

## Graduate Elementary Programs K-8 Certification

### Student Teaching Handbook

**ED688**

**AY 2023-24**

<b>TABLE OF CONTENTS</b>	<b><u>PAGE</u></b>
Land Acknowledgement.....	<u>2</u>
Welcome, Mission and Vision.....	<u>3</u>
Course Information.....	<u>4-7</u>
Policies and Requirements.....	<u>8-11</u>
Grading and Participation Policies.....	<u>12</u>
Student Teacher Responsibilities and Guidance.....	<u>13-14</u>
Host Teacher Guidance.....	<u>15</u>
Responsibilities of School Administration.....	<u>16</u>
University Supervisor Guidance.....	<u>16</u>
Sample Student Teaching Schedule .....	<u>17</u>
Student Teaching Tasks Checklist .....	<u>18</u>
Lesson Plan Template .....	<u>19-20</u>
LiveText Lesson Observation Rubric.....	<u>21-22</u>

#### **APPENDICES**

- [Appendix A](#): LiveText Instructions for Student Teachers, Host Teachers and Supervisors
- [Appendix B](#): Program Goals Aligned with Conceptual Framework and SOE Conceptual Framework
- [Appendix C](#): Graduate Competencies
- [Appendix D](#): Professional Dispositions Assessment Report
- [Appendix E](#): Title IX

## Land Acknowledgement

We acknowledge the people whose upon whose lands we occupy and represent today including the [Lingít 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.

**WELCOME!**

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

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

Dr. Beth Hartley, Associate Professor; Program Coordinator/Advisor  
Dr. Kevin Spink, Assistant Professor

**School of Education 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 driven by their strengths as learners.
2. Candidates advocate for, value, and connect deeply to the individual and collective strengths of students and the communities.
3. Candidates value knowledge in local communities, families, and students.
4. Candidates are advocates [for what they observe to be effective from their students' processes and engagement].

## Course Information

### Instructor of Record

Dr. Beth Hartley, Associate Professor UAS  
School of Education  
11660 Auke Lake Way  
Juneau AK 99801  
(907) 696-3303 (FAX)

(907) 244-7807 (cell)  
[akhartley@gmail.com](mailto:akhartley@gmail.com)

### UAS Faculty Supervisors, as assigned.

### Office Hours

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

### Course Description

Supervised teaching in elementary K-8 general education classroom (middle school by arrangement). The department may limit registration, determine assignments, and prescribe the number of teaching hours required. A bi-weekly Student Teacher Seminar is scheduled for student teachers to work through program assignments.

### Student Learning Objectives

1. Candidates articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.
2. Candidates create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.
3. Candidates develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.
4. Candidates differentiate instruction with respect for individual and cultural characteristics.
5. Candidates facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.
6. Candidates possess current academic content knowledge.
7. Candidates understand how human development affects learning and apply that understanding to practice.
8. Candidates use technology effectively, creatively, and wisely.
9. Candidates work as partners with parents, families, and the community.

### Course Content

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

1. Development of a philosophy of education.
2. Engage in developmentally appropriate teaching.
3. Embed differentiation of instruction for special and linguistic and cultural needs.
4. Provide evidence of understanding and connecting curriculum and content.
5. Provide evidence effective Instructional planning.
6. Use assessment to design instruction.

7. Engage in effective instruction.
8. Engage in effective classroom management.
9. Demonstrate effective use of technology.
10. Work with parents of your students.

**All coursework in ED 688 including LiveText expectations (including but not limited to TWS, PCA, Lesson Observations, STOT, UNIT, ECPC, ELL Shadowing, and Time Log) must be completed and a positive recommendation from the host teacher and/or principal must be secured in order for a student to receive a passing grade in student teaching.**

### **Class Hours**

As Student Teachers, you begin the day the teachers start their contracts. You are expected to follow the daily schedule of the teachers in their buildings. Personal absences should be reported in advance. A bi-weekly seminar is scheduled for all student teachers to attend.

### **Attendance**

As a student teacher you are considered a member of the teaching staff. You will be expected to follow teachers' hours including recess, staff meetings, and certain inservices. Notify the school (host teacher and principal) in advance if you are going to be absent.

As a teacher candidate, you will be participating in the biweekly Student Teacher seminar held online.

### **Timeline**

You will set up your schedule with their host teacher in collaboration with the University Supervisor, as appropriate. Your student teaching internship will last 14-16 weeks, meaning you'll be done in late November or early December in the fall, and around the end of April in the spring. The supervisor and host teacher can extend student teaching if deemed necessary.

### **Required Texts**

- *Sheltered Content Instruction Fifth Edition* Echevarria and Graves. Pearson; 5th edition (April 20, 2014) Required (Available on the Course Website)
- *TWS Manual and TWS Rubric and Prompts* (Available on the Course Website)

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

**Praxis II:** The student teacher needs to have successfully completed the Praxis II exam, Form 5018, Elementary Content Knowledge, before engaging in student teaching. It is your responsibility to send the School of Education your results, including a copy of the disaggregated scores for English, Math, Social Studies, and Science. The School of Education cannot recommend a candidate for certification until these scores are received. If your exam is scheduled during the school day, be sure to arrange for your absence. This exam is required for completion of your Institutional Recommendation for the K-8 Alaska Teaching Credential. ETS sends the composite score to UAS.

