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**Graduate Certificate (G.C.) Program**  
**Master of Education (M.Ed.) Program**  
**SPECIAL EDUCATION**  
**PROGRAM HANDBOOK**



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Welcome to the Practicum phase of the Special Education Programs! This is an exciting time for all involved. In most cases you will complete your Practicum in your classroom. If you are not currently teaching, you will be placed in a classroom with a host teacher.

Your School of Education faculty look forward to seeing how your semesters of intense preparation will come to fruition in the Practicum 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: (a) AK College of Education UAS Mission; (b) AK College of Education UAS Vision, (c) Council for Exceptional Children Standards (CEC).

#### **UAS SOE 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.

#### **UAS SOE 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 SOE GOALS & 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 and UAS SOE 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 UAS SOE Goals. The InTASC standards have been aligned with the UAS SOE conceptual framework goals /standards.

[Alignment of AK teacher Standards, AK UAS Conceptual Framework Goals and the INTASC Standards](#)

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

| <b>Criteria</b>                                                                                     | <b>CEC Standards</b>                                                      | <b>UAS SOE Goals</b>                                                             |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1 Instructional Planning                                                                            | 1 Individual Learning Differences<br>5 Instructional Planning             | 3 Differentiation & Diversity                                                    |
| 2 Instructional Strategies                                                                          | 5 Instructional Strategies                                                | 5 Assessment & Instruction                                                       |
| 3 Assessment: Evaluation of Student Learning                                                        | 5 Instructional Strategies<br>4 Assessment                                | 5 Assessment & Instruction                                                       |
| 4 Learning Environments & Social Interactions                                                       | 6 Learning Environments                                                   | 6 Learning Community                                                             |
| 5 Language & Communication                                                                          | 3 Curricular Content Knowledge<br>5 Instructional Planning and Strategies | 3 Differentiation & Diversity<br>9 Technology                                    |
| 6 Collaboration                                                                                     | 7 Collaboration                                                           | 7 Family & Community Partnerships                                                |
| 7 Post-Observation Conference: Interview with Candidate - Foundations & Characteristics of Learners | 1 Learner Development & Individual learning differences                   | 1 Philosophy & Practice<br>2 Human Development & Learning<br>4 Content Knowledge |
| 8 Post-Observation Conference: Interview with Candidate – Professional & Ethical Behavior           | 2 Professional & Ethical Practice                                         | 8 Professionalism<br>9 Technology                                                |

**INTRODUCTION**

The Special Education programs at the School of Education, University of Alaska Southeast (UAS), prepare teacher candidates throughout the State of Alaska in P-12 settings. Candidates enrolled in a Graduate Certificate (G.C.) Program are certified teachers with a current Alaska State Teacher Certification. They will be required to complete all of the requirements in the Special Education Program which includes a practicum for a total of 140 hours of field experience. Candidates may continue with their education taking an additional 9 credits resulting in the Master of Education (M.Ed.) in Special Education Degree.

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

## **PROGRAM OVERVIEW**

The G.C. and the M.Ed in Special Education Programs provides educators with the knowledge, skills, and dispositions to 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 Native and non-Native communities; and (c) Alaska's remote, rural, and urban communities. The programs are designed to accommodate working professionals. Courses are offered in the evenings and in the summer, and all courses are offered via a variety of web-based platforms. 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.

## **CORE PROGRAM CREDIT REQUIREMENTS**

Graduate Certificate (G.C.) 24 credit and Master of Education (M.Ed.) in Special Education 33 credits

### **FOUNDATION (PREREQUISITE) COURSES**

- EDSE S482/682 Inclusive Classrooms for All Students
- EDSE S486 Special Education in the Alaskan Context

### **REQUIRED COURSES**

- EDSE S605 Early Childhood Special Education (Choose one method course)\*
- EDSE S610 Assessment of Students with Disabilities
- EDSE S612 Curriculum and Strategies: Low Incidence Disabilities (Choose one method course)\*
- EDSE S622 Curriculum and Strategies: High Incidence Disabilities (Choose one method course)\*
- EDSE S677 Language & Literacy: Assessment & Intervention
- EDSE S685 Transition Planning for Secondary Students
- EDSE S694 Special Education Practicum
- EDSE S695 Professional and Ethical Practice

\* Denotes methods courses: Candidates choose one of the three courses.

