



# Master of Art in Teaching (MAT) Program

## SPECIAL EDUCATION

### FIELD EXPERIENCE HANDBOOK

### (Practicum & Student Teaching)

Our campuses reside on the unceded territories of the Áak'w K̓wáan, Taant'á K̓wáan, and Sheetk'á K̓wáan on Lingít Aaní, also known as Juneau, Ketchikan, and Sitka, Alaska. We acknowledge that Lingít Peoples have been stewards of the land on which we work and reside since time immemorial, and we are grateful for that stewardship and incredible care. We also recognize that our campuses are adjacent to the ancestral home of the X̓aadas and Ts'msyen and we commit to serving their peoples with equity and care. We recognize the series of unjust actions that attempted to remove them from their land, which includes forced relocations and the burning of villages. We honor the relationships that exist between Lingít, X̓aadas, and Ts'msyen peoples, and their sovereign relationships to their lands, their languages, their ancestors, and future generations. We aspire to work toward healing and liberation, recognizing our paths are intertwined in the complex histories of colonization in Alaska. We acknowledge that we arrived here by listening to the peoples/elders/lessons from the past and these stories carry us as we weave a healthier world for future generations.

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Welcome to the practicum/student teaching phase of the Special Education 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 teacher candidate will have a chance to plan, teach and evaluate classroom instruction during a semester in the field.

UAS SOE faculty look forward to seeing how your semesters of intense preparation will come to fruition in the practicum/student teaching experience. Together, we will engage in a journey of learning, growth and professional development.

**THE UAS Mission:** The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska, through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

### **UAS Values:**

- 1. Excellence** – Continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.

2. **Diversity** – Respect for individuals’ culture, talents and abilities, and educational goals with specific attention to Alaska Native heritage.
3. **Access** – Program and service access through technology, innovation, and personalization.
4. **Collaboration** – Partnerships internally (within university) and externally (outside entities).
5. **Sustainability** – Contributions to economic, social, and ecological sustainability.
6. **Stewardship** – Responsible use of resources, recognize contributions of all.

### **Conceptual Framework**

All special education courses at the University of Alaska Southeast (UAS) are guided and informed by the: (SOE UAS Mission; (b) SOE UAS Vision, (c) Council for Exceptional Children Standards (CEC).

#### **SOE UAS Mission Statement:**

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

#### **SOE UAS Vision:**

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

#### **UAS Special Education Program Mission:**

To prepare teachers to develop and implement culturally responsive instructional services for students with exceptional learning needs.

#### **UAS Special Education Program Vision:**

Our graduates will develop a philosophy and practice of special education that accommodates the multiple worldviews, values, and belief systems of Alaska’s diverse Native and non-Native communities.

### **UAS School of Education Goals and Performance Standards**

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

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

Performances:

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

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

Performances:

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

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

Performances:

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

Goal 4: Teachers possess current academic content knowledge.

Performances:

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

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

Performances:

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

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

Performances:

- a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K, P)
- b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (P)

- c. Commit to ensuring student well-being and development of self-regulation and group interaction skills. (D)

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

Performances:

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

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

Performances:

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

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

Performances:

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

The *Alignment Matrix for Onsite Observation by Clinical Faculty* outlines the CEC Standards UAS Goals that will be used as a framework for the field observations and key assessments. The *Clinical Practice Rubric* defines the performance criteria for each domain of practice as aligned with the appropriate CEC Standards and SOE UAS Goals. The InTASC standards have been aligned with the SOE UAS conceptual framework goals /standards.

**Alignment Matrix for Onsite Observation by Clinical Faculty**

Criteria	CEC Standards	SOE UAS Goals
1. Instructional Planning	2. Individual Development and Learning Needs 5. Instructional Planning	3. Differentiation & Diversity
2. Instructional Strategies	5. Instructional Strategies	5. Assessment & Instruction
3. Assessment: Evaluation of Student Learning	5. Instructional Strategies 4. Assessment	5. Assessment & Instruction
4. Learning Environments & Social Interactions	6. Learning Environments/Social Emotional/Behavior	6. Learning Community
5. Language & Communication	3. Curricular Content Knowledge	3. Differentiation & Diversity 9. Technology

	5. Instructional Planning and Strategies	
6. Collaboration	7. Collaboration	7. Family & Community Partnerships
7. Post-Observation Conference: Interview with Candidate - Foundations & Characteristics of Learners	2. Learner Development and Learning Needs	1. Philosophy & Practice 2. Human Development & Learning 4. Content Knowledge
8. Post-Observation Conference: Interview with Candidate – Professional & Ethical Behavior	1. Professional & Ethical Practice	8. Professionalism 9. Technology

## INTRODUCTION

The Special Education programs in the School of Education at the University of Alaska Southeast (UAS), prepare teacher candidates throughout the State of Alaska in diverse P-12 settings. Candidates enrolled in a Master of Arts in Teaching (MAT) Program are not certified teachers and will be required to complete all of the requirements in the Special Education Program as well as the initial teacher certification requirements for the State of Alaska. Student teaching is the capstone experience prior to completion of their academic program.

This handbook will serve as a guideline for the practicum/student teaching experience. The Council for Exceptional Children (CEC) approved the Special Education Programs at UAS. The School of Education at UAS has been reviewed and approved by the Council for the Accreditation of Teacher Education Preparation; receiving accreditation status. The Special Education Program requirements are aligned with the InTASC standards, CEC standards, Alaska Beginning Teacher Standards and the SOE UAS Student Goals and Performance standards.