### **Observing in the Classroom**

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

Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about

processes and procedures, look for answers to previously formed questions and remember at all times to be a learner, not a critic.

### **Gradual Release of Responsibility**

As the student teacher, you assist the host teacher in setting up for the school year/semester. You can begin to do small tasks such as tutoring, reading aloud, spelling, etc., as the host teacher assigns. Subjects can be added until you are in charge of planning, teaching and evaluating. You will overtake these responsibilities for 6 consecutive weeks (30 days) as the solo teacher. Then you will step back as the host teacher again takes charge of the class. You and your host teachers should plan this schedule together. Each situation will be different and should be agreed upon by the host teacher, University supervisor and you as the student teacher.

### **Assessment**

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

### **Ethics**

All student teachers must abide by the Alaska Professional Teaching Practices Code of Ethics <https://education.alaska.gov/ptpc>. Any breach of the Code of Ethics is grounds for immediate expulsion from the program and the school.

### **Instructional Methods**

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

- Most time will be spent in the school, practicing teaching.
- Seminar meetings are provided for work on required projects
- Formal and informal observations will allow for feedback.
- Written work and required assessments include daily and weekly planning, TWS, UbDUnit, ESL Shadowing, Related reflections, and Exit Interview. These assignments will be explained below.

### **Responsibilities of the Student Teacher**

As student teachers, you are “like” teachers. You must be at school for the entire school and planning day. You are expected to teach all the academic subjects - reading, writing, spelling, math, social studies, science - apply appropriate differentiation, and use of technology. Besides planning, teaching, and evaluating, you are expected to take on other school duties as assigned, such as recess, faculty meetings, grading, conferences, bus duty, etc. As the student teacher, you should be actively involved in the report card and parent conference process. You are also expected to participate in the course online seminars and audio/virtual conferences as scheduled.

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

- Lesson plans, weekly planner and unit plans, as required, and any student assessments that you conduct and complete.
- Any communications with parents and community.
- Any self-assessment materials used.

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

### **What to turn in to your University Supervisor:**

- A schedule of your plan for teaching for the semester and other materials as requested.
- Formal lesson plans for arranged observations.
- A completed TWS with reflection,
- Completed UbD Unit with reflections.
- Completed ELL Shadowing Template and Reflection
- Participate in a Professional Exit Interview with artifacts that demonstrate your competence on the goals of the Conceptual Framework (based on Alaska Teacher Standards),
- Other assignments as assigned.

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

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

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

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

The University supervisor will visit approximately twice a month virtually and/or in person. They will coordinate with your host teacher to conduct the required observations and assessments using the content lesson observations, PCA, and STOT.

## Student Teaching Policies and Requirements

### Policies

- **Student teaching is a 6-credit** graduate course, ED 688. All student teachers must register for this class. If you do not complete student teaching during the semester, you will receive a deferred grade and you may need to register for additional credit the following semester. In certain prearranged cases, a student teacher may register for 3 credits one semester and the remaining 3 credits the following semester.
- **Host teachers may register for a 3-credit course, ED 593.** The tuition for this class is paid by the School of Education; however, host teachers will need to pay the student fee. We offer a small stipend as well.
- Generally, student teaching covers a 15-week semester. If a student teacher requires extra time to meet the course requirements, additional weeks may be added. The host teacher and the university supervisor determine this. If a student teacher is hired for a classroom position during student teaching, we will make arrangements for them to complete their ED 688 requirements in their teaching position.
- DEED requirements are that student teachers spend **500 hours** in the classroom for their field experience. This means that you will be full-time 'on the job' in the classroom for the semester. Please plan your time and finances accordingly.
- Full time or "solo" student teaching of **6 consecutive weeks is required (30 full days of solo teaching)**. The student teacher, host teacher and university supervisor determine the timeline of solo teaching based on the recommended schedule. Host teachers are expected to be out of the classroom for a reasonable amount of time during the solo teaching to allow the student teacher to assume independent responsibility for classroom management and discipline.
- Solo teaching includes planning, teaching and assessment, as well as all other teacher duties and responsibilities in the school.
- Student teachers must keep a record of lesson plans, as required by individual school policy, and provide emergency lesson plans in case of absence. Student teachers must provide a formal lesson plan for each of the formal student teaching observations. Lesson plans are not necessary for routine classroom instruction such as spelling tests or read aloud. Use the **UAS lesson plan template** for this purpose (included in this packet). Post your lesson plans to your LiveText student teaching field experience module.
- Student teachers may substitute teach when their host teachers are absent on a short-term basis if the local school districts allow. Student teachers are not building subs or classroom aids.
- Student teachers may take personal leave for medical or personal reasons; however, leave of more than a week will require an extension of the student teaching timeline. They must be sure to call in any absence to the school in a timely manner and leave plans if appropriate and notify their host teacher and university supervisor, as well.

**We do not support student teachers taking any additional coursework or outside jobs during student teaching. Student teaching is basically a full-time job. We want you to be successful, not burned out!**

- **We strongly discourage student teachers from working any other job while student teaching.** Your student teaching internship is considered a full-time job where you are acting in official capacity as an intern teacher with



all the attendant responsibilities. An additional job has been shown to place an additional and very stressful burden on the student teacher and negatively impacts their success with student teaching obligations.

