



SCHOOL OF
EDUCATION



Practicum Host Teacher Packet

University of Alaska Southeast School of Education
Distance K-8 Certificate/MAT Programs.

ED 593 CRN 70180 JC2

Supervision Practicum Students

ECE 661, ED 615, ED 616, ED 617, ED 618 and ED 619

Information for Practicum Host Teachers

1-3 credits

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Fall 2024

Dear Host Teacher:

*The most important part of methods courses is the
time our students spend in your classroom.
Thank you for volunteering to work with a UAS practicum student.*

- Under your guidance, these methods courses provide our graduate students the opportunity to learn about teaching in specific content areas, classroom management, curriculum, and the day-to-day realities of elementary and middle school teaching. The more practical experience the students have, the better they will be prepared for student teaching.
- The student should be in your classroom around 3 hours a week, per class she is taking for a total of a minimum of 30 hours for the semester.
- The student should create a regular weekly schedule, at your convenience, that he or she will be in your room for each course.
- The UAS student's first and foremost responsibility is to be an instructional help to you and your students. Please make your expectations clear to the student. We want their presence to be 'value added'!
- The UAS student should provide you with the syllabus for the class they are taking, as well as this information packet for the Practicum Host Teacher.

First please **register as a practicum Host Teacher** online so we can make your LiveText field placements: Please provide accurate and complete information, address, telephones, etc. for each course placement. Either you or your practicum student can do this. Practicum Host Teacher Registration Form:

Course Credit

The School of Education truly appreciates the work that you do in helping our candidates become teachers. Because the work that you do is so valuable to the future of Alaska, we want to remind you that you can earn professional development credits for the work you are doing. We are offering you the option of registering for one, two, or three, professional development credits to help further your professional goals. You may host a UAS practicum student for more than one or two methods classes or host more than one practicum student.

Sign up for the **Supervision Practicum Student ED 593 CRN 70180 JC2**- online through the registration link <http://www.uas.alaska.edu/registrar/index.html>. If you need assistance, you can also contact assistant Delores Graver at (907) 796-6424 or email delores.graver@uas.alaska.edu. The syllabus is found on the blackboard course website.

How many credits should you register for?

- If you have a practicum student for one course, register for 1 credit from the drop-down menu
- If you have a practicum student for 2 courses, register for 2 credits from the drop-down menu

- And for 3 courses, you may register for 3 credits from the drop-down menu

Practicum students are aware that they must do practicum work across the range of primary, intermediate, and middle school levels (See recommendations for the individual course requirements below.)

LiveText: You will need to set up your LiveText account for inputting student observations and assessments in the candidate's Field Experience module. After you have registered as a practicum host teacher (https://docs.google.com/forms/d/e/1FAIpQLScxjmj12nsAltrjFfcakxPgzvedUj-xR2WImf8iqXhn5X_U_g/viewform), you can follow these instructions for setting up your LiveText account via the link on this webpage: <https://uas.alaska.edu/education/student-services/livetext.html>.

Please contact Michelle Nakamura for a registration code - 907-796-6417, or email mlnakamura@alaska.edu, if you do not get one sent to you. **But please check your spam email for your code first.**

Practicum Host Teacher Orientation: We will have one Practicum Host Teacher orientation for all practicum host teachers, **Monday September 23rd, 4:30 pm.**

Join Zoom Meeting Meeting

<https://alaska.zoom.us/j/84076470715?pwd=mcdb92EYSbOm7ZM94ouAcGQmZM8jSj.1>

Meeting I.D. 840 7647 0715, Passcode 127302

The meeting will be recorded for those who can't attend; however, we hope you can make time for this short meeting.

Thank you for supervising one (or more) of our practicum students. We have found that the practicum is essential in preparing our candidates for student teaching and for the first years of teaching. It's an opportunity to truly learn about teaching under the direction of an effective teacher. If you have any questions about the practicum, the UAS candidate, or the ED 593 course, please contact our Placement Coordinator Heather Bieber, <hmbieber2@alaska.edu> or their advisor, Kevin Spink at jspink@alaska.edu or 907-244-7807.