## PROGRAM OVERVIEW

The MAT in Special Education Program prepares teacher candidates to develop and implement culturally responsive special education services for students with disabilities. The program focuses on the unique needs of (a) children and youth with disabilities; (b) Alaska’s diverse Alaska Native and non-Native communities; and (c) Alaska’s remote, rural, and urban communities. The program is designed to accommodate working professionals. Courses are offered in the evenings and in the summer, and all courses are offered online and/or via audio-conference. This e-learning format allows candidates who live and work in Alaska’s remote and rural communities to remain in their home communities while completing their graduate studies.

MINIMUM CREDIT HOURS        39

FOUNDATIONS    9

- EDSE S482 Inclusive Education for Students with Disabilities (must be taken within the first semester of the student’s program)    3
- ED S380 Multicultural Education\*        3
- EDSE S486 Special Education through the Lense of the Alaskan Native Peoples\*    3

\* Courses approved by the Alaska Department of Education and Early Development (DEED) can substitute for ED S 380 and EDSE S486. A list of these courses is on the DEED website.

CORE Program Credit Requirements    39

- ED S688 Student Teaching        6

- EDSE S605 Early Childhood Special Education 3
- EDSE S610 Assessing of Students with Disabilities 3
- EDSE S612 Curriculum & Strategies: Low Incidence 3
- EDSE S622 Curriculum & Strategies: High Incidence 3
- EDSE S677 Language & Literacy: Assessment and Intervention 3
- EDSE S685 Transition Considerations for Secondary Students with Disabilities 3
- EDSE S692 Special Education Seminar 3
- EDSE S694 Special Education Practicum 3
- EDSE S695 Professional and Ethical Practice 3

DEED Alaska Studies Requirement: Select **ONE** from the following

- ALST S603 Alaska Literature for Young People
- ANTH S475 Alaska Native Social Change

**Major Elective:** Select **ONE** from the following:

- EDSE S487 Supporting Student Engagement 3
- EDSE S609 Classroom Management & Child Guidance in Early Childhood<sup>1</sup>
- EDSE S680 Perspectives in Multicultural Education<sup>2</sup> 3
- \_\_\_ S\_\_\_ Advisor Approved Elective 3
- Upper division course<sup>3</sup> 3

### Program Criteria

- Satisfactory completion of all courses
- GPA of 3.00 or higher
- Praxis I exam scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification. Candidates must take Praxis I (Core Academic Skills) for full admission to the program. To complete the program all sections of the test must meet the required score set by the Alaska Department of Education.
- Praxis II exam (Special Education Core Knowledge and Application) effective as of 9/1/2018 with scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification. Program students enrolled prior to 9/1/2018 may take Praxis II (Elementary Content Knowledge) with scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification.

Candidates in the Special Education program will have satisfactorily completed the following courses:

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<sup>1</sup> This course will count toward a pre-K special education endorsement from DEED.

<sup>2</sup> Taking ED S680 will fulfill the major elective requirement and will satisfy the ED S380 Multicultural Education course listed in the foundation section.

<sup>3</sup> Or other upper-division (400 level) or graduate level EDSE courses from UAF or UAA. Consult with your advisor regarding options.

Course Title

(Key Assignment)

EDSE 605 Early Childhood Special Education (may be taken after the Practicum in the summer)

EDSE 610 Assessing Students with Disabilities (Key criteria addressed such as collection of data, interpretation of data, using it to develop an intervention.)

EDSE 612 Curriculum & Strategies I: Low Incidence (IEP Project)

EDSE 622 Curriculum & Strategies II: High Incidence (Unit Design [a common EPP assessment] with IEP Modifications & accommodations)

EDSE 677 Language & Literacy: Assessment and Intervention (Intervention Project)

EDSE 482 Inclusive Education for Students with Disabilities

EDSE 685 Transition Planning for Secondary (Transition Plan Students w/Disabilities)

EDSE 695 Professional and Ethical Practice

EDSE 694 Practicum (Clinical Placement Observation Form, Case Study)

Two-20 hour Contrast Setting

EDSE 688 Student Teaching (Portfolio)

**Exit Criteria**

1. Satisfactory completion of all courses
2. GPA of 3.00 or higher
3. Praxis Core exam scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification
4. Praxis II exam (Special Education Core Knowledge and Application) effective as of 9/1/2018 with scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification. Program students enrolled prior to 9/1/2018 may take Praxis II (Elementary Content Knowledge) with scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification.

**Graduation Criteria**

You must be admitted into the degree program from which you intend to graduate. Please be sure to review the information available on the UAS website.

To apply for graduation, complete and submit an application to the Registrar's Office along with your payment.

Graduation Application deadlines:

- Fall Graduation - October 1st
- Spring Graduation - February 1st
- Summer Graduation - July 1<sup>st</sup>



## FIELD EXPERIENCE PROCEDURES

In order to be placed for **practicum**, the candidate must contact the Field Experience Coordinator and your advisor by **March 15 for fall semester** and **October 15 for the spring semester**.

In order to be placed for **student teaching**, the candidate must contact the Field Experience Coordinator, your advisor and Delores Graver by **February 15** for fall semester and **September 15** for the spring semester. To begin the process the following information will need to be sent to [Delores Graver](#).

