spring and fall, allows you to develop a coherent and consistent approach to classroom governance and to develop strategies and organizational protocols for supporting a high level of student learning engagement. After review of theories and guided observation in classrooms, you prepare a written plan for class governance and engaged learning organization and analyze your interactions with students in disciplinary actions. The professor assesses your practicum action-based projects, including a case study behavioral intervention strategy, using rubrics. We suggest that you take this course at the beginning of your methods course phase, or as your first method's course.

### **Next Step – Student Teaching**

During the final semester of methods courses, you will apply for student teaching for the following semester. You must have a GPA of 3.0 in methods courses. You will prepare a short statement of your philosophy of teaching for your student teaching orientation. Full time placement in a K-5/ 6 elementary gen-ed classroom is required.

## **PREPARATION FOR PRACTICUM TEACHING**

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

**Practicum Packets:** Please access and review the separate **Practicum Student Packet** for further details about placements and your practicum responsibilities. The Practicum Student Packet is in the Resources section of the practicum course website and the updated version of this packet will be provided to you during the Practicum Student Orientation. The **Practicum Host Teacher Packet** will be provided to your host teachers during the Practicum Host Teacher Orientation. This packet can also be found on our [Elementary Education Program website](#). The **Practicum Student Packet** will be delivered to you by the program coordinator as well as made available in each of your methods courses.

**Practicum Orientation:** A required orientation to review the practicum policies and requirements for all candidates engaging in their methods courses is offered each semester. The **Practicum Student Orientation** and the **Practicum Host Teacher Orientations** are held in August for Fall semester and January for spring semester virtually on Zoom. Dates are available in the packets you will receive.

**LiveText:** Prior to taking any practicum course, you must register for and purchase your LiveText account. You will be using LiveText as your online portfolio and assessment system for the methods courses, your student teaching, and your master's courses. Your host teachers in your practicum and student teaching will use this system to assess your work in the classroom. Please follow the instructions on our website page to purchase your LiveText account. Link: [LiveText Instructions](#)

**Secure an Interested Persons Report (IPR):** Candidates must secure an Interested Persons Report (IPR) from a local law enforcement agency or provide documentation of compliance from the local school district, if a current employee. This background check is required before engaging in practicum classes where Candidates will be working with students in the public education setting. These are active for one year and must be renewed, as needed. You will need to submit a copy of your active IPR to the SOE office: [uas.education@alaska.edu](mailto:uas.education@alaska.edu).

## POLICIES FOR PRACTICUM PLACEMENT

Practicum placements are determined by guidelines from your school district. If you work in the school as a volunteer or staff, you will 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.

Our Placement Coordinator, Heather Bieber [hmbieber2@alaska.edu](mailto:hmbieber2@alaska.edu) will keep records of your placements. If you are in Juneau, Anchorage, Sitka, Kodiak, or Kenai, you will contact both your district office and Heather Bieber regarding your placement requests. You are required to contact UAF School of Education in Fairbanks if you will be conducting your practicum classes in the Fairbanks North Star Borough School District. Your university instructors will provide guidance on the grade levels you need to be working in.

### **Attendance**

A practicum or student teacher is considered a member of the school faculty. As a practicum student, you should determine your weekly schedule with your host teacher.

### **Observing in the Classroom**

Most candidates will begin their practicum 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 always be a learner, not a critic.

### **Planning**

When you are teaching a lesson, you should have **all lesson plans prepared in advance**. Go over the lessons in advance with the host teacher when possible and debrief the lesson following instruction. When you are not prepared,

you place an undue burden on your students as well as your host teacher. Preparation is a key disposition of effective educators.

### 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 candidate 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. As evidence of practice, you are asked to self-assess as the host teacher gives ongoing feedback documenting lesson observations and the PAF and PCA assessment forms.

**PAF and PCA:** In addition to the LiveText assessments of your lesson teaching and projects, all practicum courses require the host teacher to complete a final [Practicum Assessment Form](#) and a [Professional Characteristics Form](#). Your course instructor and your advisor will review these to evaluate your progress as a professional educator.

### Lesson Design

All students will use the elementary MAT program [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.

### 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, or principal and advisor, as needed. 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.

**ADVISORY:** Please contact the program advisor if you have been hired to work as a teacher during your practicum coursework. Adjustments will need to be made to your program and there is required paperwork to complete.