Candidates who complete the Graduate Certificate program can receive an endorsement in special education (K-12) from the Alaska Department of Education and Early Development (DEED).

Candidates who complete the Graduate Certificate classes PLUS EDSE S609 can receive an endorsement in special education for Pre-K-12 from DEED.

The M.Ed. in Special Education includes five 3-credit courses beyond the Graduate



Certificate. These three courses include: The **two** methods courses the candidate did not choose to take to obtain the GC: (EDSE 605, 612, or 622)

- EDSE S692 Special Education Seminar
- EDSE S698 Master's Thesis
- Advisor-Approved School of Education Elective

Course Title (Key Assignment)

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

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

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

EDSE 694 Practicum: (**Case Study**) and (**Portfolio**)

EDSE 622 High Incidence: Unit Plan

**(Practicum Observation Form is completed by supervisor in the field experience model of Live Text)**

Students complete Two-20 hour Contrast Setting reports and possible Lesson Plan/Adaptations/ Teacher work sample

### PRAXIS CONTENT 5354 EXAM

**Special Education Core Knowledge and Application is a graduation requirement**

ETS is currently offering Praxis "at Home" testing for most Praxis tests. There are some fairly strict requirements in order to test at home, and not every student can meet them, but many students are able to. You can also take the Praxis exam at a testing center if one is in your area.

The Special Education Praxis II (**5354**) is one of the tests that is being offered at-home now! This and more information (e.g. testing requirements) are posted on the [UAS Praxis Information Page](#). Be sure to list the following recipient codes for UAS (4897) and DEED (7027) when registering. That is how we get official scores after you complete the exam.

### 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. [Graduation Information](#) and Commencement Information.

**Application for Graduate Certificate:** Graduate Certificate candidates must formally apply for completion by submitting an [Application for Graduation and Commencement](#) to the Registrar's Office. This form is required. Please complete, **sign and date**, and e-mail the form as directed in the upper right-hand corner of the form. You are eligible to walk in the Commencement Ceremony at the close of the Spring Semester. Just be sure to mark on the form what you wish to do. If you do decide to walk, indicate that and your preferred location. Then make the appropriate contacts and arrangements.

**Application for Graduation:** Degree candidates must formally apply for graduation by submitting an [Application for Graduation](#) and Completion form. A \$50 fee is required. Late applications will be processed when received by the published last deadline and will include an additional \$25 late application fee. If the application is received subsequent to the published application late deadline, the application will be moved to the next semester graduation term. You are also able to contact the Student Accounts Office (Cashier's Office), (907) 796-6267 to make payment if you wish to employ this method. You are eligible to walk in the Commencement Ceremony at the close of the Spring Semester. Just be sure to mark on the form what you wish to do. If you do decide to walk, indicate that and your preferred location. Then make the appropriate contacts and arrangements.

Graduation Application deadlines:

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

After graduation, it takes from two to three weeks for the Registrar's Office to process documents and update students' files and transcripts.

### **TEACHER STATE-APPROVED PROGRAM VERIFICATION**

**First Step:** Complete the Request [Form](#) for the Teacher State-Approved Program Verification and electronically submit the form. We prepare a Teacher State-Approved Program Verification form for you. After signature approval, the form will be sent to the Registrar's office for the Registrar's stamp. Once finalized, your document will be e-mailed directly to DEED, with a copy to you for your records. Do not resubmit to DEED as they are trying to avoid duplicates.

**Second Step:** After you have electronically submitted your Request Form, you can immediately begin to complete your Endorsement application and any other required documents, including an updated transcript. Be sure to wait until after the semester ends to order your final transcripts. Be sure the transcripts have been updated before you order them. You will then send all of these documents **directly to DEED in one packet**. Upon receipt, DEED will then include the copy I sent with your application and other documents.

