



UNIVERSITY
of **ALASKA**
SOUTHEAST

SCHOOL OF
EDUCATION

University of Alaska Southeast School of Education

Secondary and Middle Grades Program Handbook

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UAS Mission Statement

UAS School of Education Teacher Education Mission Statement

Working cooperatively with P-12 schools and the community, faculty of the UAS School of Education at the University of Alaska Southeast identify, prepare and strengthen effective teachers for sustained contributions to the education profession in rural and urban settings in Alaska and the nation.

UAS School of Education Vision Statement

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

UAS Land Acknowledgement

Our campuses reside on the unceded territories of the Áak'w K̓wáan, Taant'á K̓wáan, and Sheet'ká 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 Xaadas 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, Xaadas, 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.

Program Overview

The Master of Arts in Teaching Secondary and Middle Grades Education program (grades 6-12) is an 11-month program for students who have completed a baccalaureate degree and who are seeking a teaching certificate in secondary and middle grades education. Students with appropriately qualifying education credential may also be eligible to pursue a certification only option. Applicants to this program should have an undergraduate degree in a field related to a subject taught in Alaska secondary schools. The program requires a full-time, year-long teaching internship in an Alaskan middle school or secondary school. Placements for this program are made throughout Alaska in accordance with the geographic preferences of candidates. A total of 34 graduate credits for the Masters of Arts and 22 graduate hours are required for the Certification only option. All courses are offered via synchronous e-Learning only.

Admissions Requirements

1. UAS Graduate Application
2. Transcripts from all universities attended with a Cumulative GPA: 3.0 minimum
3. Contact information for one recommendation
4. Student Information Sheet
5. Information Waiver Statement
6. Statement of Professional Objectives
7. Passing Basic Competency exam scores must be sent to UAS. Students taking the Praxis outside of Alaska must also have the scores sent to the Alaskan Department of Education and Early Development (code R7027). *Note: students must pass the Praxis exams prior to admission.*
8. Passing Praxis II content area exam score must be sent to UAS prior to admission. Students taking the Praxis outside of Alaska must also have the scores sent to the Alaskan Department of Education and Early Development (code R7027). *Note: students should contact the Program Coordinator about which Praxis II exam to take.*
9. Students must complete a transcript evaluation form to be reviewed by faculty prior to admission. *Note: If there are content area deficiencies, the student will be advised to defer enrollment.*
10. Applicants may also be interviewed by faculty, either face to face or through web conference.

**** Please note that all provisional admissions requirements must be resolved within one year of admission. Failure to resolve these provisions will result in the withdrawal of your program admission.**

Program Learning Outcomes

Upon completion, students will be able to:

1. Articulate, maintain, and develop a philosophy of education that they also demonstrate in practice. (InTASC 1,9)
2. Understand how human development affects learning and apply that understanding to practice. (InTASC 1, 2)
3. Differentiate instruction with respect for individual & cultural characteristics. (InTASC 1, 2, 3, 7)
4. Possess current academic knowledge of their content area and utilize its core concepts, tools of inquiry, and teaching strategies in practice. (InTASC 4, 5)
5. Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice. (InTASC 6, 7)
6. Create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively. (InTASC 3)
7. Work as partners with parents, families, and the community. (InTASC 10)
8. Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. (InTASC 9,10)
9. Use technology effectively, creatively, and wisely. (InTASC 8)

This program is aligned with InTASC standards:

1. **Standard # 1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Standard #10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Scope & Sequence

Secondary and Middle Grades Education, M.A.T.

[Overview](#)
[Degree Requirements](#)
[Program Learning Outcomes](#)

Major Requirements		34
ALST S600	Alaska Resources, People and Perspectives ¹	3
ED S606 or ED S607	Secondary Methods for Teaching STEM ³ Secondary Methods for Teaching in the Humanities	3
ED S620	Curriculum Development	3
ED S627	Educational Research	3
ED S631	Educational Psychology	3
ED S669	Literacy in Middle and Secondary Schools	3
ED S680	Perspectives in Multicultural Education ¹	3
ED S691	Internship: (I) ^{1, 2}	3
ED S691	Internship: (II) ^{1, 2}	3
ED S692	Education Seminar ⁴	2
EDSE S682	Inclusive Education for Students with Disabilities	3

¹ Classes required by Alaska DEED

² Requires current full-time placement in a secondary school

³ Methods courses for other content areas to be approved by program coordinator

⁴ Two semesters are required (Fall and Spring) for a total of 4 credits.