**Practicum** - A total of 140 hours (minimum 100 hours in the classroom with two - 20 hour observations in contrast settings)

**The UAS faculty instructor of record for EDSE 694 will provide an orientation to the Practicum candidate and host teacher. Explain requirements and monitor assignments, provide a Field Experience Handbook and introduce the university supervisor.**

- All candidates must have a passing scores on Praxis I (CORE Academic Skills) prior to registering for practicum course.
- Candidates must apply for practicum at least one semester prior to the anticipated semester.
- All candidates will need to complete the “Person of Interest” background check.
- All candidates must sign a confidentiality statement.
- All candidates must complete the four DEED training modules that must be completed for one to be eligible for an Alaska Teaching Certificate. Copies of your training certificates (Certificate of Completion) need to be posted to the EDSE 694 class site under Assignments. Post certificates whether the trainings were complete now or at a previous time. While your module completion will be tracked/documentated online by DEED, do keep a copy of your certificates for your use in an interview and for your professional file. The four modules are:
  - Prenatal alcohol and drug related disabilities
  - Sexual abuse and sexual assault training for educations
  - Mandated reporters of child abuse and neglect
  - Suicide prevention

[DEED Training modules](#); Click on each respective module and sign-in....registration is found under Resources.

### **Student Teaching** -(15-Week semester)

- All candidates must have a passing scores on all sections of the Praxis I (CORE Academic Skills).
- Candidates must apply for student teaching at least one semester prior to the anticipated start date and must complete the registration requirements for UAS, including instructor approval. (Each school district has different timelines and requirements. Please be sure to check with the district and the program coordinator to make sure you have completed forms in a timely way)
- Student teaching is a 6-credit graduate course, ED 688. All student teacher candidates must register for this class (be sure to register for the ED 688 section that applies to the special education program). If you do not complete the student teaching requirements during the semester, you will receive a deferred grade and you may need to register for additional credit the following semester.
- Candidates will need to apply for a Student Teaching certificate through the Alaska Department of Education and Early Development the semester prior to beginning student teaching. The Student Teaching certificate process includes a FBI background check and fingerprints.
- Candidates must complete the requirements for the school district where they will be student teaching.

## **Timeline**

- Once a candidate has applied and been accepted for student teaching, he/she should contact the host teacher assigned by the district and introduce yourself.
- The SOE UAS faculty instructor of record for the Practicum/Student Teaching courses will reach out and set up the initial meeting with the candidate and host teacher to discuss requirements for the Special Education Program and the school site. It is the responsibility of each candidate to act as the liaison assisting to establish times for this joint meeting and future meetings as appropriate. After the initial meeting with the instructor of record for EDSE 694/ED 688 the host teachers, students, and the university supervisors will meet to discuss the observation schedule.

## **General Expectations for Candidates in the Field Experience Placement**

- Practicum and Student teaching candidates enroll/participate in the Practicum and Student Teaching courses during their field experiences to discuss placements; challenges and opportunities, learn from field based expert guest speakers, and facilitate completion of the case study, clinical placement observation form rubric, research journal, and portfolio assignments.
- Practicum candidate may be asked to complete the Clinical Practice Observation Form as an initial reflection at the start of the practicum field experience. The purpose of this reflection is to identify strengths and areas that will need additional focus and will be the springboard for professional discourse during the semester. This process is informal and is meant to guide the candidate in developing reflective practices. The UAS faculty supervisor will complete the same Clinical Practice Observation Form throughout the semester culminating in a joint conference with the host teacher and the candidate focused on each domain of practice and the areas of strength, improvement and those needing further support.
- Candidates are to keep a plan book based on the host teacher guidelines. All lessons should be prepared in advance. Go over the lesson(s) in advance with the host teacher and debrief when possible. Candidates should have weekly plans approved by the host teacher. During solo teaching, the student teacher must have plans available in case of absence.
- Generally, student teaching covers a 15-week semester. If a student teacher requires extra time to meet the course requirements usually due to unforeseen circumstances, additional weeks may be added as determined by the host teacher and the SOE UAS supervisor and instructor of record for the Practicum course. If a candidate is hired for a classroom position during student teaching, we will make arrangements for you to complete the requirements in your teaching position.
- Full time or “solo” student teaching of 6 weeks is part of our expectations for the semester. The UAS candidate, host teacher and UAS supervisor determine the timeline of this activity. Host teachers are expected to provide opportunities for the candidate to assume full responsibility for the instruction and management of the classroom. We realize that some special education settings will require additional considerations and the host teacher and UAS instructor of record for the field-based courses and the university supervisor will determine what is appropriate and feasible.
- Solo teaching includes planning, teaching and assessment, as well as other teacher duties and responsibilities in the school. The student teaching experience is designed to prepare the candidate for the tasks that will be required when he/she is employed as a special education teacher. At the end of the handbook is a list of experiences that may benefit new teachers and provide some ideas about what is expected. The UAS faculty supervisor will be in contact with both the host teacher and the candidate.

- Candidates are expected to participate in a variety of activities, both instructional and non-instructional, as established during the initial joint conference. Some of the activities include:
  - attending IEP meetings with the goal of conducting an IEP meeting, including the preparation of the IEP and all correspondence. (Note: Confidentiality is an important consideration for ALL personnel involved in IEP meetings. Candidates need to be particularly careful to keep information confidential)
  - attending parent/teacher conferences with the goal of conducting the conferences.
  - preparing individualized lessons for students.
  - collecting assessment data and developing interventions.
  - collaborating with other school professionals such as speech pathologists, occupational specialists, etc.
  - collaborating with academic staff to develop instructional plans.
  - participating in faculty meetings.
  - participating in individual and group instruction.
  - other activities may be included depending on the setting.
  - Candidates will also be required to develop a Case study (outline posted to course site EDSE S694) in which the candidate selects a student who may need assistance and develops an intervention based on collected data.