- **For candidates employed as teachers, we will provide a letter to your administrator** requesting non-instructional time in order to support your student teaching obligations. It is your responsibility, however, to follow up on this request or ask for assistance from your supervisor.
- **University supervisors visit as often as is feasible.** Generally, a semi-weekly visit either virtually or in person is made to student teachers. For distance locations (outside Juneau or Anchorage) the supervisor is limited to one site visit, but which may be of longer duration to allow for more face-to-face observation time. Supervisors will consult with the student teacher and host teacher regarding travel plans.

## Course Requirements

1. **Minimum fifteen weeks in the building**, with 6 consecutive weeks of full-time teaching. 500 hours are spent in the classroom setting.
2. **Two building orientation meetings** – one the semester prior to student teaching for introductions and one at the beginning of student teaching - to review program policies and expectations with student teacher, host teacher and University supervisor, including discussion of requirements, policies, observations, meetings, and LiveText assessment procedures.
3. **Six formal documented** observations that cover reading, writing, math, science, social studies, and art integration. Cross-cutting themes for all observations are Differentiation for diverse learners and appropriate use of Technology. At least three of these observations will be done by the Host Teacher; others by the University Supervisor. Please provide the formal lesson plan prior to the lesson for your observer. Also, it is very helpful to inform the observer of anything in particular you wish the observer to look for.
4. **Formative Mid-Term Assessments:** A mid-term goal setting meeting using the Evaluation of Classroom Practice and Content (ECPC) and PCA as guidelines between the student teacher and host teacher. A goal setting meeting using the evidence from the STOT will be conducted with the University Supervisor.
5. **ECPC (Evaluation of Classroom Practice and Content)** – Content skills and knowledge. It is expected that the student teacher and the host teacher fill the ECPC out collaboratively. Goals for the completion of student teaching will be determined at this time. (The form on LiveText is completed by the student teacher.)
6. **PCA (Personal Characteristics Assessment)** - classroom behavior and dispositions. The host teacher, in conversation with the student teacher, also completes the formative PCA during the semester and addresses strengths and areas that need improvement. (The form on Live Text is completed by the Host teacher.)
7. **STOT (Student Teacher Observation Template)** – an overall assessment of instruction: The University Supervisor observes a mid-term lesson and completes the formative STOT and reviews the evaluation with the student teacher and, if possible, the host teacher, then posts the assessment evaluation on LiveText.
8. The ECPC, PCA, and STOT will also be conducted as **summative assessments** toward the end of the semester
9. A **one/half day classroom shadow observation of an ELL student**, prior to full time teaching. Post completed observation form along with the reflection on the observation to LiveText.

10. **An original interdisciplinary UbD Unit of instruction.** To demonstrate your knowledge of effective curriculum design and assessment, based on the principles of supporting students' cultural capital and the intentional use of the instructional strategies of building background and comprehensible input (BB/CI), you will design and teach a multidisciplinary UbD Unit of instruction using the **UbD Unit template provided**. TIP: It can be useful to frame the unit using social studies or science as the primary content.

This unit will demonstrate your success in meeting CAEP Standards 2, 3 and 4. It is assessed using the Integrated Unit Rubric. Please upload the completed UbD Unit along with the **BB/CI and standards informed reflections** in the in the LiveText course dropbox. In the standards informed reflection you will have the opportunity to present your understanding of effective design, delivery, and assessment of curriculum supporting student learning.

11. **A Teacher Work Sample** must be completed during student teaching. It is assessed using the Teacher Work Sample Rubric. The standards informed reflection will synthesize the TWS planning, instruction, and assessment supporting evidence-based instructional design for student growth. The TWS is a standards-informed unit of instruction that demonstrates your understanding of assessment (**evidence**) **based instructional design geared toward student growth**. You will collect and organize your classroom students' work as data before and after instruction on the established learning goals to demonstrate the efficacy of your teaching. Guidelines of for the Renaissance Teacher Work Sample are presented in the biweekly seminar.
12. **Summative STOT:** The University supervisor observes an end of term lesson and completes the formative STOT and reviews the evaluation with the student teacher and, if possible, the host teacher.
13. **An Exit Interview** will be conducted the last week or so of your student teaching. This is for the purpose of tying up the K-8 student teaching experience for the student teacher and for the student teacher to showcase their work over the semester as it represents the required standards. The Exit interview:
- Provides data for final assessment of student teaching,
  - Aligns student teacher accomplishments with Alaska Teacher Standards, the SOE Conceptual Standards, and the CAEP standards,
  - Is a valuable practice for the graduate portfolio that you will complete in your MAT program and,
  - Is a valuable practice for applying for teaching positions.
  -

The interview team will involve the principal, host teacher, the student teacher, and the UAS student teacher supervisor. Using the Summative ECPC and summative PCA your guides, you have the opportunity to showcase your artifacts of practice including examples of lessons, projects, student work, media projects, etc., that demonstrate how you have addressed the 9 goals of the School of Education and the content goals of CAEP including: the teacher's philosophy, teacher work sample, the interdisciplinary, standards-informed unit, ELL shadowing protocol, and your observed content lessons and how the candidate integrated these into effective instructional decision making. The Exit interview should be a combination of SHOW and TELL. Remember to abide by FERPA guidelines when using photos with children's faces or names.