Exit Criteria

1. A Portfolio that provides evidence that the student meets program goals/outcomes (Teacher Work Sample)
2. Satisfactory completion of all courses.
3. Official Praxis I exam scores meeting Alaska DEED required minimums.
4. Official Praxis II exam scores meeting Alaska DEED required minimums.
5. 3.00 GPA

Secondary Education Graduate Certificate

[Overview](#)
[Certificate Requirements](#)
[Program Learning Outcomes](#)

Minimum Credits		22
ALST S600	Alaska Resources, People and Perspectives ¹	3
ED S620	Curriculum Development	3
ED S680	Perspectives in Multicultural Education ¹	3
ED S691	Internship: (Education Internship) ^{1, 2}	3
ED S692	Education Seminar ³	2
EDSE S682	Inclusive Education for Students with Disabilities	3

¹ Classes needed for state certification

² Requires a full-time teaching placement in a secondary school. Two semesters are required (Fall and Spring) for a total of 6 credits.

³ Two semesters are required (Fall and Spring) for a total of 4 credits.

Exit Criteria:

1. A portfolio that provides evidence that the student meets all program goals/outcomes (Teacher Work Sample).
2. Satisfactory completion of all courses.
3. Official Praxis CASE/Core exam scores meeting Alaska DEED required minimums
4. Official Praxis II exam scores meeting Alaska DEED required minimums
5. 3.00 GPA

****Please note that ED 691 and ED 692 must be taken concurrently. Failure or withdraw from one course will not exempt candidates from this concurrent requirement.**

****Students should plan to take ED 620 concurrently or before student teaching.**

**** Throughout the program students are required to maintain a minimum semester GPA of 3.0 each semester of program enrollment. Failure to maintain this GPA will result in being placed on a candidate improvement plan.**

****As stated in the UAS Academic Catalog, any graduate course with a grade below a C must be repeated and will not count towards graduation requirements.**

Dismissal and Improvement Plan 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 the nature of the problem or concern, the specific behaviors or skills to be improved, any activities or requirements the candidate must complete, and the timeline by which improvement must be demonstrated and any required activities completed.

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.

Program GPA Requirement

Students are required to maintain a minimum semester GPA of 3.0 each semester of program enrollment. Failure to maintain this GPA will result in being placed on a candidate improvement plan which may result in dismissal from the program.

Any course with a grade below a 'C' must be repeated and will not count towards graduation requirements.

Additionally, please note that ED 691 and ED 692 must be taken concurrently. Failure or withdraw from one course will not exempt candidates from this concurrent requirement.

UAS Academic Policies

In addition to the guidelines outlined in this handbook, students must also adhere to all academic policies set forth by the University of Alaska Southeast (UAS). These policies, which can be found on the UAS website ([link to UAS catalog](#); [link to academic policies page](#)), provide a framework for academic achievement and ensure a fair and consistent learning environment for all students. By familiarizing yourself with these policies, you will gain valuable information about topics such as academic integrity, grading procedures, and student rights and responsibilities. Following these policies is essential for success at UAS.

Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. Refer to the UAS Student Handbook for more details. Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior. (<https://uas.alaska.edu/dean-of-students/academic-integrity.html>)

UAS Non-Discrimination & Accessibility Policies

Non-Discrimination Statement: The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender

identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included in [UA's statement of nondiscrimination](#)

Student Resources:

- Disability Services, 907-796-6000, uas.disabilityservices@alaska.edu, Lower Level Mourant
- Counseling Services, 907-796-6000, uas.info@alaska.edu, Lower Level Mourant
- Office of Equity and Compliance, 907-796-6371, uas.equity@alaska.edu, Lower Level Novatney

Title IX: UAS is committed to creating a safe learning environment for all members of our community, free from sex- and gender-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

Reporting harassment and/or discrimination to the Office of Equity and Compliance helps to facilitate a safe and healthy educational and work environment. Faculty members are designated as Responsible Employees, which means they must report all instances and disclosures of sex- or gender-based discrimination, harassment, or misconduct to the Office of Equity and Compliance. Reported information will remain private, and the Office of Equity and Compliance will provide resources and supportive measures to those affected. For more information regarding [Title IX procedures, reporting, or supportive measures, please visit their website](#).