Again, thank you for your support of our program and for hosting a UAS graduate practicum student.

J. Kevin Spink, Assistant Professor

Coordinator, Graduate Elementary Programs

Individual Class Requirements

Complete the Host Teacher Registration Form: Host Teachers need to complete this form for each practicum course or student they are hosting:

(https://docs.google.com/forms/d/e/1FAIpQLScxjnmj12nsAltrjFfcakxPgzvedUj-xR2WImf8iqXhn5X_U_g/viewform).

NOTE: Specific course requirements are found in each individual course's syllabus. Please request the syllabus from your practicum student if they do not provide it to you.

For ALL Practicum Classes:

- Each course requires that the UAS student be in the classroom for **approximately 3 hours per week during the semester for a total of a minimum of 30 hours per course per semester.** (How the contact hours are arranged is negotiated between the student and host teacher.) Students are expected to keep a log of contact hours in LiveText to be approved by the host teacher.
- During the semester, the Host Teacher observes, supervises, and assesses 3 lessons taught by the student in the classroom.
- At the end of the semester, the Host Teacher provides assessments via LiveText regarding overall learning in the practicum, and professional dispositions and approves practicum student participation hours.

Courses and Corresponding Grade Levels

Your practicum student(s) will provide you with the syllabus for the course content they are asking you to host.

ECE 661 Advanced Topics in Literacy for Young Children (K-1,2) (To be taught in primary grades K-2)

Instructor: Melissa Wuerth; wuerth_melissa@asdk12.org

ED 615: Literary in the Intermediate and Middle School Grades (To be taught in intermediate grades 3-8)

Instructor: Kevin Spink, Assistant Professor, UAS jspink@alaska.edu

ED 616: Math in the K-8 Curriculum (Can be taught in any grade K-8)

Instructor: Clint Shultz, Adjunct Professor, UAS cmshultz@alaska.edu

ED 617: Science in the K-8 Curriculum (Can be taught in any grade K-8)

Instructor: Jennifer Pickering, Adjunct Professor UAS, jmpickering@alaska.edu

ED 618: Social Studies in the K-8 Curriculum (Can be taught in any grade K-8) Instructor:

Karen Martin Ph.D.; kjmartin@alaska.edu

ED 619 Elementary Classroom Management (Can be taught in any grade K-8)

Instructor: Kevin Spink, Assistant Professor, UAS jspink@alaska.edu

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, but a host teacher can host up to three students, except by arrangement with the program coordinator (Dr. Hartley). 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. **Practicum Host Teacher Responsibilities**

The Practicum Host Teacher supervises candidates in K-8 classrooms. The practicum experiences are linked to our six methods courses, which are the core part of our Practicum/Methods phase. Practicum teachers are volunteers. **They host candidates in the classroom approximately 3 hours per week for each class for a total of a minimum of 30 hours per semester per class.** Students will be keeping track of their contact hours and Host teachers will be confirming those hours on LiveText.

Practicum teachers provide opportunities for candidates to observe, assist and teach in the classroom. They approve lessons that candidates prepare for teaching, and provide feedback before, during and after teaching. At the end of the semester, Practicum Host Teachers assess candidates via online assessments and approve participation hours.

The School of Education offers a 1-3 credit 593 level course for **Practicum Supervision CRN 70180**. Additionally, Practicum Host Teachers are invited to register for methods courses along with the candidates they supervise.

Specifically, the Practicum Host Teacher:

1. **Welcomes** the practicum student into the classroom and introduces him/her to the students.
2. Asks the practicum student for the **class syllabus** and review 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, technology, and programs.
6. **Requires lesson plans** from the practicum student in advance of formal teaching lessons.