14. **For those of you not yet hired for a teaching position**, it is useful practice to treat the Exit Interview as if you are in a real interview applying for a job. In all cases, your responses should be augmented with theory and reflection regarding your experiences in the student teaching/new teacher context.
15. **Your UAS Supervisor will facilitate the Exit Interview** and you and your Host Teacher will complete the summative ECPC and PCA in collaboration and record the results in the online assessment system (Live Text).

**The Exit Interview is** expected to cover the 10 In-TASC Standards for Teachers:

<b>Professional Responsibility:</b> #9 Professional Learning & Ethical Practice, and #10 Leadership and Collaboration
<b>The Learner and Learner Needs:</b> #1 Learner Development, and #2 Learning Differences <b>Instructional Practice:</b> #6 Assessment, #7 Planning for Instruction, and #8 Instructional Strategies <b>Content Knowledge</b> #4 Content Knowledge #5 Application of content
<b>Instructional Practice:</b> #7 Planning for Instruction <b>The Learner and Learner Needs:</b> #1 Learner Development #2 Learning Differences #3 Learning Environments
<b>Instructional Practice:</b> #7 Planning for Instruction #8 Instructional Strategies
<b>Content Knowledge</b> #4 Content Knowledge #5 Application of content <b>Instructional Practice:</b> #7 Planning for Instruction #8 Instructional Strategies <b>Professional Responsibility:</b> #9 Professional Learning & Ethical Practice, and #10 Leadership and Collaboration

You may present a project that covers more than one area for exhibition in your interview.

- 16. LiveText:** Please be sure that you and your host teacher are enrolled in LiveText. Instructions are included in the Appendix A. <https://uas.alaska.edu/education/student-services/livetext.html>.

## Grading and Participation Policies

### Performance Expectations

STOT	Formative: Candidates are expected to receive no more than three scores of “1” and 50% of measures should be at level 3 or above. Summative: Candidates are expected to receive no scores at level “1” and 90% of measures should be at level 3 or above.
PCA	Formative: Candidates must have no more than 1 indicator of “1” and an actionable goal must be set for this. Summative: Candidates may not score an indicator of “1” on any performance indicators.
Practicum Hour Log	Students must upload an accurate time log representing their work for the semester.
TWS	Candidates are expected to receive no scores at level “1” and 70% of measures should be at level 3
UbD Unit Design and Instruction	Candidates are expected to receive no scores at level “1” and 70% of measures should be at level 3 or above.
ECPC	Must complete formative and summative. No scoring criteria. Expectations are to reflect during each review with host teacher on content area strengths and weakness. Formative = set goals. Summative = review progress on goals.
ELL Shadowing Protocol	Completed protocol meeting the scoring criteria on the protocol. If incomplete, the protocol will not be accepted and you will be asked to complete the protocol, as needed before being accepted for final evaluation.
Unit Reflections (Cultural Capital, BI/CI, and Unit Reflection)	CAEP Candidates must score an indicator of “2” or better on any performance indicators.

### Administrative Withdrawal

As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

### AI Technology

The use of generative AI tools (example: ChatGPT) are not permitted in this course and uncited use of these tools will be considered a violation of UAS’s Academic Integrity Policy Student Code of Conduct since the work is not your own and may result in disciplinary actions.

### Grades & Grading Policies

- 100-90: A
- 89-80: B - Must receive a 3.0 overall GPA to qualify for licensure
- 79-70: C
- 69-60: D

## RESPONSIBILITIES AND GUIDANCE

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

### Student Teacher Guidance

Student teachers are "like" teachers. They must be at school for the entire school and planning day. They should teach all the academic subjects: reading, writing, spelling, math, social studies, science, the arts, and health /P.E., as appropriate, (which includes SEL – Socio-emotional learning), clearly apply strategies for differentiation of learning, and the use of technology. Besides planning, teaching and evaluating, the student teacher takes other school duties as assigned, such as recess, faculty meetings, bus duty, etc. The student teacher should be actively involved in the report card and parent conference processes. The student teacher participates in district staff development seminars and audio/virtual conferences, as scheduled.

### Other specific student teacher responsibilities include

1. **Confidentiality.** Student teachers must hold in strict confidence information from contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher, building principal, or your supervisor. Information found in a pupil's cumulative records should be held in confidence. Children used as case studies should be identified with either a first name only or a pseudonym maintaining FERPA standards.
2. **Attendance:** As a student teacher you are considered a member of the teaching staff. You will be expected to follow teachers' hours including recess, staff meetings, and certain inservices. Notify the school (host teacher and principal) in advance if you are going to be absent.

As a teacher candidate, you will be participating in the biweekly Student Teacher seminar held online. You will find the schedule on the Blackboard website.