Activities that will be most meaningful for the candidate will be determined by: the UAS instructor of record for the field based courses, the university supervisor, the host teacher, and the candidate.

### **Specific Expectations for Student Teaching and Candidate Responsibilities**

- It is recommended that candidates do not take additional coursework during student teaching. This is a full time commitment.
- Candidates who are student teaching may substitute teach when their host teachers are absent, if the local school districts allow.
- Candidates may take personal leave for medical or personal reasons (e.g. jury duty); however, leave of more than a week will require an extension of the student teaching timeline. Student teachers must be sure to call in any absence to the school in a timely manner and the UAS instructor of record for the field based courses supervisor must be notified via email; include the UAS university supervisor and the host teachers as well. Travel is not a valid reason for absence during student teaching.
- Student Teaching candidates will be required to be at school the full day and will be fully engaged in ALL activities that a teacher would be expected to do. This will include bus duty, cafeteria duty, faculty meetings, etc. Other issues may need to be addressed.
- Confidentiality: All information that relates to students, assessment data, personal information and communications with the host teacher is to be regarded as confidential. Some districts will require that a confidentiality statement be signed. A case study may be required for all student teachers. These studies involve collection of data through observations, examination of assessment data, and interviews with parents and child. Parents or guardians will be asked for permission prior to collection of data. Student names and identifying characteristics will not be used at any point in the case study.
- All student teaching candidates must abide by the Alaska Teacher Code of Ethics. Any breach of the Code of Ethics is grounds for immediate expulsion from the program.

- Interpersonal relationships are important in school settings. It is important to remember that private discussions be conducted in a private setting and not within earshot of students or staff.
- Gossip and openly criticizing school staff is not good practice. If there is a concern, discuss it with the instructor of record EDSE 694/ED 688.
- Use “people first” language and remember that it is just that, people first (a student with autism not the "autistic" student).
- Appearance: Dress professionally.
- Most candidates will begin their student teaching as observers. Use this initial period to become acquainted with the students and 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.
- UAS supervisors visit as often as feasible. Visits (virtual/F2F) and schedules will be established during the initial joint conference between candidate, host teacher and the UAS supervisor. Supervisors will consult with the student teacher and host teacher regarding travel plans a *minimum* of two weeks prior to travel. Online conversations and check-in’s may be a part of the supervision plan. During visits, the UAS supervisor may offer suggestions or recommendations, they may model a specific strategy or technique, may work with a student briefly or with a small group and will debrief observations with the candidate and when appropriate with the host teacher.
- Throughout student teaching experience, the candidate 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 candidates make improvements in teaching strategies.
- The UAS SOE has adopted the Student Teaching Observation Tool (STOTS) for use in all initial licensure programs: the North Dakota Association of Colleges of Teacher Education (NDACTE) developed STOTS in 2016. The purpose of this assessment is to provide meaningful, clear feedback to the student teacher candidate/intern about their teaching. It is to be used as a formative early or mid-term assessment guide to be completed or reviewed together by the UAS supervisor and the candidate. A summative is provided.
  - Candidates will be required to demonstrate progress or competency in the areas listed on the STOT.

### **Host Teacher Responsibilities**

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

Specifically the host teacher:

- Becomes familiar with the background of the intern and uses this information to help the student teacher candidate grow as a professional.

- Prepares the students in the class for the candidate’s participation.
  - Creates an atmosphere in which the candidate has a feeling of belonging and authority.
  - Provides a desk and work space for the candidate.
  - Reviews the program expectations with the candidate and University supervisor.
  - Requests the candidate’s assistance in setting up the room prior to the beginning of the school year (fall semester).
  - Introduces the candidate to faculty, staff, parents and community.
  - Acquaints the candidate with the needs of the P-12 students, the curriculum, the standards and the plans for instruction that semester.
  - Acquaints the candidate with all the assessment and record keeping responsibilities that the host teacher maintains.
  - Provides the candidate with books, materials and a computer, if possible.
  - Communicates with the candidate and University supervisor if there are any questions or concerns.
  - Provides information regarding P-12 students in the classroom to candidate so the S/he may form a positive relationship with the P-12 students in the classroom.
  - Acquaints the candidate with appropriate school policies, personnel, materials, resources and programs.
  - Demonstrates and models a variety of teaching techniques and strategies.
  - Develops a schedule with the candidate for the semester. For candidates who are student teaching, this will include 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.
  - Requires and previews lesson plans in advance of teaching lessons and units.
  - Assists the candidate in locating materials and teacher resources.
  - Observes the candidate and provides specific constructive feedback.
  - Provides ongoing feedback, encouragement and recognition of success.
  - Allows the candidate, if student teaching, to “solo” for 6 weeks and leaves the room to give complete responsibility for teaching and management to the extant feasible based on the conditions of the learning environment.
  - Completes all forms as required through Google, Live Text or related system as appropriate to finalizing the Host Teacher requirements for the semester.
    - completes the Professional Characteristics Assessment (PCA) required during student teaching semester using Live Text Host teacher and university supervisor may discuss the assessment with student and use as an informal tool to guide practice during the semester.
    - Host Teacher Survey
  - Complete the Host Teacher Professional Development Course (ED S593) form if interested
    - As part of our program we offer a three hour professional development course free (except for a \$15 administrative fee). This year we are asking that host teachers complete a simple survey which is the only requirement for the course.
    - The registration fee is \$15. You will register for it using the course registration that you can get online. If you are having difficulty registering Delores Graver will be glad to help. Her phone is 796-6424 and her email is [degraver@uas.alaska.edu](mailto:degraver@uas.alaska.edu).
    - The Host Teacher information form will need to be fill out. The sooner the better... this form is needed for the honorarium you will receive at the end of the term. A check for host teachers will be mailed at the end of the student teaching/practicum experience.
    - In order to register you will need the following information from the UAS teacher candidate, UAS supervisor or contact Delores Graver.
- CRN #70173 ED S593- J01 ST: Supervision Student Teacher – Special Education      3credits