### **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**. **Practicum** (minimum 100 hours in the classroom with two - 20 hour observations in contrast settings)

- All candidates must have a passing scores on Praxis I (CORE Academic Skills) **prior** to registering for the practicum course.
- Candidates must apply for practicum at least one semester prior to the anticipated semester.
- All candidates must sign a confidentiality statement.
- All candidates must complete the four DEED training modules which 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 Field Module in Live Text. Post certificates whether the trainings were complete now or at a previous time. While your module completion will be tracked/documented 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.

- Candidates must document and reflect upon their experiences in two – 20-hour contrast settings. Instructions are posted to the course site.
- A copy of the Clinical Practice Observation Form is posted to the course site. The UAS practicum candidate *may* be asked to complete the 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 (if applicable) and the candidate focused on each domain of practice and the areas of strength, improvement and those needing further support.
- Once a candidate has been accepted for practicum, he/she should contact the host teacher (if applicable) assigned by the district and provide a personal introduction.
- The UAS faculty supervisor will reach out and set up the initial meeting with the candidate and host teacher if applicable, 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.

### **GENERAL EXPECTATIONS FOR PRACTICUM**

- Practicum is a semester-long placement with responsibilities. Students will register for the course and attend class meetings when scheduled.
- 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.
- All 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.
- Use “people first” language and remember that it is just that, people first (a student with learning disabilities not the LD student).
- Appearance: Dress professionally.
- 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.
- Determination of what activities will be most meaningful for the candidate will be determined by the UAS faculty supervisor, the host teacher (if applicable), and the candidate.

### **UAS SOE FACULTY SUPERVISOR RESPONSIBILITIES**

UAS faculty will be in weekly contact with student teacher candidates and frequent contact with 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 student teaching candidates.

- UAS supervisors visit as often as feasible. Visits and schedules will be established during the initial joint conference between candidate, host teacher, if applicable and the UAS SOE supervisor. Online, recorded observations and check-ins are a part of the supervision plan. During visits, the UAS SOE 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 applicable with the host teacher.
- Three - five “formal” documented observations or the equivalent for distance students will be completed by the UAS faculty supervisor and the host teacher. Throughout student teaching experience, the candidate will be observed and assessed during teaching and interacting with children, informally. 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.
- Facilitate communication between all parties.
- Assist the candidate and host teacher as requested.
- Lead mid-term and final conferences.
- Provide a final written assessment using the Clinical Placement Observation Form

### **HOST TEACHER RESPONSIBILITIES**

If a placement is required, the host teacher guides the candidate in every way. The host teacher should approve lessons and observe frequently. The host teacher will give constructive feedback and participate in the written assessment process. The host teacher may use the Clinical Practice Observation Form at mid-term and the end of the semester to document observations and student practice.

All host teachers must complete the required training: <https://uas.alaska.edu/education/teacher-training.html>

Specifically, the host teacher:

- Becomes familiar with the background of the intern and uses this information to help the 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 work space for the candidate.
- Reviews the program expectations with the intern and University supervisor.
- Introduces the candidate to faculty, staff, parents and community as needed.

- 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.
- Communicates with the candidate and University supervisor if there are any questions or concerns.
- 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.
- Requires and previews lesson plans in advance of teaching lessons.
- 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.
- Completes all forms as required through Google, Live Text or related system as appropriate to finalizing the Host Teacher requirements for the semester.
- 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 Honorarium](#) form will need to be filled out. The sooner the better... This form is needed for the honorarium you will receive at the end of the term. A copy of the form is located in the appendix to this document. 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 [Kelsey Walsh](#).  
CRN # **70180** ED S593-J01 ST: Supervision of Practicum and Student Teachers - 3 credits

**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 or email [uas.titleix@alaska.edu](mailto:uas.titleix@alaska.edu). More information and resources are available at: [www.uas.alaska.edu/titleix](http://www.uas.alaska.edu/titleix)

## 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)<br>Learning Environments (InTASC.3)                  |
|  | 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)<br>Leadership and Collaboration (InTASC.10) |

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>            | 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: <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><br>(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>                                 |

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<sup>1</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: \_\_\_\_\_