If you have experienced any form of sex- or gender-based discrimination or violence and wish to speak with someone confidentially, you can reach out to UAS Counseling. Confidential community resources can be found at [that UAS counseling website](#).

Please note that disclosures of sex- or gender-based discrimination, harassment, or violence made in relation to an assignment and/or educational prompt will result in a referral to the Title IX Coordinator for supportive resources. A disclosure of child abuse or neglect may result in a mandatory report to the State of Alaska Office of Children's Services.

Accessibility

If you experience a disability, or think you may have a disability, you may want to meet with Disability Services to begin this conversation or request accommodations. [Disability Services](#) is located at the Student Resource Center in the Mourant building: Phone # 907-796-6000.

Any student who faces challenges securing their food, housing, or other basic needs and believes this may affect their performance in the course is urged to contact student support services: <https://uas.alaska.edu/life/student-services.html>.

LiveText Information

LiveText is an assessment tracking system which is used by many institutions. With LiveText, the UAS School of Education is able to effectively measure outcome-based learning goals and provide students with a professional portfolio system.

We are required by our accrediting bodies (CAEP) to maintain assessment systems to review the quality of our programs and students' performance. In order to grant degrees and enroll students, we must maintain accreditation. The LiveText Student Membership with Field Experience, will allow students to develop multiple, customized professional and personal portfolios containing a variety of file types (audio, video, images, etc.) for students to track the growth and development of specific skill sets. With Field Experience, students can document all service learning, internship, and field experiences outside the classroom. A student subscription to LiveText is \$139, which is comparable to the cost of one textbook. Your subscription is valid for seven years from the date of purchase.

Purchase your membership directly from www.livetext.com using a credit or debit card. Be sure to include your student ID number in the proper field when setting up your account. The basics of the Field Experience module can be found here: [FEM Intern Role](#). Information about submitting assignments can be found in the [Student User Guide: Course Assignments document](#).

Mentor Teachers & LiveText

Your mentor teacher will need LiveText to approve your hour log and your professional characteristics assessment. The mentor teacher LiveText account is free.

The LiveText coordinator will set up the Field Experience Module for each mentor teacher. If your host teacher does not already have a LiveText account, they will receive an email to their school district email address from: support@watermarkinsights.com with their username and temporary password. If you cannot find the email or cannot remember your previous login credentials, please go to the [LiveText website](#).

1. Select **Login**
2. Select **Forgot Password**
3. Select **Forgot Username**
4. Enter your school email address

Once you've recovered your username, you will need to repeat the "forgot password" process to reset your password. If you are still having trouble, please call LiveText support at 1-800-311-5656. Select Option 1 for Login help. Here is a simple getting started guide for using the [FEM Mentors / Cooperating Teachers module](#).

Applying for Student Teaching Authorization

Prior to the start of student teaching, all teacher candidates must have DEED authorization. This can be a Student Teaching Authorization or a Program Enrollment Certification. Instructions on these processes can be found here: <https://uas.alaska.edu/education/student-services/teaching-authorization.html>

Internship Expectations

Teacher candidates will complete a two-semester internship associated. This internship is credited through ED 691 (Student Teaching Internship I & II) and must be taken concurrently with ED 692 (Student Teaching Seminar I & II). This internship is a full time placement and candidates are expected to follow the contracted working schedule of the host district for the duration of the internship.

During the student teaching placement, you are expected to meet the professional standards for educators set by the state of Alaska in the Code of Ethics for professional educators (<https://education.alaska.gov/ptpc>). Additional professionalism expectations specific to student teaching are outlined in Appendix E.