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

- All students have the right to be free from all forms of gender and sex-based misconduct (sexual harassment, sexual assault, dating violence, domestic violence, or stalking). Please report any incidence of sex or gender-based discrimination to the UAS Title IX Office: 907-796-6036.  
<https://uas.alaska.edu/forms/documents/title-ix-outside-agencies.pdf>

### **SOE UAS University Supervisor Responsibilities**

**The UAS faculty instructor of record for ED 688 and 694 will provide an orientation to the student teaching candidate and host teacher. Explain requirements, teach and monitor assignments, provide a Field Experience Handbook, introduce the university supervisor, and support university supervisors, host teachers and candidates in the field.**

UAS supervisors will be in contact with student teacher candidates and host teachers. It is our role to provide support and form collaborative partnerships throughout the student teaching experience. Supervisors go into the field to monitor and provide feedback to candidates in their practicum and student teaching placements.

- UAS supervisors visit as often as feasible Supervisors will consult with the student teacher and host teacher regarding travel plans a *minimum* of two weeks prior to travel. Online conversations and check-ins may be a part of the supervision plan. During visits, the UAS supervisor may offer suggestions or recommendations, they may model a specific strategy or technique, may work with a student briefly or with a small group and will debrief observations with the candidate and when appropriate with the host teacher.
- Throughout student teaching experience, the candidate will be observed and assessed during teaching. 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 candidates make improvements in teaching strategies.
- Serve as a mentor and provide feedback for the student teacher.
- Assist the student teacher and host teacher as requested.
- Lead mid-term and final conferences. It is expected that during Practicum an evaluation using the Clinical Practice Observation Form will be used at mid-term (informal) and the end of the semester (formal). The scoring rubric details the criteria that can be used to support evaluation for each domain of practice. These are general guidelines. The SOE University Supervisors are aware that the individual setting for each candidate may not fit exactly into the criteria listed on the rubric and the observation form. Adjustments will be discussed at the initial conference and throughout the student teaching experience. The expectation during Student Teaching is that the STOTS be used informally during the first part of the semester.
- During student teaching, complete a final written assessment using STOTS during the last four weeks of the semester as a summative assessment.
  - STOTS will be used to evaluate student teachers during observations lasting between 60 and 100 minutes. There could be multiple lessons and iterations during this time period.
  - Candidates will be scored N/A (not observed) when an indicator is not observed during the evaluation. There will also be a conference with the student teacher (f2f, or virtual) where there will be follow up to the indicators labeled as (C, requiring a conference).

UAS SOE SPED WEBSITE: <https://uas.alaska.edu/education/programs/special-education.html>

# Addendum: Candidate Improvement Plan, Intervention and Dismissal Process, Complaint Process Policy

## Teacher Candidate Improvement Plan

Student: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

The candidate needs to improve in the following area(s). Check those that apply:

	Learner Development (InTASC.1)		Learning Differences (InTASC.2) <span style="float: right;">Learning Environments (InTASC.3)</span>
	Content Knowledge (InTASC.4) or Application of Content (InTASC.5)		Assessment (InTASC.6) Planning for Instruction (InTASC.7)
	Instructional Strategies (InTASC.8)		Professional Responsibilities (InTASC.9) <span style="float: right;">Leadership and Collaboration (InTASC.10)</span>

Nature of the problem/concern:

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Action plan for improvement:

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Timeline: \_\_\_\_\_

This action plan must be met on the identified timeline as the identified problem may result in ineffective learning opportunities for students. If this is not rectified by an improvement plan, I understand that I may be asked to leave the placement and/or the program.

Student Teacher Signature: \_\_\_\_\_

Mentor/Host Teacher Signature: \_\_\_\_\_

Director of Program Signature: \_\_\_\_\_ -----

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Update/Resolution:

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Tools/Genres	Possible Action Steps
<b>Texts (books, articles) and teaching videos</b>	<ul style="list-style-type: none"> <li>• Read text or view video; take note of ideas and questions</li> <li>• Respond to text or video (i.e., discuss with administrator, coach, or mentor)</li> <li>• Identify how teacher will apply concepts to his/her classroom</li> </ul>
<b>Observations of others</b>	<ul style="list-style-type: none"> <li>• Observe with a focus aligned to growth area (e.g., to note transitions, identify questions asked, observe how student learning was monitored)</li> <li>• Observe a peer; inter-visitation; demonstration lesson by mentor teacher or coach</li> <li>• Debrief observation with coach, mentor teacher, and/or administrator: teacher shares what s/he learned from visit and how s/he will apply it in his/her classroom</li> </ul>
<b>Self-observations</b>	<ul style="list-style-type: none"> <li>• Videotape or audiotape own teaching for formative purposes</li> <li>• Conduct self-analysis and watch it with coach or administrator, focusing on growth area</li> <li>• Debrief: teacher shares with coach or administrator what s/he learned from analysis, identify strategies to improve teaching, and how s/he will apply it in his/her classroom</li> </ul>
<b>Student work</b>	<ul style="list-style-type: none"> <li>• Bring student work that demonstrates students mastered the objective or evidence of improvement in growth area and discuss with coach or administrator</li> <li>• Case studies: analyze a few students' work</li> </ul>