Registers for LiveText field placement via the Practicum Host Teacher Registration Form:

https://docs.google.com/forms/d/e/1FAIpQLScxj12nsAltrjFfcakxPgzedUj-xR2WImf8iqXhn5X_U_g/viewform..

:

7. **Observes** the practicum student, **provides constructive feedback**, and **records** observations of specific lessons on LiveText evaluation forms.
8. **Completes the Practicum Assessment Form** at the end of the class. If comfortable, v, shares this with the practicum student.
9. **Completes the Professional Characteristics Assessment** online.

10. **Completed Host Teacher Experience survey** (link will be sent toward the end of the semester)
11. **Approves** student contact hours online.
12. **Notifies** the methods teacher or program coordinator if there are questions or concerns about the student or the class. (No surprises!)

Appendix A

Lesson Design Template

Below is the lesson plan template we use with students in our program. It has a lot of detail so that our students can think through all parts of a standards-based lesson. An observed lesson should be presented to you using this template even if it's from a textbook.

Lesson Design Template: MAT/Certification Elementary (An accessible LP template is available, as requested.)

Candidate Name:	Host Teacher Name:	
School:	Grade Level:	# of Students:
Date & Time of Lesson:	Length of Lesson:	
Topic of Lesson:	Content Area:	
Materials: Include all materials including types of technology used:		
ALASKA CONTENT STANDARD		
Alaska Cultural Standard for Educators		
Transfer Goal		

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

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

STAGE TWO: Assessments

Knowledge - What students should know....	Assessment(s)/Other Evidence:
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Skills - What students should be able to do.....	
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STAGE THREE: Opportunities to Learn (Acquisition)

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

Considerations 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?

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?
- How did your lesson reflect culturally responsive teaching?

Appendix B

LESSON OBSERVATION FORM (from LiveText)

The following pages show what the Lesson Observation Form components look like in LiveText. What is most useful to the students is formative feedback and clear comments celebrating successes and identifying needs for growth.

Candidate Name:	Observer Name:
Context of Lesson	

		Not Yet	Meets	Exceeds
P l a n n i n g	Lesson Design	Needs Development	All Elements complete	Complete and professional lesson design
	Lesson Objectives	The objective is not clear	Objective(s) are clearly stated in the lesson plan	Objective(s) clearly stated in plan and are understood by students
	Preparation	Not prepared: not organized	Prepared and organized	Prepared and organized: lesson flowed with minimal use of notes
	Developmental Appropriateness	Not appropriate for sage group: too hard or too easy	Appropriate for age group	Lesson adjusted to be developmentally appropriate for all students
	Content Knowledge	Not accurate: not current	Accurate content knowledge	Accurate and current content knowledge
	Context in Curriculum	Lesson not related to curriculum	Lesson presented in context of the curriculum	Lesson/activities taught in relationship to previous and future curriculum

Management	Proactive Classroom Management	Routines and procedures are not apparent	Routines and procedures are evident	Routines and procedures promote student engagement
	Management of Student Behavior	Behavior not well managed: behavior interferes with learning	Student behavior is managed	Management of behavior promoted engagement and learning
	Engagement	Students are not engaged	Students are engaged	Students are interested and engaged in learning
Instruction and Assessment	Directions and Instructions	Students do not understand communicated instructions	Students understand directions	Students understand and clearly follow directions
	Differentiation/Universal Design	Differentiation UDL not present	Appropriate UDL/differentiaton	Activities were designed and differentiated for individuals and groups while maintain high expectations that align with the objective(s) for all students
	Higher Order Thinking	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