This student teaching experience is designed to progress through the full range of teaching responsibilities in an active school environment. Formative evaluation and feedback will take place throughout the student teaching experience as well as 3 formal observations by a UAS Field Supervisor. A minimum of three (3) formative evaluations by the host teacher, will take place during placement in classroom.

Enrollment in EDS 691/ED S692 does not guarantee certification and all state and program requirements will need to be met in order for the teacher candidate to receive a program endorsement in support of their application for certification.

Attendance in your internship placement is required and you are expected to be at school for the contracted work day. If you are not able to make it to your school/classroom, you must inform the mentor teacher in a timely fashion. In most cases this should be done the evening prior to the absence. If you are responsible for teaching that day, all of your lesson materials and complete lesson plans must be provided to the mentor teacher before the start of classes.

There are no exceptions to this policy. Certified teachers are also expected to notify the school and provide lesson plans. You are also required to inform your UAS supervisor of your absence. It's critical that you are punctual for all of your responsibilities, including the start of the school day. And, you need to devote whatever time is necessary to complete your work, including early mornings, evenings and/or weekends. Your internship is based on the work/vacation schedule of your host school. You must abide by that schedule, rather than the UAS calendar. Please do not plan to travel during periods when your host school is in session.

Reading Days

- *Students in a traditional student teaching can have up to two days a month away from their placement to work on UAS coursework and assignments.*
- *These days are not to be used as personal days, but as days that allow them to stay on top of graduate work as well as program and state requirements for certification.*
- *These should be coordinated with the host teacher in advance and scheduled at the host teacher's convenience.*

If you are absent from your classroom placement for more than five days in the semester beyond the allotted readings days, arrive unprepared, or are chronically late, you may be at risk of an administrative withdrawal from the course and removal from your placement and/or the program.

Mentor Teacher Training Resources

All mentor teachers at UAS are required to complete training annually. The online training modules can be found here: <https://uas.alaska.edu/education/teacher-training.html>

Roles of Candidates, Instructors, & Mentor Teachers During Student Teaching

These roles and timelines are recommendations that should be reviewed and negotiated as appropriate between candidates, instructors, and mentor teachers. We understand that schools are dynamic places and flexibility is required. These responsibilities might be dramatically different where candidates are serving as primary instructors on emergency certifications or program enrollment certifications.

Suggested Timeline for Intern Teaching Responsibilities

This timeline will vary from classroom to classroom as the university supervisor, the mentor teacher and the candidate develop a plan for assuming teaching responsibilities that is appropriate for all parties, especially the students in the classroom. In some classroom this timeline might be accelerated, whereas in others, the process might be slower. This timeline is to serve as a general guideline for the process. Key programmatic assessments are in bold.

First Quarter	• Focus on observation • Learning classroom procedures and policies • Candidates working with small groups • By the end of the quarter, co-planning, and teaching for at least one course • Teach several lessons to receive feedback from mentor and supervisor • Craft UbD Unit Plan to demonstrate competency in curriculum design prior to take over
Second Quarter	• Gradually assuming responsibility • Working with small groups • By the end of the quarter, candidates should be co-planning and teaching one-two periods • Teach several lessons to receive feedback from mentor and supervisor • First semester STOT observation completed • PCA assessment
Third Quarter	• Teaches for the Teacher Work Sample • Host teacher and the intern create a schedule so that the candidate assumes full teaching responsibilities for at least four- seven weeks. • Receive regular feedback from host teacher and field supervisor. • Full time teaching could span third and 4th quarters.
Fourth Quarter	• Candidate teaches 4-7 weeks in accordance with schedule as determined with host and supervisor. • Begin fade out to support smooth transition back to host. • Second semester STOT observation completed • PCA assessment • Submission of final Teacher Work Sample UAS students conclude placement with the UAS semester.

