



UNIVERSITY  
*of* ALASKA  
SOUTHEAST

SCHOOL OF  
EDUCATION

# Secondary Education Program Handbook

## Table of Contents

UAS Mission Statement .....	3
Program Overview .....	3
Admissions Requirements .....	4
Program Learning Outcomes .....	4
Program Scope & Sequence.....	6
Dismissal and Improvement Plan Procedures .....	7
Program GPA Requirement.....	8
UAS Academic Policies .....	8
UAS Non-Discrimination & Accessibility Policies .....	8
Applying for Student Teaching Authorization .....	10
Professional Practice Insurance .....	10
Internship Expectations .....	10
Suggested Timeline for Intern Teaching Responsibilities.....	12
Mentor Teacher Training Resources.....	13
Roles of Candidates, Instructors, & Mentor Teachers During Student Teaching.....	13
Recommended Criteria for Selection of Mentor Teachers.....	13
Roles and Responsibilities of the Mentor Teacher .....	13
Roles and Responsibilities of the University Supervisor.....	14
Roles of the School Principal.....	15
Roles and Responsibilities of the Intern .....	15
Appendix A: Letter to Mentor Teachers and Administrators .....	17
Appendix B: Teacher Education Standards.....	18
Appendix C: Advising Checklist .....	19
Appendix D: Student Resources.....	20
Appendix E: Assessment Resources.....	21
Appendix E: Quick Reference Contact Sheet .....	22
Appendix E: Professionalism Requirements for Teacher Candidates in Student Teaching Placements.....	23

## UAS Mission Statement

### UAS School of 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 in diverse settings.

### Secondary Education Vision and Mission

We work cooperatively with secondary schools, the community, and Local Indigenous Peoples to provide a student-centered environment that identifies, prepares, and strengthens effective teachers for sustained contributions to the education profession.

Located on Tlingit, Haida, and Tsimshian homelands, we serve Alaska and the nation through interdisciplinary education. Our graduates are informed, reflective, and responsive teachers in diverse contexts.

### UAS Land Acknowledgment

Our campuses reside on the unceded territories of the Áak'w K̄wáan, Taant'á K̄wáan, and Sheet'ká K̄wáan 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 X̄aad̄as 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, X̄aad̄as, 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 an 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 candidates' geographic preferences.

A total of 34 graduate credits for the Master of Arts and 22 graduate hours are required for the certification-only option. All courses are offered only via synchronous e-Learning.

## Admissions Requirements

1. UAS Graduate Application
2. Transcripts from all universities attended, with a Cumulative minimum GPA of 3.0.
3. Contact information for one recommendation
4. Student Information Sheet
5. Information Waiver Statement
6. Statement of Professional Objectives
7. Send passing Basic Competency exam scores to UAS. If taking the Praxis outside Alaska, also send scores to the Alaska Department of Education and Early Development (code R7027). Students must *pass the Praxis exams before admission*.
8. Send passing Praxis II content area exam scores to UAS prior to admission. If testing outside Alaska, also send scores to the Alaska Department of Education and Early Development (code R7027). *Contact the Program Coordinator to confirm which Praxis II exam to take.*
9. Students must submit a transcript evaluation form for faculty review before admission. If deficiencies are found, enrollment may be deferred.

**Resolve all provisional admissions requirements within one year of admission to avoid withdrawal from the program.**

## Program Learning Outcomes

Upon completion, students will be able to:

- Articulate, maintain, and develop a philosophy of education that they also demonstrate in practice. (InTASC 1,9)
- Understand how human development affects learning and apply that understanding to practice. (InTASC 1, 2)
- Differentiate instruction with respect for individual & cultural characteristics. (InTASC 1, 2, 3, 7)
- Possess current academic knowledge of their content area and utilize its core concepts, tools of inquiry, and teaching strategies in practice. (InTASC 4, 5)
- Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice. (InTASC 6, 7)

- Create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively. (InTASC 3)
- Work as partners with parents, families, and the community. (InTASC 10)
- Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. (InTASC 9,10)
- Use technology effectively, creatively, and wisely. (InTASC 8)

**This program is aligned with InTASC standards:**

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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

Full list of current program requirements can be found in the UAS catalog at <https://catalog.uas.alaska.edu/certificate-degree-programs/graduate-studies/secondary-middle-grades-ed-mat/>

### Secondary MAT Required Courses

- ALST 600 Alaska Resources, People, and Perspectives (3)
- Methods Course (3)
- ED 620 Curriculum Development (3)
- ED 627 Educational Research (3)
- ED 631 Educational Psychology (3)
- ED 669 Literacy in Middle and Secondary Schools (3)
- ED 680 Perspectives in Multicultural Education (3)
- ED 691 Internship 1 & 2 (3 credits, must take two semesters)
- ED 692 Educational Seminar (2 credits, must take two semesters)
- EDSE 682 Inclusive Education for Students with Disabilities (3)