## PHASE 3: STUDENT TEACHING GATE 2: ADMISSION Preparation For Student Teaching

**The Student Teaching Handbook** is posted on our website that contains the specifics for the semester long elementary student teaching internship. Please review the handbook carefully so you are aware of policies and expectations. <https://uas.alaska.edu/education/programs/elementary-education.html>

**Praxis II:** You must take the Praxis Elementary Content Knowledge exam 5018 prior to student teaching. If you are approved to student teach in middle school, you will also need to take and pass the appropriate middle school Praxis content exam. For this, you will need the program coordinator's approval since this placement requires complex logistics.

### Placements:

**Heather Bieber** [hmbieber2@alaska.edu](mailto:hmbieber2@alaska.edu) is our **Practicum Student and Student Teacher Placement Coordinator**. Please coordinate with her regarding your placements in coordination with your advisor.

**Student Teaching Placement Request Form:** You will find the UAS Student Teaching Placement Request form on this website: <https://uas.alaska.edu/education/student-services/teaching-authorization.html>

If you are student teaching in the Anchorage, Mat-Su, Kenai, Kodiak, or Fairbanks School District, please see their website for due dates and online application. More information is on the UAS School of education student teaching page above.

**NOTE:** Program Coordinator approval is required for middle school placements

**Please do not approach teachers about being your mentor teacher for student teaching.** Protocol requires that you make your request in writing through UAS and District applications; district administrations will work with our placement coordinator and your advisor 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 public school, general education, setting.** Again, you must make prior arrangements with your graduate elementary advisor to student teach in middle school. **Student teaching for elementary may not be conducted in a high school, a special education classroom, an intervention pull-out program, an online program, other specialized classrooms, or at a private school.**

**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 student teaching or initial Alaska teaching certificate.** We recommend the Initial Certificate, K-8 OR the Student Teacher Authorization. Please see the DEED website

**Student teaching paperwork begins the at least the semester before  
you plan to student teach, if not before.  
Praxis scores may take up to a month to arrive to our program.  
PLEASE PLAN AHEAD!**

<https://education.alaska.gov/teachercertification/certification/initial> for the application procedures.

## Requirements For Admission to Student Teaching

Please complete your [UAS Student Teaching Request for placement form](#) at the beginning of the Fall or Spring semester prior to your student teaching. This is required of all student teachers, even if you have already been or are being hired to teach in a school district. This application is unique to the School of Education and must be completed.

- Full admission (good standing) to a Graduate Elementary program.
- Completion of all program coursework with a GPA of 3.0 or better (for special instances, advisor permission is required).
- Completed UAS Student Teaching Request for Placement 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.
- Recommended a score of 143 or better on Praxis Elementary Content Knowledge exam 5018. You can earn your graduate certificate without passing the exam if you have met all other program requirements, but you will need to have passed the exam successfully to apply for your teaching certificate with DEED.
- Students in Anchorage, Mat Su and Fairbanks must complete the district's online application.
- The Placement Coordinator will assist you in finding the appropriate placement for you pending the approval of the school district.
- Release of Information form; and
- The Student Teacher Authorization or Initial Certification Application submitted to DEED through TEACH AK. See instructions on how to complete this process via the [UAS Student Teaching webpage](#).

- ❑ All practicum courses and related assessments must be completed by the end of the semester prior to student teaching. We will access these on LiveText. Practicum/methods classes may not be taken during student teaching.
- ❑ Documentation: prior to beginning student teaching, you will be asked to provide evidence to the School of Education and to the principal at your host school that you have obtained a Student Teaching Authorization certificate or an Initial Teaching Certificate from the Alaska Department of Education (DEED).

**Applicants who are student teaching outside Alaska** do not need to submit a fingerprint packet to DEED, however they must comply with their current State's requirements for student teaching eligibility.

### 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.

## STUDENT TEACHING APPLICATION DEADLINES

Initial deadlines for submission of the Student Teaching Authorization application and [Student Teaching Placement Request form](#) to School of Education:

- Fall Semester: 15 February
- Spring Semester: 15 September

If you plan to student teach in **Kenai Peninsula Borough School District, Anchorage School District, Matanuska-Susitna Borough School District, or Fairbanks North Star Borough School District** you will need to complete their district student teaching application, as they complete the placements for interns in their districts. Please see more information regarding their deadlines on the [UAS Student Teaching Website](#).