3. **Appearance.** Dress professionally in a manner consistent with or just a bit dressier than the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming. Strive for "professional casual". Remember: your students (and their parents) will be watching you very closely.
4. **Classroom Observation.** Most student teachers will begin their internships as observers. Use this initial period to become acquainted with the students: learn their names, characteristics, and individual differences. Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures; look for answers to previously formed questions and remember at all times to be a learner not a critic. See **Overall Teaching Tasks Checklist** below.
5. **Planning.** Keep a daily and weekly plan book, or online plans. All lessons and instruction should be prepared in advance. Go over the lesson(s) in advance with the host teacher when possible. Student teachers must have weekly plans approved by the host teacher or principal. During solo teaching, the student teacher must have plans available in case of absence. When using a textbook teacher's manual, you will still need to complete a full lesson plan based on the adapted text material with specific references to content and page numbers. **When you are**

**going to be observed, you need to provide a formal lesson plan for your observer.** If you are using a textbook or other materials, make them available to your observer as well. **You'll post each of your lesson plans as documents in your Field Experience module on Live Text.**

6. **Assessment.** Throughout student teaching, you will be observed and assessed during teaching and interacting with children. Assessment is most valuable when the student and the observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher.
7. **Ethics.** All student teachers must abide by the Alaska Professional Teaching Practices Code of Ethics <https://education.alaska.gov/ptpc>. Any breach of the Code of Ethics is grounds for immediate expulsion from the program and the school.
8. Student teachers may take personal leave for medical or personal reasons; however, leave of more than a week will require an extension of the student teaching timeline. They must be sure to call in any absence to the school in a timely manner and leave plans if appropriate and notify their host teacher and University supervisor, as well.
9. **We do not support student teachers taking any additional coursework during student teaching.**
10. **We strongly discourage student teachers from working any other job while student teaching.** Your student teaching internship is a considered a full-time job where you are acting in official capacity as an intern teacher with all the attendant responsibilities. An additional job has been shown to place an additional and very stressful burden on the student teacher and negatively impacts their success with student teaching obligations. (See below under Student Teacher Guidance)
11. **We will provide a letter to your administrator requesting non-instructional time in order to support your student teaching obligations if you are hired into a teaching position.** It is your responsibility, however, to follow up on this request or ask for assistance from your supervisor.
12. **University supervisors visit as often as is feasible.** Generally, a semi- weekly visit is made to local student teachers. For distance locations, the supervisor will visit less frequently, but the face to face visits will be of longer duration and will include virtual visits. Supervisors will consult with the student teacher and host teacher regarding travel plans.

## Host Teacher Guidance

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

### Specific responsibilities of the host teacher

1. Becomes familiar with the background of the student teacher and uses this information to help the student teacher grow as a professional.
2. Prepares the students in the class for the student teacher's participation.
3. Introduces the student teacher to faculty, staff, parents and community.
4. Creates an atmosphere in which the student teacher has a feeling of belonging and authority.
5. Provides a desk and/or workspace for the student teacher.
6. Reviews the program expectations with the student teacher and University supervisor.
7. Acquaints the student teacher with the needs of the students, the curriculum, the standards, and the plans for instruction that semester.
8. Requests the student teacher's assistance in setting up the room prior to the beginning of the school year (fall semester).
9. Acquaints the student teacher with all the assessment and record keeping responsibilities that the host teacher maintains and with online student database access.
10. Assists the student teacher in locating books, materials, and teacher resources.
11. Communicates with the student teacher and University supervisor if there are any questions or concerns (No surprises!)
12. Provides a seating chart or other materials so the student teacher can learn names.
13. Acquaints the student teacher with appropriate school policies, personnel, materials, resources and programs.
14. Demonstrates and models a variety of effective teaching techniques and strategies.
15. Develops a schedule with the student teacher for the semester that includes taking over subjects and time periods, solo teaching and shifting back to full-time teaching responsibilities and defines the extent of the student teacher's responsibilities. (See a *Recommended Schedule for Student Teaching* below.)
16. Requires and previews lesson plans in advance of teaching lessons and units.
17. Observes the student teacher and provides specific constructive feedback and encourages student teacher reflection while debriefing the lessons and classroom management.
18. Provides ongoing feedback, encouragement and recognition of success.
19. Registers and uses the online assessment system, LiveText to complete observation evaluations, assessments, and to confirm student teaching hours.
20. Provides formal evaluations for lessons taught by the student teacher.
21. Allows the student teacher to "solo" for 6 weeks (30 days) and leaves the room to give complete responsibility for teaching and management. The gradual release of responsibility is important for the student teacher in developing confidence and authority in their practice.
22. Provides an opportunity for the student teacher to participate in quarterly report card/parent conference assessments.
23. Discusses the formative Evaluation of Classroom Practice (ECPC) and PCA (Professional Characteristics Assessment) with the student teacher at mid-term (formative) and at the end of the semester (summative). Both forms are

completed on LiveText. Participates in conferences to discuss the evaluations and helps the student teacher make goals for improvement.

24. Collaborates with the University supervisor to complete the STOT (Student Teacher Observation Template) both formative and summative. This is documentation shows growth of the student teacher's success in meeting the program goals and standards.
25. May write a final evaluation that summarizes the School of Education's competencies.
26. Provides time for and maintains regular communication with the University supervisor.