<b>Lesson plans and unit plans</b>	<ul style="list-style-type: none"> <li>Identify what to include in planning to support growth area (e.g., rationale for the objective(s); planning in detail what students will be doing; open-ended, text dependent questions)</li> <li>Share with administrator and/or coach how often, when, and how feedback will be given on those planning strategies</li> </ul>
<b>Gather student feedback</b>	<ul style="list-style-type: none"> <li>Teacher administers anonymous student survey related to growth area (e.g., poll if students feel that they clearly understand the criteria for high-quality work)</li> <li>Teacher interviews students (e.g., select students of varying performance levels about their understanding of purpose and context of a unit)</li> </ul>
<b>Other teacher-produced materials</b>	<p>Identify a specific area to improve and strategies to try, with teacher sharing materials to show improvement through ongoing cycle of discussion with administrator or coach:</p> <ul style="list-style-type: none"> <li>Quizzes, tests, rubrics, grading criteria</li> <li>Project guidelines</li> <li>Sample homework assignments</li> <li>Record keeping: students' grades: arrival/departure times: # of students sent from class</li> </ul>
<b>Professional reflection</b>	<ul style="list-style-type: none"> <li>Reflect with guiding questions: What did I learn? How would I apply it? How would I improve it? <ul style="list-style-type: none"> <li>Post-lesson analysis</li> <li>Post-unit analysis</li> <li>Team Planning meetings or study group reflections</li> </ul> </li> <li>Maintain learning log or write brief reflection on action step, or discuss with coach or administrator</li> </ul>
<b>Ongoing professional learning</b> (likely overlap with above ideas)	<ul style="list-style-type: none"> <li>Professional Learning Communities, study groups</li> <li>Site meetings: grade-level, content-level, and faculty</li> <li>External professional development: workshops, conferences <ul style="list-style-type: none"> <li>Teacher to share what s/he learned from PD and plans for using it in classroom with coach or administrator</li> </ul> </li> </ul>

<sup>3</sup> Adapted from *The Skillful Leader* (Platt, Fraser, Ogden, Tripp & Fraser, 2000)

### Candidate Intervention and Dismissal Procedures

If a candidate presents serious deficiencies or is not making satisfactory progress, the program coordinator/faculty supervisor will meet with the candidate and, as appropriate, the student's mentor, the program coordinator/faculty supervisor, and the program chair. Except as otherwise provided in these procedures, the program coordinator will develop a written improvement plan for the candidate. The plan will include nature of the problem or concern, the specific behaviors or skills to be improved, any activities or requirements the candidate must complete, and the timeline by which improvement must be demonstrated and any required activities completed.

If a candidate improvement plan has been implemented and the candidate does not successfully meet the terms of the improvement plan, a program coordinator, with input from the mentor and candidate, can recommend the candidate be dismissed from the program or revise and/or extend the improvement plan.

If a candidate presents serious professional, ethical, or performance issues, such as a safety risk to children, a disqualifying change in the candidate's criminal background, or the hosting district and/or clinical supervisor requests the removal of the candidate from the placement, the program coordinator may remove candidates immediately from placements and recommend their dismissal from the program without implementing an improvement plan.

If a program coordinator recommends a candidate be removed from the UAS program, a three-person faculty committee will meet with the candidate about the recommendation and determine whether to dismiss the candidate from the program. The faculty committee will notify the candidate of its decision in writing.

If the three-person faculty committee decides to dismiss a candidate from the program, the candidate may appeal this decision to the Dean of the School of Education by filing a written request for review to the Dean within five days of notice of the faculty committee's decision.

If a student is dismissed from the program, the student may appeal the dismissal as provided in Regents' Policy 09.03.

### **UAS Catalog/Policy: Resolution of Disputes**

#### Resolution of Disputes Regarding Student Employment Decisions **or** Actions

Issues related to student **employment** will be reviewed **in accordance** with **the grievance** procedure **specified** in Regents' **Policy and University Regulation on human resources**, except **if specifically modified by** Regents' Policy **and University Regulation** on employment **of** students.

#### **Resolution of** Disputes Regarding Academic Decisions **or** Actions

The **University of Alaska Southeast (UAS)**, **consistent** with Board of Regents **Policy (P.09.03.024)** and **corresponding regulation and with** standards **of the Northwest Commission on Colleges and Universities**, recognizes academic disputes to include, **but** not limited to:

**assignment of final course grades** denial of admission to **an** academic program and **academic dismissal**.

**These policies**, regulations and standards exist to **apply** consistently **to** all UAS students, regardless **of their location or campus**. **Grades** assigned prior **to the final grade** received in a course (**e.g., assignment/exam grades**) **are not** subject to review under **this** section.