Recommended Criteria for Selection of Mentor Teachers

Mentor teachers are essential teacher educators and closely shape the classroom practice of their mentees. Mentor teachers should be committed to:

- An understanding of the teacher's role as central to the learning process and critical in the shaping of excellence
- A philosophy of teaching which revolves around learning and preparing students for work and citizenship
- An understanding and appreciation for multidisciplinary approaches to learning
- An openness to integrate diverse perspectives into the curriculum
- An interest in participating and committing time to mentoring an intern
- A willingness to work collaboratively with university faculty to contribute to the preparation of pre-service teachers
- An ongoing commitment to reflective practice and professional development.

According to DEED policy, mentor teachers must:

- Be fully certified (not on an emergency credential)
- Have at least 3 years of experience
- Have at least one year of experience in the host district

Roles and Responsibilities of the Mentor Teacher

The **mentor teacher** assumes responsibility for:

- Collaboratively planning, teaching, and reflecting on practice with the candidate.
- Acquainting the intern with the needs of the students, the curriculum, and various plans for instruction used in the school and the classroom.
- Providing informal assessment feedback regarding the candidates' work.
- Modeling a variety of teaching techniques and strategies, while sharing the wisdom of practice, providing constructive feedback, to support candidates' development of knowledge, skills, and dispositions to teach independently.
- Providing frequent encouragement, constructive criticism, and recognition of success.
- Facilitating a thoughtful process for candidates to take full responsibility for teaching for the time specified in the program they serve.
- Completing a host teacher honorarium information form to receive an honorarium for services from the university, as a token of appreciation. The amount is \$100 per semester.
- Providing time for and maintaining communication with the university supervisor/partner.
- Completing the following formal assessments of candidate performance. The assessments will be shared electronically with the host teacher at the appropriate time in the semester:
 - The Professional Characteristics Assessment (Once each semester)

- The STOT guide and formal observation (Once each semester)

Roles and Responsibilities of the University Supervisor

The university supervisor is a facilitator whose primary purpose is to work collaboratively with the mentor teacher to guide the learning experiences of the interns and to evaluate their growth and progress. In this role, the supervisor serves as a liaison between the university and the school. This person is a first-line contact for candidates and hosts as they encounter challenges.

The **University supervisor**/partner assumes responsibility for:

- Being respectful of the extensive demands placed upon practicing teachers who mentor interns in addition to their regular teaching responsibilities.
- Providing pertinent materials to interns, mentor teachers, and building administrators.
- Providing each intern and mentor teacher with an orientation to the internship year, a projected observation schedule, and their specific expectations.
- Collaborating regularly with the mentor teacher regarding the professional progress of the intern.
- Scheduling regular conferences/communication with the intern to discuss issues and concerns.
- Visiting each intern at least once a month. As appropriate, the visit may be for curriculum planning, observation and evaluation, or generally monitoring the student's progress.
- Working with the intern and the mentor to establish a tentative timeline for the intern to assume classroom and teaching responsibilities.
- Assisting the intern and/or mentor teacher in reaching solutions for problems that arise.
- Completing the following formal assessments of candidate performance
 - The STOT guide and formal observation (three times each semester)

Roles of the School Principal

The **school principal** may wish to:

- Orient interns to the general philosophy, goals, and standard procedures of the school district and the school site.
- Introduce interns to the faculty, welcome them to faculty meetings and other school functions, and make them feel that they are an accepted member of the school staff.
- Confer with the university supervisor/partner regarding the intern whenever the need arises.
- Assist the mentor teacher in guiding and directing the intern's program.
- Observe the intern if time and schedule permit.

- Periodically ascertain that all is well between the mentor teacher, the intern, and the university supervisor/partner. If concerns appear, contact the university supervisor or the faculty and staff of the University.
- Promote the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.
- Provide the faculty of the SOE with suggestions regarding the program and activities.