### Policies For Student Teacher Placement

1. Student teachers in the K-8 programs are offered student teaching internships in their own communities when appropriate placements are available in local schools.
2. Student teacher applications are due February 15<sup>th</sup> for fall and September 15<sup>th</sup> 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 Placement Coordinator. **Again, 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 Director, the faculty advisor and often by the local university in the new location. Cost beyond normal supervision may be charged to the student

## ED 688 STUDENT TEACHING – 6 CREDIT HOURS

**Institutional Recommendation:** Student teaching is the capstone of the elementary Graduate Certificate program. Upon successful completion of this course – both the internship and the academic work - you will be eligible for an Institutional Recommendation for the Alaska Initial Teaching Certificate, Elementary (K-8) endorsement.

**Start Dates for Internships:** **In the fall**, student teachers begin the same day teachers start their contracts, usually mid to late August. **In the spring**, you begin either the day after winter break or at the beginning of the school’s new semester on the first contract day back for the teacher, per district requirements.

**Student Teaching Schedule:** Student teachers are expected to mirror and follow the daily schedules of the teachers in their buildings. Student teaching generally lasts a full semester; however, timelines may be adjusted/extended by your UAS supervisor to allow the candidate to meet all required performances. Student teaching is always at least 15 weeks. Consider your internship as a full-time job, with all the attendant responsibilities, and plan accordingly.

**Focus of Internship:** As a student teacher, you will focus on applying the knowledge, skills, and dispositions learned in previous methods coursework to the learning and development of your students. Most of your time will be spent in the school, practicing teaching. Outside time will require planning and preparing lessons, etc.

**Gradual Release of Responsibility:** You assist the mentor teacher as assigned. At the start of the internship, the student teacher begins with small tasks such as tutoring, reading aloud, spelling, etc., as the mentor teacher assigns. Subjects are added to the responsibilities until the student teacher oversees planning, teaching, and evaluating full time. The student teacher has these “solo” responsibilities for at least 6, consecutive weeks. Then the student teacher steps back as the mentor teacher gradually takes charge of the class. **Alaska State regulations require student teachers to log 500 hours in their internship classroom for certification eligibility.**

**Planning:** The student teacher and mentor teacher plan their schedule of instruction together. The timing in each situation is different and is agreed upon by the mentor 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.

**Student Teaching Assessments/Assignments:** During student teaching, State, SOE, and program standards are assessed in a variety of ways. Your mentor teacher and UAS supervisor will provide regular coaching feedback and encouragement. All evaluations will be found on LiveText. These include, but are not limited to, the following:

**Formal lessons** are assessed with a lesson observation form. At midterm, you and your mentor teacher and supervisor (as needed) will have a goal setting session using the formative [ECPC](#) (Evaluation of Classroom Practice and Content) and the [PCA](#) (Professional Characteristics Assessment.) At the end of student teaching, your mentor teacher and supervisor will complete the summative PCA after conducting your final Exit Interview.

**A Formative and Summative Student Teaching Observation Template ([STOT](#) )** will be completed by your supervisor during the semester.

You provide further evidence of your knowledge of and competency in the standards by developing and implementing a **Teacher Work Sample** and an integrated, standards-informed, **Integrated Unit**, finishing the semester with a formal



standards-based **Exit Interview**.

**ED 688 Seminar:** A biweekly seminar is offered to guide student teachers through the required assignments. The schedule is included on the ED688 course website. You will need to register **for 6 credits** unless you have made other arrangements with your advisor.

**Student Teacher Handbook:** Details of student teaching are found in the Student Teacher Handbook which serves as the syllabus for the internship. This is always posted on the ED 688 UASOnline course site and on the program website: <https://uas.alaska.edu/education/programs/elementary-education.html>

## AFTER STUDENT TEACHING

### Applying For Your Initial Teaching Certificate

#### Applying for Certification

When you successfully complete student teaching, you are eligible to reapply for the Alaska Initial Teaching Certificate with a K-8 endorsement (see DEED website: <https://education.alaska.gov/teachercertification/teach02>)

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 through our office. Remember that you must pass the Praxis Core prior to admission to the program and the Praxis II, subtest 5018, in order for us to recommend you for the teaching certificate.

#### **You must request the Program Verification from our office.**

When your certificate program is completed (course work and student teaching), you request a Program Verification form from the Administrative Assistant via email. The Program Verification form will be given to the Director for signature. Then it will be sent to you to include in your application packet to DEED. 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!