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

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

#### **Specific responsibilities of the principals include:**

1. Welcomes candidates in the building and provides support as requested.
2. Observes the student teacher.
3. May write a letter of recommendation for the student teacher.
4. Maintains contact with the University supervisor, as needed.
5. May assist the University supervisor in an Exit Interview for the student teacher.
6. Provides targeted work time during school workweek for employed student teachers to complete university coursework, observations, and mentoring.

### **University Supervisor Guidance**

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

#### **University Supervisor responsibilities:**

1. Provide an orientation to the student teacher and host teacher prior to the beginning of the semester. Explain requirements and monitor assignments; provide the Student Teacher Handbook to everyone on the team and provides directions/support for registering in the LiveText online assessment system.
2. Visit or contact schools regularly, at minimum bi-monthly. Remote sites are visited for more extended stays, less frequently.
3. Serve as a mentor, advisor, and evaluator for the student teacher.
4. Uses applicable virtual observation and recording tools (Zoom, Skype, etc.) for remote observations and support.
5. Facilitate communication between all parties.
6. Assist the student teacher and host teacher as requested.
7. Facilitate mid-term and final conferences regarding assessments (ECPC, PCA, STOT).
8. Complete the Student Teacher Observation Template (STOT) as a formative, goal setting assessment, and as a culminating, summative assessment.
9. May provide a final written assessment based on the UAS SOE goals.
10. Evaluate all projects including the Teacher Work Sample and Unit projects, ELL Shadowing protocol and reflections, of assigned student teachers and facilitate the Exit Interview.
11. Assign the student teacher's final grade for the class.



## A Recommended Schedule for Student Teaching

The host teacher, student teacher, and University supervisor should agree on a schedule for the semester. The following is one sample, but they will vary depending on the district schedule and individual classroom needs. **Note: student teaching begins on the first workday of the school district semester.** You are encouraged begin before that date in order to collaborate with the host teacher on preparing the classroom for the students.

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

**NOTE:** Application for Graduation: Fall – October 1<sup>st</sup>, Spring - February 1<sup>st</sup> <https://uas.alaska.edu/registrar/graduation/index.html>  
 You **MUST** apply for the Graduate Certificate graduation for the conference of your GC to show up on your transcript!

## Overall Student Teaching Tasks Checklist

Check	Student teaching requirements	Assessment	Who completes assessment	Who receives assessment	Date
	Initial orientation conference & materials	**All assessments and documentation are located in either the LiveText field experience module or course dropbox.	All		
	Math: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Reading: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Writing: Plan, teach and assess	Lesson design + Evaluation	US or HT	ST & US	
	Science: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Social Studies: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Arts Integration: plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	ELL shadow observation and reflections	Submission of shadowing protocol and reflections	ST	Seminar Instructor & US	
	Formative mid-term Evaluation Classroom Practice	ECPC/PCA - Goal Setting/ STOT Formative <b>DUE Mid-Term</b>	ST with HT	ST & US	
	Summative-Student Teacher Observation Template	STOT summative <b>DUE End of week 13-14, at latest</b>	US	All	
	15 weeks in school (500 consecutive hours)		ST		
	6 weeks solo teaching (30 consecutive workdays)		ST		
	Confirm Student teaching hours	Time log: LiveText Field Experience	HT & ST	US	
	Narrative Letter		HT & US	ST	
	Summative Exit Interview/ meeting with Principal, Host Teacher and UAS supervisor	Exit Interview/ meeting ECPC and PCA Summative	ST, HT, US, Principal	HT & US	
	Teacher Work Sample	TWS Rubric and Reflection	US	US & ST	
	Written Integrated Unit	Unit Rubric and Reflections (BB/CI, Cultural Capital, and Unit)	US	US & ST	

## Lesson Design Template: MAT/Certification Elementary

<b>Candidate Name:</b>	<b>Host Teacher Name:</b>	
<b>School:</b>	<b>Grade Level:</b>	<b># of Students:</b>
<b>Date &amp; Time of Lesson:</b>	<b>Length of Lesson:</b>	
<b>Topic of Lesson:</b>	<b>Content Area:</b>	
<b>Materials:</b> Include all materials including types of technology used:		
<b>ALASKA CONTENT STANDARD</b>		
Alaska Cultural Standard for Educators		
<b>TRANSFER GOAL(S) (<i>transferability</i>)</b>		
<b>STAGE ONE – Essential Questions and Enduring Understandings (<i>meaning</i>)</b>		
<u><b>Enduring Understanding(s):</b></u> <i>Students will understand that....</i>	<u><b>What Essential Questions will be Considered?</b></u>	
<b>STAGE ONE: Measurable Objectives</b>	<b>STAGE TWO: Assessments</b> Evidence of Learning/Accountability [Formative/Summative/Performance]	
<b>Knowledge - <u>What students should know....</u></b>	Assessment(s)/Other Evidence:	
<b>Skills - <u>What students should be able to do.....</u></b>	Assessment(s)/Other Evidence:	

STAGE THREE: Opportunities to Learn ( <i>Acquisition</i> )	
Introduction/Hook	
Processes and products for Learning Opportunities	Strategies for Differentiation/ Multimodal Instruction/Universal Design for Learning
Closure:	

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

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

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

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

## LIVETEXT LESSON OBSERVATION RUBRIC: ELEMENTARY MAT

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

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

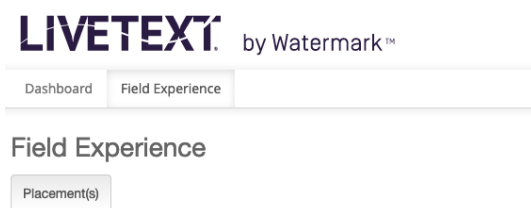
Please include comments for any element by clicking on "add."