	Strategies	Learning or instructional strategies not used or not effective	Some instructional strategies or techniques were used	Learning strategies, scaffolding and other instructional techniques that align with the objective(s) were used effectively	
	Technology	Technology was not used effectively or appropriately	Technology was used effectively to enhance learning	Technology was used effectively and wisely and was relevant to the objective(s).	
	Formative Assessment	Informal assessment was not used to monitor student learning	Informal or formative assessments was used to monitor student learning	Formative assessment provided feedback for the learners and was aligned with and supported the accomplishment of the objective(s).	
	Responsiveness	Student needs were not noticed or not attended to	Teacher candidate responded to student needs	The teacher candidate was flexible and responsive to student needs	
	Lesson Effectiveness	Students did not meet the objectives	Most students met most objectives	All students met the learning objectives	
	Reflection	Focus	The teacher candidate focused on self	The teacher candidate is beginning to focus on student learning	The teacher candidate focused completely on student learning
		Reflection	The teacher candidate was unable to reflect accurately	The teacher candidate reflected	The teacher candidate

			on lesson design, management and learning	reflected on lesson design, management and learning as well as future adjustments and plans
Feedback	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 C

Dispositions for Professional Educators

- Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
- Appreciate unique thinking processes of learners at different stages of development.
- Appreciate multiple perspectives and value individual differences.
- Commit to professional discourse about content knowledge and student learning of content.
- Value assessment and instruction as integrated processes.
- Commit to ensuring student well-being and development of self-regulation and group interaction skills.
- Recognize the school as an integral part of the community and value parents as partners in promoting student learning.
- Value professional ethics, democratic principles, and collaborative learning communities.
- Value technology as a tool for student and teacher lifelong learning.

References

- Boreen, J. et al (2000) *Mentoring beginning teachers: Guiding, reflecting, coaching* Stenhouse.
- Denmark, V. (2000) *Coaching and supporting 1st year and student teachers*. Eye on Education
- Scherer, M. (1999) *A better beginning: Supporting and mentoring new teachers*. ASCD

Appendix D

Title IX

TITLE IX REFERENCE GUIDE for OFF-CAMPUS PROGRAMS

Universities of Alaska Anchorage, Fairbanks, Southeast

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

DOCUMENT PURPOSE

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

DEFINITIONS

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

WHAT THIS MEANS

The rules of University of Alaska apply at all field stations, clinical and educational sites, and during all class related travel. If you experience or observe sexual or gender-based misconduct by any individual (UA

student, employee, affiliate, unaffiliated or unfamiliar individual), we encourage you to report this to an instructor or internship coordinator. If you feel uncomfortable reporting misconduct to these individuals, there are additional contacts and resources listed in this document. You can contact as many or as few as you feel comfortable and necessary.

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

Title IX Regulations. These include:

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

REPORTING OPTIONS:

Emergency Situation: Please call 911 or local law enforcement.

Non-emergency Situation:

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

Confidential Reporting:

University of Alaska students can access Counseling Services through their Counseling Centers.

For the University of Alaska Anchorage, call: 907-786-4040

For the University of Alaska Fairbanks, call: 907-474-7043

For University of Alaska Southeast, call: 907-796-6000

More confidential reporting options can be found at: <https://www.alaska.edu/stopthesilence/confidential-disclosure/>

UA Employees: Employee Assistance Program Counselors (Confidential) (800) 697-0353 or

<http://www.alaska.edu/benefits/employee-assistance-progr/>

Online reporting through the UA Confidential Hotline

An anonymous online reporting form that allows you to file your complaint electronically. Once a complaint is received, the office that addresses your specific type of report will reach out to you, if requested.

Website: www.alaska.ethicspoint.com

Phone: 1-855-251-5719

Reporting to Title IX: (Responsible Employee)

Contact your Title IX Coordinator:

For the University of Alaska Anchorage, call: 907-786-1419
For the University of Alaska Fairbanks, call: 907-474-7599
For the University of Alaska Southeast, call: 907-796-6036

Report Online to your Title IX Office:

At UAA: <https://www.uaa.alaska.edu/about/equity-and-compliance/title-ix/reporting%20options.cshtml>
At UAF: <http://www.uaf.edu/titleix/file-a-report/>
At UAS: <http://www.uas.alaska.edu/policies/titleix.html>

Department Contact (Responsible Employee)