#### **Teaching Certificate**

An official teaching 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. Once you are teaching, we encourage you to continue by completing the Master's portion of the program.

#### **Surveys**

At the end of your certificate program, the SOE asks you to evaluate the program effectiveness in terms of delivery, etc. At the end of your first and third years of teaching, the 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.

## PHASE 4: MASTER'S STUDY

Once you are teaching, or are working in a school, you take the 2 final classes that support you as a beginning teacher and strengthen the link between theory and practice. In addition to and following the course where you conduct a qualitative Classroom Research project (ED 626), you will also complete your Master's Portfolio (ED 698), the program capstone where you use your MAT program/teaching artifacts and projects to create a professional portfolio based on the School of Education Conceptual Framework. For this final product you develop reflective pieces that tie best practices, theory and research to your teaching practice.

### **ED 626 Action Classroom Research**

As a Master's candidate, you will learn and apply techniques for designing and conducting qualitative classroom research in order to conduct a study to improve student learning in your own classroom. Once you complete this course, you know how to use action research as a basis for improving student learning and for expanding your pedagogical knowledge. This course is currently offered in the spring semester.

**Requirement:** You will need to have regular and consistent access to a group of students in a classroom setting for the purposes of this research process for the entire semester. It can be your own class, a group of students you are tutoring, or a group of students in a collaborating teacher's classroom.

### **ED 698 Master's Portfolio**

This capstone course for the MAT gives you support in preparing your Master's portfolio. Your Portfolio includes standards informed framing statements that underpin your practice with a review of theoretical and research support supported by artifacts taken from your program studies and student teaching. 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.

**TIP!** Keep track of student work, projects, pictures, and other artifacts of practice as you go through your field- work and courses.

### **Graduate Committee**

For the Master's Portfolio, you will need a graduate committee. Generally, this consists of your advisor, and a person you select from the professional community. A faculty member may be requested as a committee member.

## GRADUATION – ELEMENTARY MAT

**Application for Graduation:** You must file an application for graduation (<https://www.uas.alaska.edu/registrar/graduation/index.html>) 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 you must complete in order for your Masters in Teaching degree to be posted on your transcript.

**UAS Ceremony:** University of Alaska Southeast commencement usually occurs the first weekend in May. We encourage you to attend the ceremony in Juneau so we can celebrate your accomplishment with you.

**If you are not in Juneau:** 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.

## FINISHING UP: GATEs 3 & 4 (capstone courses)

### Graduate Certificate, K-8 Endorsement, And MAT

#### **K-8 Graduate Certificate and K-8 Endorsement**

You will receive your Institutional Recommendation for the K-8 Graduate Certificate or Endorsement when all program requirements are complete. These include completion of ED 688 and a GPA of 3.0 or better.

Once you have completed your coursework and student teaching requirements, it is your responsibility to request and receive an Institutional Recommendation form from the SOE and apply to DEED for your teaching certificate. You must complete these in this order so that DEED has your Institutional Recommendation when they receive your application for the certificate.

You must also submit an application for graduation in order for your degree to be awarded on your transcript.

Successful completion of Praxis II is required by the State and the University and must be logged in on the University database before you will be issued your certificate.

#### **Elementary MAT Degree**

Upon completion of your graduate coursework - ED 626 Classroom Research and ED 698 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 Graduate Certificate, and later decide to continue with the MAT degree, you may need to reapply and pay the application fee required for the degree. If it is within the 7-year limit for your program, we may be able to accept your original application materials.

# APPENDICES

## PROGRAM RESPONSIBILITIES

### Program Advisor

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. reviews your undergraduate transcripts and recommending any prerequisites;
3. oversees your program through the program gates;
4. provides information about the programs by introducing you to the Handbook;
5. oversees student teacher placements in coordination with the Placement Coordinator;
6. recommends you for student teaching to the Dean of Education at UAS;
7. confirms the Institutional Recommendation for your certificate;
8. and serves as your graduate committee chairperson.

## PRACTICUM FIELD EXPERIENCE RESPONSIBILITIES

### Practicum Host Teacher

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 host 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' content and classroom effectiveness via the Professional Characteristics Form (PCF) and the Practicum Assessment Form (PAF). Completion of these forms is required as all candidates must complete 6 successful practicum experiences to be eligible for student teaching.