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

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

## APPENDIX A

### Easy Steps for Using LiveText for Mentors, Supervisors, and Student Teachers



Link to online instructions: [Accessing and Signing up for LiveText](#)

#### 1: Sign up for LiveText

Once you have been identified as a mentor in LiveText, you will receive an email from LiveText if you are not already a member. Follow the directions to set up your username and password. SAVE this info!

#### 2: Using LiveText to Enter Assessments

**Mentors and Supervisors:** Log in. Go to “Field Experience” tab for completing student observations and assessments. You will see your student’s name and the lessons and other assessments.

- To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
- Click the cells to highlight the level of performance achieved in each area.
- Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
- Add comments for the *entire* assessment using the text box at the top of the rubric.
- It is easiest to complete the observation online while the student is teaching. Please fill in contextual information in the box at the top and write comments as appropriate in the lines of the rubric.
- You can **save** if you are not done, and finally, **submit** when you are done. LiveText will not allow you to submit if there are any fields not yet completed. You can also re-do an assessment.
- To open any attachment uploaded by the student, click its title in the **Attachments** area.

**Mentors: To approve student teacher hours,** click on Placement Details tab (upper right) and scroll to the bottom where you will find Time Log and the approve hours button. Hours are entered by the student

**Student Teachers:** Log in. Go to “Field Experience” and click on Placement Details tab. You will find a list of assessments. You can view completed assessments and print them as pdfs. Below this list you will see “add attachments”. This is where you will upload your lesson plans. Below that is the Time Log on which you will be entering the hours you spend on student teaching.

#### 3: SUPERVISORS: Grading Student Projects On LiveText

- Log in. Dashboard usually is the default page LiveText opens to. You will see the assessments you are assigned to evaluate for the course. When a student you are to assess has posted their assignment the yellow column will indicate an assessment is pending. Click the blue “assess” button to the right, and it will take you to the page where the student’s assignments are posted.



- For each assignment, click on the student's name and a page will open with the assignment documents/link and the rubric(s) to be used for the assessment.
- Expand rubrics to see what the specifics are.
- Open the student's document(s), read and review, highlighting the rubric boxes for the assessed level of proficiency, adding comments as appropriate.
- You can save and continue later
- Once you submit, you cannot go back into the document, so make sure all your information is complete and accurate.
- You'll assess the student's projects using the grading matrix and submit the final grade to the Coordinator (Beth Hartley, [eahartley@alaska.edu](mailto:eahartley@alaska.edu) , 907-244-7807) for posting. See grading matrix for details.

If you have any questions about the assignments, rubrics, etc., contact Beth Hartley, [eahartley@alaska.edu](mailto:eahartley@alaska.edu) , 907-244-7807

For LiveText Technical Support, please contact Michelle Nakamura @ 796-6417 and [mlnakamura@alaska.edu](mailto:mlnakamura@alaska.edu)



## APPENDIX B

### SOE Program Goals Aligned With Conceptual Framework

Standards Alignment Matrix : InTASC, TESOL, UAS SOE, CAEP and Alaska Beginning Teacher Expectations:

(link) [Alignment with Standards - K-8 Certificate MAT Program](#)

Student Goals and Performances, Expected in All Programs

K Knowledge

S Skill

D Disposition

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

- support their philosophy of education with research-based theory and evidence. K
- apply their philosophy, beliefs, and theory to practice. S
- are guided by their philosophy of education are flexible in revising it based on new research and teaching experience.

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

- identify ways students' developmental levels affect their thinking processes and learning. K
- accommodate differences in how students learn based on knowledge of individual's social, emotional, and intellectual maturation. S
- demonstrate an appreciate of unique thinking processes of learners during different stages of development. D

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

- identify strategies for differentiating instruction based on student differences. K.
- design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. S
- apply local and Alaska knowledge to the selection of instructional strategies, materials and resources S
- demonstrate their belief that all students can learn and that they appreciate multiple perspectives and value individual differences. D

Goal 4: Educators possess current academic content knowledge. Candidates:

- demonstrate knowledge of their content area, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. K
- connect the content area to other content areas and to practical situations encountered outside the school. S
- demonstrate commitment to professional discourse about content knowledge and student learning of content. D

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

- understand how to plan for instruction that is based on learner needs and curriculum goals. K
- plan, teach, and assess for optimal learning. S
- demonstrate that they value assessment and instruction as integrated processes. D

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

- investigate and use a variety of techniques to establish and maintain a responsive environment for all learners. (K,S)
- establish and maintain a positive climate in which learners develop self-direction and collaborative skills. S
- commit to ensuring learner well being and development of self-regulation and group interaction skills. D