At the University of Alaska Anchorage: 907-786-4113 Director:
At the University of Alaska Fairbanks: Director: Amy Vinlove / 907-474-5057 /
At the University of Alaska Southeast: Dean Steve Atwater 907-796-6036 /

ADDITIONAL RESOURCES

Nationwide (USA) Support

National Domestic Violence Hotline: Available 24/7 to talk confidentially for anyone experiencing domestic violence, questioning unhealthy relationships or seeking support.
Phone: 1-800-799-7233 / Phone (TTY): 1-800-787-3224

<http://www.thehotline.org/>

National Sexual Assault Hotline (RAINN): Provides confidential, 24/7 support
Phone: 800-656-4673 / <https://rainn.org/get-help/national-sexual-assault-hotline/>

IMPORTANT NOTES

Confidentiality and responsible employees:

Given the personal nature Title IX violations, many victims are understandably reluctant to come forward. As such, it is particularly important that they understand how to report and how that report will be handled. Reports made to the confidential resources are confidential and can be anonymous. Except in rare, extreme circumstances, nothing will be shared with anyone outside of these offices without explicit permission.

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

Protections for reporters:

The University strongly encourages students to report incidents violating Title IX policy regardless of whether the consumption of drugs or alcohol was involved. Therefore, students who act responsibly by reporting information about violations of Title IX policy to the appropriate authorities will not face University disciplinary action for their own possible drug or alcohol consumption in connection with the reported incident.

Title IX also protects against retaliation, defined as adverse action against a person reporting or participating in an investigation of Title IX allegations.

GOALS & EXPECTATIONS FOR OFF-CAMPUS EDUCATIONAL PROGRAMS

UNIVERSITY OF ALASKA GOALS:

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

EXPECTATIONS FOR PARTICIPANTS IN FIELD EXPERIENCES:

- Students, employees, and affiliates who participate in any University of Alaska programs are expected to uphold the highest standards of professional conduct while involved in an off-campus educational program.
- Students are further obligated to remain in compliance with UA's Student Code of Conduct in all contexts. <https://www.alaska.edu/bor/policy/09-02.pdf>
- All participants in off campus educational programs are also expected to be aware, respect, and comply with the customs, cultural norms, expectations, and laws of the country that they are working in. Not only does this ensure a safe working environment, it also ensures good relations between the local community and those attending or leading the off campus educational program.

Given their position of authority, faculty and staff accompanying or supporting students during off campus educational programs are expected to maintain a safe working and learning environment by communicating the resources available to students for resolving any issues, remaining alert for evidence of misconduct, and setting a professional tone throughout the field season.

Faculty and Staff that are not designated as confidential reporters are required to report any incidents to the Title IX office at their home campus promptly. Informing a supervisor who is present on site is one appropriate action, but the reporter should be aware that additional reporting is necessary to appropriately resolve the situation.

EXPECTATIONS FOR THE INTERNSHIP COORDINATOR OR DEPARTMENT:

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

EXPECTATIONS FOR THE THIRD-PARTY EDUCATIONAL PROVIDER:

Third party providers will assist and cooperate with University of Alaska, as necessary, in any process or investigation related to Title IX policy and compliance responsibilities related to the obligations of University of Alaska as a public institution of higher education.

Third party providers agree to take no action affecting any student placed at their agency that would be prohibited by Title IX.

Appendix E

UAS School of Education Brochure

Side 1

Master of Education in Educational Leadership

Master of Education in Educational Leadership

- ❑ Twelve-month cohort program
- ❑ Summer intensives on campus; distance-delivered during school year
- ❑ Prepares candidates for the challenges and opportunities inherent in assuming roles as building principals in public schools
- ❑ Full year (9-month) in-school internship
- ❑ Requires at least three years teaching experience to be admitted

Program contact:

Mary Wegner, Ph.D. ~ 907-796-6552
mlwegner@alaska.edu

Superintendent Endorsement Area

- ❑ ~~Twelve-month cohort program~~
- ❑ Available anywhere in Alaska through distance delivery
- ❑ Utilizes a balance of speakers, case studies, and products to provide superintendent candidates a platform for leadership success in Alaska's districts
- ❑ Full year (9-month) in-school internship
- ❑ Requires at least one year of administrative experience and three years of teaching experience to be admitted

Program contact:

Mary Wegner, Ph.D. ~ 907-796-6552
mlwegner@alaska.edu

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.