**Practicum Host Teacher Course Credit Opportunity:** The SOE typically offers a 1, 2 or 3-credit ED593 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 student;
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 or initiating projects;
7. Observes the practicum student and provides constructive feedback via LiveText;
8. Completes the [Practicum Assessment Form \(PAF\)](#), found on the LiveText field experience module, at the end of the class (and, if comfortable doing so, shares this assessment with the practicum student);
9. Completes the [Professional Characteristics Form](#); and
10. Notifies the methods teacher if there are questions or concerns.

### School Administration For Practicum Students

Site Administrators provide the link between UAS and the classroom. All placements of practicum students and student teachers are made through school principals, or the district HR. Practicum students will make a request for placement to the principal of the desired school. Ketchikan and Kenai HR need to be contacted, as well. The School of Education

placement coordinator will assist with this.

## STUDENT TEACHING FIELD EXPERIENCE RESPONSIBILITIES

### Mentor Teacher Responsibilities

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

The mentor 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 school based supervising mentor teacher:

1. Becomes familiar with the background of the student teacher and uses this information to help the student teacher grow as a professional.
2. Prepares 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 workspace 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 models a variety of teaching techniques and strategies; 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.
15. Requires and previews lesson plans in advance of teaching lessons and units.
16. Assists the student teacher to locate materials and teacher resources; Observes the student teacher and providing specific constructive feedback via LiveText on the LiveText [;](#)
17. Provides ongoing feedback, encouragement, and recognition of success.
18. Provides formal, written evaluations as requested from the UAS supervisor.
19. Allows the student teacher to "solo" teach for 6 weeks and leaves the room to give the student teacher complete responsibility for teaching and management.
20. Confers with the student teacher as the candidate completes the formative goal setting [Evaluation of Classroom Practice](#) form at midterm and the summative ECPC at the end of the semester, by participating in conferences to discuss the self-evaluations, and advises the student teacher in identifying goals for improvement;
21. Completes the formative and summative [Professional Characteristics Assessments](#);
22. Writes a final evaluation summarizing the SOE graduate competencies.
23. Provides an opportunity for the student teacher to participate in quarterly report card/parent conference assessments; and
24. Provides time for and maintains communication with the UAS clinical supervisor.

**PD Opportunity Course for Practicum Host and Student Teaching Mentor Teachers:** Practicum host

teachers may receive 1 university credit and student teaching mentor teachers may receive 3 university credits by registering for ED 593, *Supervision of Practicum and Student Teachers*. Registration is completed online. A stipend may also be offered to the student teaching mentor teacher for their services and support.

### **School Administration Responsibilities**

#### **Specific responsibilities of the Site Administrator include:**

1. Signs the Memorandum of Agreement with UAS as part of the admissions process, as appropriate.
2. Coordinates the placement of student teaching candidates.
3. Welcomes candidates in the building and provides support as requested.
4. Observes the student teacher.
5. May write a letter of recommendation for the student teacher; and
6. Is encouraged to participate in the exit interview with the student teacher.

### **UAS Faculty Responsibilities**

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:**

1. Provide clear statements of course assignments for student teachers and practicum teachers;
2. Provide contact information to address any questions from host teachers; and
3. Assign course grades and monitor candidate dispositions.

#### **University Supervisors:**

1. Provide an orientation to the student teacher and host teacher; explains requirements and monitors assignments.
2. Visit or contact schools regularly. Generally, the UAS supervisor visits local schools bi-weekly to a minimum of monthly. Remote sites are visited for more extended stays only once.
3. Serve as a mentor, advisor, and evaluator for the student teacher.
4. Facilitate communication between all parties.
5. Assist the student teacher and host teacher as requested.
6. Provide assessments and observations, including the ECPC and STOT, on Live Text, and participates in midterm and final conferences;
7. Provide a final written assessment based on the SOE competencies.
8. Evaluate the TWS, UbD Unit, Exit Interview and other written assignments; and
9. Assign the final grade for the class.

## STUDENT TEACHER/ 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, intern 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.

Candidates are responsible to maintain the professional and ethical dispositions of a person in the education profession.

Candidates are expected to follow program requirements outlined in this Handbook. The School of Education is fully accredited by the CAEP (Council for the Accreditation of Educator Preparation). As a candidate, you must adhere to requirements laid out by your program and in accordance with CAEP and InTASC standards.