#### 1. Definitions Applicable to **Academic Disputes**

a. **Academic Decision Review Committee:** An **Academic Decision Review Committee** is an ad

**hoc** committee **composed** of **faculty**, a **non-voting** student representative, and a **non-voting hearing** facilitator, appointed by **the** academic leader **to formally** review an academic **dispute**.

b. **Academic Leader:** The term "**academic leader**" is used to denote the **head of the academic unit** offering the **course or program from which the academic decision or action arose**. At UAS, the **primary** academic

leader is the **Dean (or designee) of the academic unit**. **Campus and library directors are also recognized as academic leaders. The Provost provides overall regional academic leadership for UAS and is responsible for ensuring that these processes and procedures are applied consistently across UAS schools and campuses.**

c. **Academic Unit:** The term "academic unit" generally **refers to a department or other group with responsibility for academic decisions within in a school, college, institute or center. The term may refer to a school, college, institute or center in instances when a smaller unit is either of insufficient size or a given purpose or nonexistent.** At UAS, **the academic unit is the academic school: School of Arts and Sciences, Alaska College of Education, Department of Business and Public Administration, School of Career Education.** The **Egan Library is also recognized as an academic unit.**

d. **Arbitrary and Capricious Grading:** **Arbitrary and capricious grading means the assignment of a final course grade on a basis other than performance of the course; the use of standards different from those applied to other students in the same course; or the substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria.**

e. **Day:** **Timeframes noted in these regulations refer to days that the University is officially open for business - Monday through Friday. This excludes weekends, University closures and official holidays.**

f. **Dean/Director:** At UAS, **the Dean is the head of the school offering the course or program from which the academic decision or action arises. The Dean (or designee) will respond to all disputes regarding an academic decision or action related to Juneau-based courses and programs. If the student involved is affiliated with the Sitka or Ketchikan campus the Dean and Campus Director will consult and develop a coordinated response to the dispute, in consultation with the Provost as necessary. If the academic dispute arises through courses taught by Egan Library faculty, the Library Director will respond to the dispute.**

g. **Final Grade:** **The final grade is the course grade as determined by the faculty member.**

h. **Grading Error:** **A grading error is a mathematical miscalculation of a final grade or an inaccurate or incomplete recording of the final grade.**

i. **Next regular semester:** **The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. At UAS, fall semester disputes must be resolved in the following spring semester (follow timelines as noted in procedures), and a spring semester dispute must be resolved by no later than the following fall semester (follow timelines as noted in procedures).**

j. **Non-voting hearing facilitator:** **A trained faculty or staff member who guides the hearing process.**

## 2. UAS Procedures for Establishing an Academic Decision Review Committee

a. **The Dean or designee (for Juneau programs and courses), or Dean and Campus Director**

together for Ketchikan and Sitka campus programs and courses (as applicable, see section 1.f.), having established that informal procedures have been followed and upon receipt of a written request for a formal review, will convene an Academic Decision Review Committee.

b. This ad hoc committee will include no more than five members: three voting faculty members, a non-voting student representative and a non-voting hearing facilitator. The Dean and/or Campus Director (in consultation with each other as applicable) may make committee selections relevant to the nature of the appeal:

i. Considerations for faculty representation may include but are not limited to: location of faculty, program chairs/coordinators, faculty with expertise related to the appeal, faculty from outside the school, potential conflicts of interest, etc.

ii. Considerations for student representation may include but are not limited to: location of the student, academic standing, students in or outside of the program, students in leadership roles (in consultation with campus student government).

iii. The non-voting hearing facilitator maybe selected from any trained faculty or staff member.

c. The Provost's Office shall serve as the main point-of-contact for consultation on development of any Academic Decision Review Committee.

### 3. Procedures for Resolving Disputes Regarding Final Grade Assignments

Students may challenge a final grade assignment on the basis of alleged grading error or arbitrary or capricious grading. Students are expected to first request an informal resolution of the final grade assignment in writing with the instructor.

#### a. Informal Procedures and Timelines

I. Written request for informal resolution must be submitted to the course instructor by the 15th day of the next regular semester. The instructor must respond in writing to the request within five days of receipt.

II. If the instructor's decision is to change the final grade, he or she must promptly initiate the grade change process in accordance with UAS rules and procedures. If the instructor does not change the grade and the student's concerns remain unresolved, the student may proceed with Formal Procedures as outlined below.

III. If the course instructor is no longer an employee of the University or is otherwise unavailable, the student should submit their written request for informal resolution to the Department Chair or Program Head. All timeframes remain as outlined above.

#### b. Formal Procedures and Timelines

I. **A student formally requesting review of a final grade assignment must provide the Dean (or designee), or Campus Director (where applicable), a signed, written request for a formal review. This written request must include, but is not limited to: a) the basis for requesting a change of grade and b) a summary of the student's efforts under informal procedures. The request must be filed by the 20th day of the next regular semester or within five days of response from the instructor under the informal procedure.**

II. **The Dean (or designee) or Campus Director (as applicable, see section 1.f.) will convene an Academic Decision Review Committee as outlined in Section 2 of this document. This Committee must initiate proceedings within 10 (ten) days of receipt of the student's request. The Committee will first consider whether the request submitted by the student warrants a formal hearing.**

**A. If on initial review, the Academic Decision Review Committee determines that the facts as presented would not constitute arbitrary or capricious grading or a grading error (as defined in Section 1 of this document), the Academic Decision Review Committee will dismiss the case without a formal hearing. The decision will be made by simple majority. This decision will constitute the final decision of the University. The Committee's decision will be provided in writing to the student, the course instructor, the Dean of the academic unit offering the course, and the Campus Director should the dispute resolution involve a student or faculty member from their respective campuses. The Committee will also file a copy with the Provost's Office in keeping with accreditation standards.**

**B. If the Academic Decision Review Committee determines that the information as presented in the student's appeal might constitute arbitrary or capricious grading or a grading error, the Committee will proceed to a formal hearing (outlined in Section 6 of this document).**