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

- develop a sound, broad-based understanding of learners' families and the local communities. K
- communicate effectively with parents and community members to and incorporate local ways of knowing into decision making about all levels of schooling. S
- recognize the school as an integral part of the community and value families and community members as partners in promoting learning. D

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

- remain current in knowledge of content and teaching practice. K
- participate in and contribute to the teaching profession. S
- communicate effectively with students, colleagues, and supervisors. S
- demonstrate professional ethics, democratic principles, and collaborative learning communities. D

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

- effectively use computers and other technologies in their professional practice and evaluate the potentials and limitations of technologies.. K
- integrate technology in planning, instruction, and assessment to support student learning. S
- value technology as a tool for lifelong learning. D
- value assessment and instruction as integrated processes. (D)

## APPENDIX C

### The Graduate Competencies At UAS

You will practice all of these competencies during student teaching:

#### Communication

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

#### Professional Behavior

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

#### Critical Thinking and Problem Solving

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

## APPENDIX D

### UAS School of Education Professional Dispositions Progress Report

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

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

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

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

This document differs in that it is more extensive than the general Professional Characteristics Assessment (PCA) placed in LiveText which is due for all student teachers around midterm and finals during the student teaching experience.

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

Carlee Simon  
Interim Dean UAS School of Education

### Candidate Intervention and Removal Procedures

In cases where there is a safety risk to children, there has been a change in criminal background, or the hosting district and/or clinical supervisor requests the removal of the candidate, program coordinators can remove candidates immediately from placements and recommend their removal from the UAS program.

In cases where a candidate improvement plan has been implemented and the candidate has not successfully met the terms of the plan or has not improved performance as specifically outlined in the improvement plan, program coordinators can recommend candidates be removed from the program.

Removal from a program will be considered by a three-person faculty committee. Candidates have the ability to appeal this decision to the Dean of the School of Education.



11066 Auke Lake Way  
Juneau, Alaska 99801, HA2 (mailstop)  
Tel: (907) 796-6076  
Fax: (907) 796-6059  
Toll free: 1-866-465-6424  
[uas.alaska.edu/education](http://uas.alaska.edu/education)



## PROFESSIONAL DISPOSITIONS ASSESSMENT

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

**School of Education**  
**University of Alaska Southeast**  
**11120 Glacier Highway, Juneau, Alaska 99801**

Please check all statements that apply. Multiple statements in each category may be checked. When negative statements

<b>Candidate Name:</b>	
<b>Program:</b>	

are checked, the candidate will be notified and follow-up plans will be initiated, as appropriate.

### 1. Ethics

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

### 2. Attendance

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

### 3. Punctuality

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

### 4. Punctuality in assignments and duties

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

### 5. Initiative/Independence/Creativity

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

**6. Reliability/Dependability**

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

**7. Oral Communication**

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

**8. Listening skills**

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

**9. Capacity For Clear Thinking**

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

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

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

**11. Collegiality**

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

**12. Response to Feedback/Supervision**

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

\_\_\_ Defensive: Unreceptive to feedback

**13. Sense of Self**

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

**14. Attitude**

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

**15. Professional Appearance**

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

**Notes:**

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

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

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

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

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

**Please return a copy of this form to the Coordinator of the SOE Elementary MAT program.**

**A copy will be provided to the candidate.**

**Beth Hartley eahartley@alaska.edu**

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

## When A Negative Report Is Received: Steps in The Progress Report

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

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



## APPENDIX E

### Title IX

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

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

#### Notice of Nondiscrimination

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The University of Alaska does not discriminate on the basis of 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.

#### Title IX/Sex and Gender-based Discrimination

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UAS students, faculty, staff, and visitors have the right to be free from all forms of gender and sex-based discrimination. UAS prohibits sexual harassment, sexual assault, other forms of sexual violence, domestic violence, dating violence and stalking. In the event of an act of prohibited conduct does occur, UAS will take steps to stop the behavior, prevent its recurrence, and provide remedies.

All employees at the University of Alaska Southeast, with the exception of UAS counselors and health care providers, are consider “responsible employees” and must share any reports of gender-based and sexual misconduct with the UAS Title IX Office. Students are encouraged to speak up and help end the silence surrounding sexual violence and harassment. For more information, see

<https://www.alaska.edu/titleIXcompliance/>

If you have experienced gender-based and/or sexual misconduct, the following individuals can assist you in exploring options and support:

**Emergency Services:** 911 – all communities.

If you or someone you know is in immediate danger, please call 911 or your local police department. Local hospitals are also available for emergency response and care.

**Counseling Services:** 907-796-6000 ▪ [mwthomson@alaska.edu](mailto:mwthomson@alaska.edu) or [baiverson@alaska.edu](mailto:baiverson@alaska.edu)

Based in Juneau but offered regionally, Counseling Services is a confidential resource. Information shared with Counseling Services staff will not be shared with anyone else unless you give your express permission.

#### Title IX

Acting Title IX Coordinator, Chase Parkey: 907-796-6371 ▪ [ctparkey@alaska.edu](mailto:ctparkey@alaska.edu) / [uas.titleix@alaska.edu](mailto:uas.titleix@alaska.edu). The UAS Title IX Coordinator responds to all reports of sex and gender-based discrimination. UAS Title IX website: <http://www.uas.alaska.edu/titleix>