### **Policies and Requirements for Elementary Certificate and 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 333 and the foundation courses to be admitted to the program and before participating in the graduate level methods courses: ED 615, ED 616, ED 617, ED 618, ED 619, ED 620 and ECE 661.
4. 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.
5. The MAT Elementary program includes a K-8 teaching certificate. At least one practicum placement must be at each level: Primary K-2, Intermediate 3-5, and Middle School, 6-8.
6. You must be fully admitted to your program before working in the classroom as a practicum student.
7. Each practicum methods course requires a minimum of 3 hours of practicum weekly, over 10 weeks, in an elementary or middle school classroom per week - minimum 30 hours field experience per methods course.
8. Student teacher internships require 500 hours of field experience in a K-6 Gen-Ed classroom.
9. Successful completion of all initial licensure program coursework is required prior to the start of student teaching unless a waiver is approved.
10. Student teacher placement is the responsibility of the University and the school district, not the candidate. Policies for student teacher placement are described in this Handbook.
11. We discourage candidates from taking other courses during student teaching. Candidates should plan on a minimum of 15 weeks for full-time student teaching.
12. Students must maintain professional dispositions with the local schools, the University, and the professional community.
13. Students must dress professionally in a manner consistent with the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming.
14. 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 students in your practicum classrooms and your student teaching assignment.

15. Candidates must abide by the Alaska Teaching Profession Code of Ethics at all times.
16. 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. Students used as case studies should be identified with either a first name only or a pseudonym.
17. Candidates are expected to use Microsoft Word for written documents and may submit papers in MS Word or as PDFs (with the exception of media submissions), and format papers in correct [APA](#) formatting
18. Statement of Agreement: Every candidate is required to sign the statement of agreement on the last page of this Handbook. Breach of the expectations and requirements in this handbook may result in expulsion from the program

## **MAT RESPONSIBILITIES: Classroom Research and Portfolio**

### **Master's Candidate Responsibilities**

#### **Capstone Coursework: Classroom Research Project (ED 626) and Master's Portfolio (ED 698)**

Once Student Teaching is successfully completed and if the Candidate is moving forward to completing their Master's degree, they will complete a classroom qualitative design action research project and finish up with their Master's Portfolio as the capstone projects.

### **Graduate Committee Portfolio Reader 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.



## GRADING AND PARTICIPATION POLICIES

In graduate courses, candidates 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. If you receive two C's in your initial program coursework, your program status will come under review.

Student teachers and MAT students must receive a B or better in each course (ED688, ED698, and ED626) to earn their graduate certificate and their Masters of Teaching degree.

### Administrative Withdrawal

The program coordinator/instructor may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check each course calendar and schedule for specific requirements and due dates.

### Candidate Intervention and Dismissal Procedures

There are times when the University supervisor, the Host Teacher, and/or the Administrator sees the need to review the ethical and professional behaviors of a practicum or student teacher.

The Candidate Improvement Plan is used when more information and targeted action are needed during the graduate coursework, student teacher internship, and masters coursework.

If a candidate presents serious deficiencies or is not making satisfactory progress, the program coordinator/faculty supervisor will meet with the candidate and, as appropriate, the student's mentor, the program coordinator/faculty supervisor, and the program chair. Except as otherwise provided in these procedures, the program coordinator will develop a written improvement plan for the candidate. The plan will include the nature of the problem or concern, the specific behaviors or skills to be improved, any activities or requirements the candidate must complete, and the timeline by which improvement must be demonstrated and any required activities completed. For more details, please click on these links: [Candidate Improvement Plan](#) and [Candidate Dismissal Procedures](#).

### AI Technology

The use of generative AI tools (example: ChatGPT) are not permitted in this program other than as a resource and uncited use of these tools will be considered a violation of UAS's Academic Integrity Policy Student Code of Conduct, since the presented work is not your own, and may result in disciplinary actions. The use of AI to author your work is considered cheating and you will automatically either receive a failing grade or you may be asked to conduct an in-person assessment of your work followed up with a re-write and re-submission before you will receive a passing grade.

**Please carefully review and familiarize yourself with these linked documents as well as the [UAS Student Code of Conduct](#) and the [Alaska Professional Code of Ethics](#).**

*“The university will maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles found herein are designed to facilitate communication, foster academic integrity, and defend freedoms of inquiry, discussion, and expression among members of the university community. The BOR Policy 09.02.020 ( <https://www.alaska.edu/bor/policy-regulations/> ) states: see more: <https://catalog.uas.alaska.edu/student-rights-responsibilities/>.”*

*Members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and professional teaching standards adopted by the Professional Teaching Practices Commission.*

## UAS SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK GOALS AND STANDARDS PROGRAM ALIGNMENT

All the Graduate Elementary Programs' activities and assessments are aligned with the SOE, UAS, State and National standards. Posted in the table below are links to the alignment matrices and the various standards groups that provide the guidance for program designs.

