

University of Alaska Southeast Center for Teacher Education

K-8 Credential/MAT Programs Distance-Delivered Candidate Handbook

2004-2005

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Foreword

Welcome to the Center for Teacher Education (CTE) at University of Alaska Southeast and to your beginning or advanced education for the career that makes a difference in every person's life. In our programs, highly experienced faculty with unique expertise in teacher education prepare you to become the *informed, reflective, and responsive* teachers we believe are needed in diverse school contexts in Alaska and beyond.

To successfully complete CTE programs, you will be called on to demonstrate your proficiency in each of the *Alaska Professional Teacher Standards* and in the *Cultural Standards for Educators* endorsed by the Alaska Department of Education and Early Development. You will also have opportunities and challenges to demonstrate your proficiency in the content area (or areas) you plan to teach.

The Center for Teacher Education provides both initial programs and advanced degree programs—serving students as they prepare to teach and teachers as they strengthen their professional skills.

- In initial programs, students wishing to begin to teach *elementary school* (K-8) can earn bachelor's degrees, post-baccalaureate certificates, or Master of Arts (on-site and distance) in teaching degrees. Those interested in early childhood can earn the MAT (distance). Those interested in initial programs to prepare to teach in secondary schools enter the secondary Master of Arts in Teaching. Those entering MAT programs at any level do so after earning bachelors' degrees in the subject area(s) they wish to teach.
- Advanced programs through the CTE serve certified teachers wishing to take courses or earn teaching endorsements and/or Master of Education (M.Ed.) degrees with a variety of different emphasis areas included reading, educational technology, and early childhood education. Teachers and program graduates interested in taking individual courses or earning professional development credits are served through the CTE's Professional Education Center.
- The Associate in Applied Science Degree with emphasis in Early Childhood Education is offered by distance through the Center for Teacher Education at UAS in collaboration with the College of Rural Alaska/ UAF.

The CTE mission is to identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. Our adopted vision describes our goals and our graduates as being *informed, reflective and responsive teachers*. Please take note of these words as you will hear them often, and be challenged to make steady progress in reaching this CTE vision for graduates. The following passages describe the knowledge, skills, and dispositions CTE faculty can help you to become. They also describe areas of potential CTE faculty have seen in you as part of your admission to any CTE program:

Center for Teacher Education Graduates become:

- informed teachers who know about human development, learning theory, content and pedagogy, individual learners, families, cultural contexts, curriculum goals and standards. As they progress through the UAS program they deepen their understanding of the world of teaching and learning and their relationship to it. They emerge as flexible teachers with a strong information base to make decisions in the complex and challenging environments of diverse twenty-first century schools.

- reflective teachers who think through all aspects of their professional knowledge and information base. They apply the process of reflection, not only for their own growth, but also as a teaching tool that promotes their students' learning. Through reflection they establish a cycle that enables them to generate their own craft wisdom. By using reflection to guide practice, they continually strengthen their ability to positively impact all students' learning. By reflection with peers, they begin to see alternatives and develop versatility in approach.

- responsive teachers who have the ability to identify relevant content, learn relevant information about diverse students, and bridge content to students' needs appropriately to promote each child's learning and well-being. A responsive teacher also adapts learning experiences and interactions to meet the needs of other stakeholders in school or community. Responsive teachers have the commitment to work to better understand what all students, parents, and colleagues know, think, and value, and they demonstrate openness and respect.

We wish you well in your journey. Again, we welcome you to the community of learners within the Center for Teacher Education at University of Alaska Southeast.

This handbook that follows describes requirements relevant to the program you have entered. Information concerning requirements and courses of study are based upon current requirements of the State of Alaska and the University of Alaska Southeast. Requirements are subject to modification; therefore students are advised to consult regularly with faculty and advisors in the Center for Teacher Education.

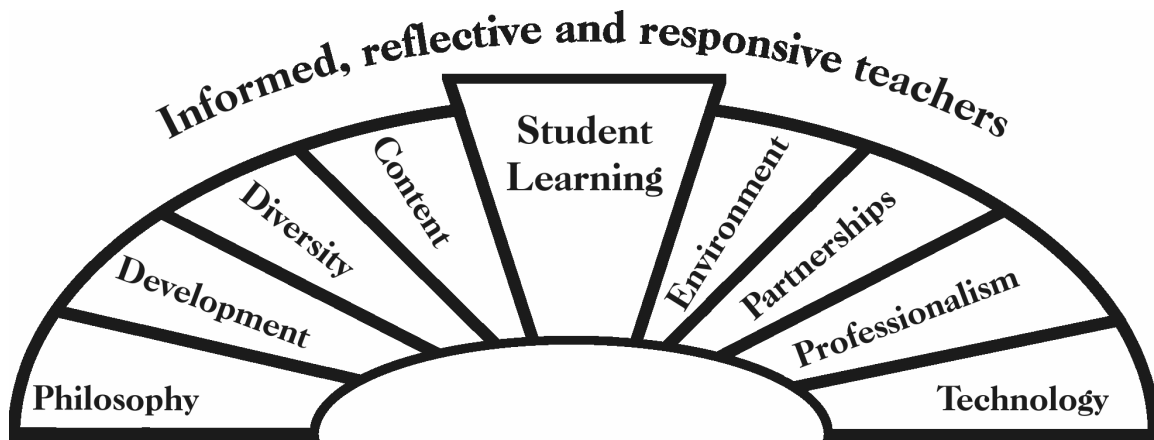
Dr. Marilyn Taylor
Dean, Center for Teacher Education
University of Alaska Southeast

Accreditation

The University of Alaska Southeast was granted renewed accreditation as an institution of higher learning by the Northwest Commission on Colleges and Universities in 1999.