Roles and Responsibilities of the Intern

- Interns follow the school district's calendar and adhere to a teacher's contract day. That usually includes arrival at least 30 minutes prior to the school opening and remaining until at least 30 minutes after dismissal.
- Absences from the internship should be avoided. If an illness causes you to miss days, notify the school, mentor teacher, and university supervisor/partner as soon as possible. Make arrangements for lesson plans and materials to be delivered to the school.
- Behave professionally in relationships with students, faculty, non-teaching staff, parents, and administrators.
- Make it a priority to become acquainted with other school staff members such as: teachers, special service personnel, nurses, librarians, secretaries, and building engineers within the first two weeks.
- Attend faculty meetings, extracurricular events, parent nights, etc. whenever possible and appropriate.
- Attend and participate in all in-service activities just as the mentor teacher does.
- Contact parents only when it is done as a joint effort and responsibility with your mentor teacher.
- Attend and participate in all course meetings as scheduled.
- Dress appropriately at all times and in accordance with the professional standards of the school and district.
- Formal written lesson plans are required. Students should be prepared to teach when they are on duty to provide instruction.
- Complete self-evaluations as required throughout the internship. Be willing to conference with the mentor teacher and university supervisor/partner. Contact the university supervisor and program coordinator if problems arise.
- Teach at least 4 weeks of full-day instruction in the spring semester.
- In accordance with Alaska State Code, student teachers should complete at least 500 hours of lead instructional time over at least 15 weeks.
- Ensure satisfactory performance on key program assessments including:
 - UbD Unit Plan
 - Teacher Work Sample
 - STOT observations

Appendix A: Letter to Mentor Teachers and Administrators

Dear Administrators and Mentor Teachers,

It is with much appreciation that I write to thank you for your service as a mentor to pre-service teachers. Your dedication, expertise, and mentorship are an invaluable asset to the future teachers of Alaska.

Each semester our students gain invaluable practicum experience as they work with children and host teachers—we appreciate your support in their gaining this experience as they engage in honing their craft as educators. While we understand the tremendous contributions and efforts of host teachers and schools, we do hope this is a mutually beneficial experience with the host teacher sharing expertise and the practicum student providing extra support in the classroom. We hope you will be in touch immediately as problems arise.

This handbook overviews the expectations and procedures we have for our students and their time in practicum experiences and is designed to be a resource for both you and the student.

Please review and let me know if you have any questions or concerns. I am eager to support your work however is helpful.

Thank you for sharing your profession, enthusiasm, and expertise with future teachers.



Elaine Alvey, Ph.D.
Assistant Professor of Education
Coordinator of Secondary Education
University of Alaska Southeast
ecalvey@alaska.edu
907-310-9650

Appendix B: Teacher Education Standards

- InTASC Standards: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>
- Alaska Cultural Standards: <https://education.alaska.gov/standards/cultural>
- Alaska Professional Standards for Teachers: <https://education.alaska.gov/ptpc>
- CAEP Standards: <http://caepnet.org/standards/2022-itp/introduction>
- Alaska Beginning Teacher Standards:
<https://education.alaska.gov/teachercertification/pdf/BeginningTeacherStandards.pdf>

Appendix C: Advising Checklist

Requirements Prior to Admission

Completed	Task
	Program Application
	Basic Competency Exam
	Praxis II (Attempt in content area of endorsement & placement, passing score required for cert)
	Interview
	Transcript Evaluation
	UAS Placement Request Form

Requirements Prior to Start of Student Teaching

Completed	Task
	Application for Student Teaching Placement with District (watch for very early deadlines)
	State of Alaska Professional Responsibility Mandated Trainings
	Student Teaching Authorization OR Program Enrollment Certification
	Maintain 3.0 GPA in education coursework**
	Signed Student Teaching Professionalism Contract

Requirements Prior to Program Completion

Completed	Task
	ALST S600 Alaska Resources, People, and Perspectives (Offered Spring)
	*ED S631 Educational Psychology (Offered Summer)
	*ED S669 Literacy in Middle and Secondary Schools (Offered Summer)
	ED S680 Perspectives in Multicultural Education (Offered Summer)
	*Method Course (Offered Fall)
	ED S620 Curriculum Development (Offered Fall)
	***ED S692 Educational Seminar x2 (Must take in subsequent fall and spring)
	*ED S627 Educational Research (Offered Spring)
	ED S691 Internship x2 (Must take in subsequent fall and spring, 15 weeks/500 hours)
	EDSE 682 Inclusive Education for Students with Disabilities (Offered Summer)
	3.0 GPA Overall GPA
	Meet performance expectations on Professional Characteristics Assessment
	Meet performance expectations on UbD Unit
	Meet performance expectation on Teacher Work Sample
	Meet performance expectations on STOT observations (1 formal each semester)
	Meet any outstanding provisions outlined at admission

*courses required for MAT students, they may not be required for certification students; any course substitutions must be approved

**All candidates must maintain a 3.0 GPA during the duration of their enrollment in the program

***Please note that ED 691 and ED 692 must be taken concurrently. Failure or withdraw from one course will not exempt candidates from this concurrent requirement.