<b>LINKS TO LOCAL, STATE, AND NATIONAL STANDARDS AND PERFORMANCE GOALS</b>	
<b>Standards/Goals</b>	<b>Link/Information</b>
SOE conceptual framework goals Addressed/Assessed	<a href="https://drive.google.com/file/d/11EDVL-_8j8_qqERpAODiAUzbqTp8CWwS/view?usp=sharing">https://drive.google.com/file/d/11EDVL-_8j8_qqERpAODiAUzbqTp8CWwS/view?usp=sharing</a>
Alaska Standards for Beginning Teachers (DEED)	<a href="https://education.alaska.gov/regs/filed/4AAC_04.200(a)(e).pdf">https://education.alaska.gov/regs/filed/4AAC_04.200(a)(e).pdf</a>
Alaska Arts Standards	<a href="https://education.alaska.gov/akstandards/Arts.pdf?v=2">https://education.alaska.gov/akstandards/Arts.pdf?v=2</a>
Alaska Content Standards for Digital	<a href="https://education.alaska.gov/standards/digital-literacy">https://education.alaska.gov/standards/digital-literacy</a>
Alaska Education Standards	<a href="https://education.alaska.gov/standards">https://education.alaska.gov/standards</a>
Alaska Standards for Culturally Responsive Schools	<a href="http://ankn.uaf.edu/Publications/CulturalStandards.pdf">http://ankn.uaf.edu/Publications/CulturalStandards.pdf</a> Guidebook (for purchase) <a href="https://www.amazon.com/Culture-Classroom- Indicators- Evaluating-Culturally/dp/0692715053">https://www.amazon.com/Culture-Classroom- Indicators- Evaluating-Culturally/dp/0692715053</a>
CAEP Elementary Teacher Preparation Standards	<a href="http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards">http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards</a>
Cultural Standards for Alaska Students	<a href="https://education.alaska.gov/standards/cultural">https://education.alaska.gov/standards/cultural</a>
InTASC Model Core Teaching Standards	<a href="https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10">https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10</a>
K - 8 Certificate/MAT Program: Alignment	<a href="#">Alignment Matrix</a> <a href="https://docs.google.com/document/d/1dL66cRObHmcQ9bvgN3bt9T_jQY7PacCo/edit">https://docs.google.com/document/d/1dL66cRObHmcQ9bvgN3bt9T_jQY7PacCo/edit</a>