### Graduate Certificate Required Courses

- ALST 600 Alaska Resources, People, and Perspectives (3)
- ED 620 Curriculum Development (3)
- EDSE 682 Inclusive Education for Students with Disabilities (3)
- ED 680 Perspectives in Multicultural Education (3)
- ED 691 Internship 1 & 2 (3 credits, must take two semesters)
- ED 692 Educational Seminar (2 credits, must take two semesters)

**Program Sequence Notes:**

- ED 680 and ALST 600 meet Alaska DEED requirements
- ED 691 requires a current full-time placement in an Alaska secondary school
- ED 691 and ED 692 must be taken concurrently. Failure or withdrawal 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 placement on a candidate improvement plan, which may lead to 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 withdrawal 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, available 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 and personal pursuits. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior or taking an "easier" route to fulfilling academic responsibilities. 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](mailto:uas.disabilityservices@alaska.edu), Lower Level Mourant
- Counseling Services, 907-796-6000, [uas.info@alaska.edu](mailto:uas.info@alaska.edu), Lower Level Mourant
- Office of Equity and Compliance, 907-796-6371, [uas.equity@alaska.edu](mailto: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 food, housing, or other basic needs and believes this may affect their performance in the course is urged to contact student support services at <https://uas.alaska.edu/life/student-services.html>.

## 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>.

## Professional Practice Insurance

While the University of Alaska Southeast provides certain general protections, these may not cover all personal liabilities, legal defense costs, or claims arising from individual actions in a K-12 classroom setting. During your internship, you are expected to meet the professional standards set by the State of Alaska, and violations of these standards or the Code of Ethics can lead to significant personal and professional consequences, including legal action.

The UAS School of Education recommends that all interns purchase supplemental professional liability insurance prior to beginning their first semester of student teaching. Many professional organizations offer low-cost or complimentary liability insurance specifically for student members. Common options include:

- National Education Association (NEA): Offers the Educators Employment Liability (EEL) Program through student membership.
- Association of American Educators (AAE): Provides specialized student liability policies.
- Specialty Subject Organizations: Many content-specific organizations (e.g., NCTM, NSTA) offer insurance perks for student members.

## Internship Expectations

Teacher candidates will complete a two-semester internship. 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 host district's contracted work schedule throughout 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 provide exposure to 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 the classroom.

Enrollment in ED 691 and ED 692 does not guarantee certification, and all state and program requirements must be met 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 workday. If you are unable to attend your school/classroom, you must inform the mentor teacher promptly. In most cases, this should be done the evening prior to the absence. If you are responsible for teaching that day, you must provide all your lesson materials and complete lesson plans to the mentor teacher before classes begin. 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 rather to help them stay on top of graduate work and 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 reading days, arrive unprepared, or are chronically late, you may be at risk of an administrative withdrawal from the course, course failure, and removal from your placement and/or the program.***

## 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 classrooms, this timeline might be accelerated, whereas in others it might be slower. This timeline serves as a general guideline for the process. Key programmatic assessments are in bold.

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

## 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 to be reviewed and negotiated as appropriate among candidates, instructors, and mentor teachers. We understand that schools are dynamic places and flexibility is required. These responsibilities might be significantly different when candidates serve as primary instructors on emergency or program enrollment certifications.

### 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 that 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 for the duration of the academic year.

- 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 regularly throughout the entirety of the practicum placement.
- 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 a modest honorarium for services from the university.
- Maintaining communication with the university supervisor as concerns arise.
- Maintaining oversight and final responsibility for gradebooks.
- 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 collaborate with the mentor teacher to guide interns' learning experiences and 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** 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 observation (at least 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 like accepted members of the school staff.
- Confer with the university supervisor regarding the intern as needed.
- Assist the mentor teacher in guiding and directing the intern's program.
- Observe the intern if time and schedule permit.
- If concerns arise, contact the university supervisor or the University's faculty and staff.
- Promote the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.
- Provide the SOE faculty with suggestions on the program and activities.

### Roles and Responsibilities of the Intern

- Interns follow the school district's calendar and observe teacher contract days. That usually includes arriving at least 30 minutes before 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 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 with your mentor teacher.
- Attend and participate in all scheduled course meetings.
- Dress appropriately at all times, in accordance with the school and district's professional standards.
- 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 confer with the mentor teacher and university supervisor. 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 the 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 invaluable assets to Alaska's future teachers.

Each semester, our students gain invaluable practicum experience as they work with children and host teachers—we appreciate your support in helping them gain this experience as they hone 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 outlines the expectations and procedures we have for our students during practicum experiences and is designed to serve as 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 in any way I can.