4. **Review of Procedures for Disputes Regarding Denial of Admissions Students have the right to challenge denial of admissions to their desired degree program using the following procedure:**

a. **Students must request a resolution of the denial of admissions, in writing, to the Director of Admissions (undergraduate admissions) or the Graduate Program Coordinator (graduate admissions). The process must be initiated 15 days after receiving denial of admissions. The Director of Admissions/Graduate Program Coordinator must respond in writing within five days of receipt.**

b. **If the Director of Admissions/Graduate Program Coordinator decides to reverse the decision, the student will be promptly admitted to the degree program in accordance with UAS Admissions policies. If the Director of Admissions/Graduate Program Coordinator does not approve the request, that is the final decision of UAS and may not be appealed.**

c. **If the Director of Admissions or the Graduate Program Coordinator is no longer an employee of the University or is otherwise unavailable, the student should submit their written request to the appropriate identified designee. All timeframes remain as outlined above.**

## 5. Review of Procedures for Disputes Regarding Dismissal from a Degree Program

A. A student formally requesting review of the dismissal from a degree **program must** provide the **Dean (or designee) of the academic unit and the Campus Director (where applicable) offering the program a signed, written request for a formal review. Undergraduate dismissal appeals** should be submitted to the Dean of the academic unit offering the **program and, at the Ketchikan or Sitka Campuses, to the Campus Director. Graduate program admission appeals should go through the Dean of Graduate Studies. This written request must include, but is not limited to: a) the basis for requesting review, b) a summary of the student's efforts to resolve the dismissal informally, c) a list of any Board of Regents' Policy, University regulation allegedly violated, and d) a description of any evidence the student relies on. The request must be filed within ten days of receipt of notice of dismissal.**

B. As **outlined in Section 2 of this document, the Dean or designee (and Dean and Campus Director for Ketchikan and Sitka students) will convene an Academic Decision Review Committee. This committee must initiate proceedings within 10 (ten) days of receipt of the student's request. The committee will first consider whether the request submitted by the student warrants a formal hearing. The request must be made directly by the affected person (student) and not by other parties on their behalf.**

**II. The mandatory first item of business at this meeting is for that the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review may include:**

A. The student **has not provided sufficient reason in support of the allegation that the academic decision was arbitrary and capricious.**

B. **The appeal does not contain the list of required items.**

C. **The request was not made within the policy deadlines.**

D. **This is not the first appeal of this issue.**

**III. In the event that the Committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, department/program chair, the Dean of the academic unit offering the program or Campus Director (where applicable), to include the Graduate Dean for graduate programs and the Provost within five days of the decision, and will state clearly the reasoning for the dismissal of the request. This decision constitutes the final decision of the University.**

IV. Acceptance **for consideration of the student's request will result in a formal hearing according to procedures outlined in Section 6 of this document.**

## 6. Formal Hearing Procedures

a. The **resolution of disputes regarding academic decisions or actions is not a legal process, and a formal hearing procedure is not held to standards applied to legal proceedings. Formal rules of evidence will not apply.**

- b. Dates and times for the hearing** will ordinarily be scheduled between five and ten days after the Academic **Decision Review Committee determines that a hearing is warranted**. The non- **voting hearing facilitator will arrange the hearing with all parties**, unless otherwise directed **by the Dean or designee or Campus Director**. All **parties will be notified** in writing.
- c.** The meeting **will be closed to outside participation**, and either the student **or the instructor/department chair/program coordinator may be accompanied by an advocate or representative**. Other **matters of format will be announced** in advance.
- d. Should the student or instructor fail to appear for the hearing**, the non-voting hearing **facilitator may determine to proceed with the hearing without all parties present**.
- e. Hearings may be conducted by audio-conference or at an off-campus location**. All hearings **will be recorded**. **Upon conclusion of the formal hearing process**, the non-voting hearing **facilitator will provide the Provost's office with the recording**. The recording, along **with the final decision, will be maintained in the Provost's office in keeping with accreditation standards**. The **hearing recording is a FERPA document**.
- f. The student and the instructor will have the opportunity to present information regarding the assignment of the final grade or the recommendation for program dismissal**. This information can include relevant **documentation, explanations, etc**. **Submission of information will be at the discretion of the non-voting hearing facilitator**.
- g. The student and the instructor are to have no contact with the Academic Decision Review Committee, with the exception of the non-voting hearing facilitator, regarding the matter of the dispute**.
- h.** The Academic Decision **Review Committee will discuss information** presented by all parties **in closed deliberations**. **Decisions will be made by a simple majority vote**. Final **determination will be made within five days of the conclusion of the hearing, unless granted an extension by the Dean (or designee)**.
- i.** The **decision of the Academic Decision Review Committee constitutes the final decision of the University, and will be provided in writing to the student, the course instructor, and the Dean and Campus Director (as applicable)**. The **non-voting hearing facilitator will be responsible for the preparation of a record of the hearing**. A **copy of the decision, along with the recording of the hearing, will be filed with the Provost's Office in keeping with accreditation standards**.

#### Resolution of Disputes Regarding University Judicial Decisions or Disciplinary Sanctions

**Disputes regarding University judicial decisions or resulting disciplinary sanctions will be reviewed according to procedures set forth in University Regulation on student rights and responsibilities. (R09.03.025)**

#### Eligibility for Services Pending Final Decision in the Review Process

During the **review of an action or decision by the University, the action or decision being contested will remain in**

**effect** until the **dispute is** resolved. Should an academic **action or** decision affect the **student's eligibility for financial aid, housing, or other University services**, the **student will** be **informed of** the steps to be taken **that may maintain or reinstate** the affected **service**. The **student will** be **responsible for** initiating any **necessary** actions or **procedures**. (R09.03.029)

<https://catalog.uas.alaska.edu/student-rights->

Please sign the document below indicating that you read and understand the handbook:

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

Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_