Appendix D: Student Resources

- [Academic Calendar](#): Please find the UAS Academic Calendar here, and remember that your student teaching practicum follows your district calendar.
- [Free UAS Mental Health Resources](#): As a UAS student, you have access to various free 24/7 mental health resources, including counseling and telehealth.
- [UAS Writing Center](#): Seeing a writing tour is easy! The writing center is open every day except Saturday when classes are in session. Services are free and available to UAS students and can be delivered remotely via Zoom, email, or phone, as well as in person.
- [Eagan Library](#): The Eagan Library is a phenomenal resource and I would encourage you to make note of their multitude of supports!
- [Disability Support Services](#): Disability Services (DS) empowers, supports, and advocates for students who experience disabilities to provide equal access to all curricular and co-curricular programs, facilities, services, and activities. Please reach out directly to them if you would benefit from their support!
- [Financial Aid](#): You can make an appointment directly with financial aid using this link.
- [Veterans Services](#): If you have any questions about your VA benefits, don't hesitate to get in touch with the VA office directly.
- [IT Helpdesk](#): The Helpdesk is a regional support center that provides technical support and training for students, faculty, and staff, through a call center and via email.
- [Registrar](#): The Registrar's Office manages the student academic information, including registration, academic records, and graduation.

Appendix E: Assessment Tool Resources

The School of Education at the University of Alaska Southeast assesses teachers using a number of common assessments to ensure that all completing candidates meet minimum competencies. You can find more information on the assessment systems used at <https://sites.google.com/alaska.edu/uas-soe-caep/home?authuser=0>. Each of the tools is overviewed below with additional resources.

Assessment Tool	Resources	Use and Timeframe
STOT Observation Guide	Rubrics, trainings, information on validity: https://www.ndacte.org/stot-presentation-caep-march-2017/	This observation guide is used during formal observations throughout the program. Host teachers complete one formal observation a semester and university supervisors complete three formal observations a semester.
Teacher Work Sample	Rubrics, Examples, Instructions: https://www.wku.edu/rtwsc/	The teacher work sample is a portfolio that is created by the student in the final semester of student teaching.
Professional Characteristics Assessment	https://sites.google.com/alaska.edu/uas-soe-caep/home?authuser=0 .	This very brief dispositional survey is completed by host teachers once each semester.
LiveText	https://www.livetext.com/	LiveText is the online storage system that UAS uses to store and organize student performance data. The PCA and STOT are administered through this system in order to ensure proper storage, review, and analysis of assessment data.

****Minimum performance expectations on these key assessments are outlined in the syllabus of ED 691**

Appendix E: Professionalism Requirements for Teacher Candidates in Student Teaching Placements

Professionalism Guidelines for Student Teachers Secondary Education

During the student teaching placement, you are expected to meet the professional standards for educators. The following document overviews some key policies and procedures related to professionalism in school settings. These expectations are in addition to the professional standards set by the state of Alaska in the Code of Ethics for professional educators (<https://education.alaska.gov/ptpc>).