## WEBSITES WITH HELPFUL INFORMATION

**The table below provides links to a variety of resources and information useful to Candidates.**

Resource	Link or Contact Information
<b>UAS SCHOOL OF EDUCATION</b>	
University of Alaska Southeast: School of Education	<a href="https://uas.alaska.edu/education/">https://uas.alaska.edu/education/</a>
Faculty and Staff	<a href="https://www.uas.alaska.edu/education/contact.html">https://www.uas.alaska.edu/education/contact.html</a> (Also Look under respective programs on the website)
<b>APA 7th EDITION: DOCUMENT AND REFERENCE CITATION SPECIFICATIONS</b>	
APA 7 <sup>th</sup> Ed Summary Guidelines	<a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html</a>
Writing Center APA Quick Guide	<a href="https://uas.alaska.edu/juneau/writing-center/resources.html">https://uas.alaska.edu/juneau/writing-center/resources.html</a>
<b>ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT</b>	
Alaska Teacher Certification	<a href="https://education.alaska.gov/teachercertification/initial.html">https://education.alaska.gov/teachercertification/initial.html</a>
Alaska Teacher Placement Service	<a href="http://www.alaskateacher.org/">http://www.alaskateacher.org/</a>
National Education Association student page	<a href="http://www.nea.org/home/1600.htm">http://www.nea.org/home/1600.htm</a>
<b>USING LIVE TEXT</b>	
How to Register and Use LiveText	<a href="https://uas.alaska.edu/education/student-services/livetext.html">https://uas.alaska.edu/education/student-services/livetext.html</a>
Live Text Instructions for Mentors and Cooperating Teachers	<a href="https://www.livetext.com/site_assets/pdf/FEM_Cooperating_Teachers_Manual.pdf">https://www.livetext.com/site_assets/pdf/FEM_Cooperating_Teachers_Manual.pdf</a> <i>(For LiveText Technical Support, please contact LiveText Help Desk Contact Us 1-800-311-5656 email: support@watermarkinsights.com )</i>
SOE LiveText Coordinator	Michelle Nakamura is our LiveText Coordinator <a href="mailto:mlnakamura@alaska.edu">mlnakamura@alaska.edu</a>
<b>EGAN LIBRARY RESOURCES</b>	
HOME: One Search	<a href="http://www.uas.alaska.edu/library/">http://www.uas.alaska.edu/library/</a>
SLED	<a href="https://lam.alaska.gov/sled">https://lam.alaska.gov/sled</a>
<b>OTHER UAS SUPPORT SERVICES</b>	
Bookstore	<a href="https://uas.alaska.edu/businessservices/books.html">https://uas.alaska.edu/businessservices/books.html</a>
CELT (Center for Excellence in Learning and Teaching)	<a href="https://www.uas.alaska.edu/celt/">https://www.uas.alaska.edu/celt/</a>
The Writing Center	<a href="https://uas.alaska.edu/juneau/writing-center/index.html">https://uas.alaska.edu/juneau/writing-center/index.html</a>
Counseling Services	<a href="https://www.uas.alaska.edu/juneau/counseling/index.html">https://www.uas.alaska.edu/juneau/counseling/index.html</a>
Financial Aide Home	<a href="https://www.uas.alaska.edu/financial_aid/">https://www.uas.alaska.edu/financial_aid/</a>
Information Technology Home	<a href="https://www.uas.alaska.edu/its/index.html">https://www.uas.alaska.edu/its/index.html</a>
Registrar Home	<a href="https://www.uas.alaska.edu/registrar/index.html">https://www.uas.alaska.edu/registrar/index.html</a>

## TITLE IX REFERENCE GUIDE FOR OFF-CAMPUS PROGRAMS/ACTIVITIES UNIVERSITY OF ALASKA SOUTHEAST

(<https://www.uas.alaska.edu/titleix/titleix-affiliation-agreements.html>)

The University of Alaska is committed to providing a safe and healthy educational and work environment in which educational programs, employments, and activities are free of discrimination. Title IX of the Educational Amendments of 1972 is a federal law that specifically prohibits discrimination on the basis of sex. It establishes the principle that all students should be free to participate fully in their educational experiences regardless of their gender. Sexual violence and sexual harassment are actions which violate Title IX protections for students.

The Office of the Provost and the Title IX, EEO & Clery Compliance Office will serve as the liaison and will work with the appropriate Dean's and/or Director's office to assist with finalizing each agreement.

To access the online Submission Form for Students at External Entities, please contact your academic dean. Questions about the Title IX: Student Placement Guidelines and required student reporting please contact the UAS Title IX office at 907-796-6371.

The following link leads to a summary of resources, contacts, and the University of Alaska Board of Regents Sex and Gender-Based Discrimination Policy & Regulations BOR P01.04: <https://www.alaska.edu/bor/policy/01-04.pdf>

### **Title IX: Student Placement Guideline**

Guidelines for Student Teaching placements and research activity. <https://www.alaska.edu/equity/title-ix/student-placement-guidelines/> .

# 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 secured location and only Professor Spink and persons with legal access 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 as to whether 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 Professor Kevin Spink. You may keep a copy of this form for your records.

**Statement of Consent:**

You are deciding whether 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.

## STATEMENT OF AGREEMENT

**Please check each box and sign and date (required)\***

- I have read this Student Teacher Handbook for the academic year 2024-25.
- I understand the contents of this handbook and agree to the policies, requirements, and expectations that are designed to support the effective completion of my endorsement, graduate certificate, and/or Master of Arts in Teaching programs in elementary education as required by the UAS School of Education and the Alaska Department of Education and Early Development.
- I confirm that I have asked questions for clarification about the program requirements, as needed, and have received sufficient information in response.
- 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.

Candidate Name

Candidate Signature

Date

\*This form is a required document for the program application packet.

Please return this signed form to:

UAS School of Education  
[uas.education@alaska.edu](mailto:uas.education@alaska.edu)