**BACHELOR'S
MASTER'S
CERTIFICATES
ENDORSEMENTS**

EDUCATION PROGRAMS



- ◆ High quality integrated instruction & experience
- ◆ Programs available online (unless otherwise noted)
- ◆ Culturally responsive coursework
- ◆ Small classes with individual attention
- ◆ Evening & summer classes to accommodate work & family obligations



uas.alaska.edu/education

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual:
www.alaska.edu/nondiscrimination.

Bachelor of Arts in Elementary Education

- Available anywhere in Alaska through distance delivery
- Connects theory & practice, emphasizing a wide breadth of interdisciplinary content
- Nine-month student teaching internship anywhere in Alaska

Program contact:
Kelsey Walsh ~ 907-796-6533
kawalsh2@alaska.edu

Bachelor of Arts in Special Education

- Available anywhere in Alaska through distance delivery
- Focus on a broad spectrum of high and low incidence disabilities
- Prepares candidates to develop and implement culturally responsive special education services

Program contact:
Kelsey Walsh ~ 907-796-6533
kawalsh2@alaska.edu

Master of Arts in Teaching in Special Education

- Flexible program designed to accommodate working professionals pursuing initial certification
- Available anywhere in Alaska through distance delivery
- Focus on a broad spectrum of high and low incidence disabilities
- Prepares candidates to develop and implement culturally responsive special education services

Program contact:
Heather Batchelder, Ph.D. ~ 907-796-6029
habatchelder@alaska.edu

Master of Arts in Teaching in Elementary Education/ Certificate

- Flexible program designed to accommodate working professionals pursuing initial certification
- Available anywhere in Alaska through distance delivery
- Constructivist focus on broad elementary curriculum and instruction with practicum experiences and semester of student teaching
- Complete the requirements for an initial teaching certificate in as few as four semesters

Program contact:
Beth Hartley, Ph.D. ~ 907-244-7807
eahartley@alaska.edu

Master of Arts in Teaching in Secondary & Middle Grades Education/ Certificate

- Intensive eleven-month cohort program begins with foundational summer courses
- Available anywhere in Alaska through distance delivery
- Focus on relevant learning theories, curriculum design, student engagement, culturally-responsive pedagogy, educational research, and more
- Immediately apply and reflect on learning during the full year (9-month) in-school internship

Program contact:
Elaine Alvey ~ 907-310-9650
ealvey@alaska.edu

Master of Education in Special Education/ Certificate

- Flexible program designed to accommodate Alaska certified teachers
- Available anywhere in Alaska through distance delivery
- Focus on a broad spectrum of high and low incidence disabilities
- Prepares candidates to develop and implement culturally responsive special education services

Program contact:
Heather Batchelder, Ph.D. ~ 907-796-6029
habatchelder@alaska.edu

Master of Education in Reading Specialist/ Certificate

- Flexible program designed to accommodate Alaska certified teachers
- Available anywhere in Alaska through distance delivery during the school year and summers
- Facilitates deep understanding of language, literacy learning and cultural context
- Current research base with focus on application

Program contact:
Lisa Richardson, Ph.D. ~ 907-796-6435
lrichardson3@alaska.edu

K-8 Elementary Endorsement Area

- Flexible program designed to accommodate Alaska certified teachers
- Available anywhere in Alaska through distance delivery
- Course of study custom designed based on certificate requirements

Program contact:
Beth Hartley, Ph.D. ~ 907-244-7807
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