Absenteeism – If you are not able to make it to your school/classroom, you must inform the mentor teacher in a timely fashion. In most cases this should be done the evening prior to the absence. If you are responsible for teaching that day, all of your lesson materials and complete lesson plans must be provided to the mentor teacher before the start of classes. There are no exceptions to this policy. Certified teachers are also expected to notify the school and provide lesson plans. You are also required to inform your UAS supervisor of your absence. It's critical that you are punctual for all of your responsibilities, including the start of the school day. And, you need to devote whatever time is necessary to complete your work, including early mornings, evenings and/or weekends. *If you are absent from your classroom placement for more than five days in the fall semester, arrive unprepared, or are chronically late, you may be at risk of an administrative withdraw from the course and removal from your placement and/or the program.*

Job Fairs & Interviews – You are approved to attend one job fair during the spring semester. The Alaska Job Fair is held in Anchorage in March or April of each year for 2-3 days. All interns are encouraged to attend this event and your participation (absences from the school site) are approved. If you do not wish to attend this job fair, you are expected to be in your classroom as usual. If you do not attend the AK fair you may elect, with approval, to attend another fair in the spring. It is generally an excused absence to attend job interviews.

Travel/Vacation Days – Your internship is based on the work/vacation schedule of your host school. You must abide by that schedule, rather than the UAS calendar. Please do not plan to travel during periods when your host school is in session. *If you are absent from your*

placement more than 5 days in any semester, you are at risk of course failure, placement removal, or administrative withdrawal.

Ethical Conduct- Student teachers must abide by the Alaska Code of Ethics and Teaching Standards. These ethical and professional standards are required of all certified teachers in the state. Violations of the code of ethics can result in suspension, termination, revocation of a teaching certificate, and when appropriate, criminal charges. Violation of the code of ethics can result in your withdrawal from the MAT program.

Extracurricular Assignments: Teacher Candidates during their student teaching year are strongly encouraged to avoid any extracurricular assignments (coaching, chaperoning, sponsoring etc.) Sometimes in small schools, this can be very difficult, please discuss this with the program coordinator, host teacher, and University Supervisor.

Homework and Coursework: All coursework must be submitted on time, unless prior discussion and approval from the instructor. You are expected to participate in these graduate level courses fully and will on time, high quality work. You should NOT do homework while you in your student teaching classroom unless it is an assignment that requires observation.

Phone & Technology Policy: It is the expectation that you would be present for the teaching and learning in your placement classroom. You should not have a phone visible and should only have a computer out when it is not directly relevant to your work in the classroom.

Mentor Teacher/School Relationship - Your mentor teacher and host school have graciously agreed to allow you to practice teaching during this academic year. This is completely voluntary on their part. Should they decide, for any reason, that it is not in the best interest of the district or the students to allow you to continue in the building/placement, they can rescind the offer at any time. This action by the teacher/district could result in your removal from the program.

Substitute Teaching: As an intern you are allowed to substitute for your host teacher(s) when they are out of the building. Occasionally, with your host teacher's permission, you can also sub for other teachers in the same department or school. However, substitute teaching should never interfere with your classroom responsibilities. Substitute teaching should not constitute more than 10 days of the academic year. Any substitute position lasting longer than 2-3 days must be approved in advance by the program coordinator. Reasonable exceptions will be considered on a case-by-case basis by the program coordinator.

Class Attendance: All class sessions are mandatory. Staff meetings, parent conferences, IEP meetings etc. do not supersede class attendance. Please make arrangements to be logged in and prepared for class on time every week.

I have read and understand the student teaching internship professionalism responsibilities and expectations. I understand that failure to adhere to the professionalism guidelines outlined could result in placement removal, course failure, or program dismissal.

Signature & Date

Appendix F: Program Required Forms



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

I certify that I have read the Alaska Code of Ethics and Teaching Standards and promise to adhere to the highest ethical and professional standards as required by the State of Alaska. The code of ethics can be found here: <https://education.alaska.gov/ptpc/pdf/Code-of-ethics-fullpage.pdf>

Signature & Date



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

DEED Mandatory Trainings

I understand that it is required that I complete the DEED Mandatory Trainings prior to the start of student teaching.

You can find information and take the free trainings here:

<https://education.alaska.gov/teachercertification/mandatorytraining>

I certify that I will complete this task prior to starting student teaching.

Signature & Date



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

Handbook Receipt Confirmation

I certify that I have received and read this handbook in its entirety. I understand that failure to adhere to the policies outlined could result in placement removal, course failure, or program dismissal.

Signature & Date