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



Elaine Alvey, Ph.D.  
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Coordinator of Secondary Education  
University of Alaska Southeast  
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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

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

### Requirements Prior to Start of Student Teaching

Date 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

Date 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, must be concurrently or before student teaching)
	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/full time)
	EDSE 682 Inclusive Education for Students with Disabilities (Offered Summer)
	3.0 GPA Overall GPA
	Meet performance expectations on the Professional Characteristics Assessment
	Meet performance expectations on the UbD Unit
	Meet performance expectation on the Teacher Work Sample
	Meet performance expectations on STOT observations (1 summative 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. Any course grade below a C must be retaken.

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

## Appendix D: Student Resources

- [Academic Calendar](#): Please find the UAS Academic Calendar here. 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 take note of its multitude of supports!
- [Disability Support Services](#): Disability Services (DS) empowers, supports, and advocates for students with disabilities to ensure 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 contact the VA office directly.
- [IT Helpdesk](#): The Helpdesk is a regional support center that provides technical support and training to students, faculty, and staff via a call center and email.
- [Registrar](#): The Registrar's Office manages the student academic information, including registration, academic records, and graduation.

## Appendix E: Assessment Resources

The School of Education at the University of Alaska Southeast uses a range of common assessments to ensure that all candidates completing the program meet minimum competencies. You can find more information on the assessment systems used at <https://uas.alaska.edu/education/teacher-training.html>.

Assessment Tool	Resources	Uses and Timeframe
STOT Observation Guide	Rubrics, trainings, information on validity: <a href="https://www.ndacte.org/stot-presentation-caep-march-2017/">https://www.ndacte.org/stot-presentation-caep-march-2017/</a>	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: <a href="https://www.wku.edu/rtwsc/">https://www.wku.edu/rtwsc/</a>	The teacher work sample is a portfolio that is created by the student in the final semester of student teaching.
Professional Characteristics Assessment	<a href="https://uas.alaska.edu/education/teacher-training.html">https://uas.alaska.edu/education/teacher-training.html</a> .	This very brief dispositional survey is completed by host teachers once each semester.

### Minimum Performance Standards

<b>STOT</b>	Candidates may not score a "1" on more than 10% of performance indicators.
<b>PCA</b>	Candidates may not score a "1" on any performance indicator.
<b>Practicum Hour Log</b>	Candidates must upload an accurate time log representing their work for the semester, representing full-time work each semester of student teaching.
<b>Unit Plan</b>	Candidates are expected to achieve no scores of "does not meet" on the rubric. Candidates will receive feedback and the opportunity to revise throughout the unit creation process.
<b>Teacher Work Sample</b>	Candidates are expected to receive no scores at level "1," and at least 70% of measures should be at level 3.

## Appendix E: Quick Reference Contact Sheet

I need help with...	Point Person	Contact Information
Watermark Technical Support	Heather Bieber	hmbieber2@alaska.edu 907-796-6429
Host teacher credits or honorarium	Heather Bieber	hmbieber2@alaska.edu 907-796-6429
DEED Applications, Student Teaching Authorizations, Certification	UAS DEED Licensing Team	uas.soedeed@alaska.edu 907-796-6424
UAS School of Education Scholarships	Michelle Nakamura	mlnakamura@alaska.edu 907-796-6417
Application Provisions	Elisabeth Guneaux-Farmer	907-796-6076 e.g@alaska.edu
Financial Aid	Kayla McLoughlin	kamcloughlin@alaska.edu 907-796-6296
Trouble with a placement issue, or need help troubleshooting something happening in your classroom.	Field Supervisor	Dr. Tamika Galvin; Dr. Dave Marvel; Dr. Beth Hartly; Dr. Lorrie Heagy; Dr. John Butler; Liz Will; Lynn Weckesser; Dr. Elaine Alvey; Prof. Corrine Marks; Prof. Robin Lockwood
Academic Advising (Overrides, confirmation of courses, general advice, concerns, changing plans, struggling in classes)	Elaine Alvey	ealvey@alaska.edu 907-310-9650
TWS, STOT, PCA	Ed Seminar Instructor	ealvey@alaska.edu 907-310-9650  cemarks@alaska.edu 907-796-6098
Other	Elaine or Corrine	ealvey@alaska.edu 907-310-9650  cemarks@alaska.edu 907-796-6098

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

During the student teaching placement, you are expected to meet the professional standards for educators. The following document provides an overview of 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 unable to attend your school/classroom, you must inform the mentor teacher in a timely manner. In most cases, this should be done the evening prior to the absence. If you are responsible for teaching that day, you must provide all your lesson materials and complete lesson plans to the mentor teacher before classes begin. 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 withdrawal 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) is 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 is obtained. You are expected to participate fully in these graduate-level courses and deliver on-time, high-quality work. You should not do homework in your student teaching classroom unless it is an assignment that requires observation.

**Phone & Technology Policy:** It is expected that you will be present for 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 classroom work.

**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 may 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 4 days must be approved in advance by the program coordinator. The program coordinator will consider reasonable exceptions on a case-by-case basis.

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