Center for Teacher Education programs are approved by the Alaska State Board of Education and are candidates for national accreditation by the National Council for Accreditation of Teacher Education.

The K-8 Credential and MAT Programs, Distance Delivered were nationally recognized by the Association for Childhood Education International in September 2004.



University of Alaska Southeast Center for Teacher Education

CTE Teacher education Mission Statement:

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

Vision:

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

CTE Faculty's Professional Commitments

1. Recognize and nurture student differences, promote and model positive attitudes toward diversity, and teach in inclusive and culturally responsive ways.
2. Design and adjust programs to meet the evolving and unique needs of Alaska.
3. Personalize teaching, challenge students to think and reflect, use performance-based assessment, create communities of learners, arrange extensive and substantial field experiences, conduct and promote teacher research, and, generally model concepts taught in action.
4. Use technology to support learning, empower learners and provide accessibility to quality teacher education throughout the state.
5. Ground candidates' learning in classroom field experience in diverse school communities.
6. Use real classrooms as well as books as source materials for knowledge construction, research, and life long learning.
7. Establish collaborative relationships with students to support the whole learner.
8. Broaden professional knowledge through research activities.
9. Plan instruction based upon understanding of learning theory, human development, content and effective practices.
10. Monitor and support candidates' development of content area knowledge and their transition from proficient learners of content to proficient teachers of content.

CTE Student Goals and Performances, Expected in All Programs

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

Performances

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

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

Performances

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

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

Performances

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

Goal 4: Teachers possess current **academic content knowledge**.

Performances

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

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

Performances

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

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

Performances

- a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K,S)
- b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (S)
- c. Commit to ensuring student well being and development of self-regulation and group interaction skills. (D)

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

Performances

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

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

Performances

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

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

Performances

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

(K) Knowledge (S) Skill (D) Disposition

K-8 Credential/MAT Distance Programs Alignment with Standards

Your program is aligned with state and national standards. Some materials used for assessment reference ACEI Standards. This chart will help you see what those standards are. Our programs are nationally recognized by ACEI and NCATE, so we meet all the standards in the right hand column.

| CONCEPTUAL FRAMEWORK (University of Alaska Southeast Center for Teacher Education Standards) | ALASKA TEACHER STANDARDS (State Standards) | INTASC (National Standards) | ACEI / NCATE (National Accreditation Standards) |
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| <p>1. Teachers articulate, maintain, and develop a <u>philosophy</u> of education that they also demonstrate in practice.</p> <p>1a. Support their philosophy of education with research-based theory and evidence.</p> <p>1b. Apply philosophy, beliefs, and theory to practice.</p> <p>1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.</p> | <p>1. The teacher can describe his/her philosophy of education and demonstrate its relationship to the intern's practice.</p> <p>1a. Engages in thoughtful and critical examination of practice with others.</p> <p>1b. Demonstrates consistency between belief and practice</p> | <p>9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p> | <p>5b. Reflection and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally</p> |
| <p>2. Teachers understand how human <u>development</u> affects learning and apply that understanding to practice.</p> <p>2a. Identify ways students' developmental levels affect their thinking processes and learning.</p> <p>2b. Accommodate differences in how students learn based on knowledge of individual's social, emotional, and intellectual maturation.</p> <p>2c. Appreciate unique thinking processes of learners at different stages of development.</p> | <p>2. The teacher understands how students learn and develop, and applies that knowledge in the intern's practice.</p> <p>2a. Accurately identifies and teaches to the developmental abilities of students.</p> <p>2b. Applies learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.</p> | <p>2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> | <p>1. Development, Learning and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>2a. Central concepts, tools of inquiry, and structures of content: Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p> |

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| <p>3. Teachers <u>differentiate</u> instruction with respect for individual and cultural characteristics.</p> <p>3a. Identify strategies for differentiating instruction based on student differences.</p> <p>3b. Design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs.</p> <p>3c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources.</p> <p>3d. Appreciate multiple perspectives and value individual differences.</p> | <p>3. The teacher teaches students with respect for their individual and cultural characteristics.</p> <p>3a. Incorporates characteristics of the student's and local community culture into instructional strategies that support student learning.</p> <p>3b. Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students.</p> <p>3c. Appropriately applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles, and current issues to the selection of instructional strategies, materials and resources.</p> <p>3d. Affirms the dignity and worth of all students by fostering principles of equity and diversity.</p> | <p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> | <p>3b. Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> |
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| <p>4. Teachers possess current academic <u>content</u> knowledge.</p> <p>4a. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge.</p> <p>4b. Connect the content area to other content areas and to practical situations encountered outside the school.</p> <p>4c. Commit to professional discourse about content knowledge and student learning of content.</p> | <p>4. The teacher knows the content area and how to teach it.</p> <p>4a. Demonstrates knowledge of the academic structure of each content area, its tools of inquiry, central concepts and connections to other domains of knowledge.</p> <p>4b. Identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies, including collaborating with others, to facilitate students' development.</p> <p>4c. Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapts and applies these strategies within the instructional context.</p> <p>4d. Connects the content area to other content areas and to practical situations encountered outside the school.</p> | <p>1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>4. The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p>7. The teacher plans instruction based upon knowledge of subject matter, student, the community and curriculum goals.</p> <p>8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Instruction</p> | <p>2a. Central concepts, tools of inquiry, and structures of content: Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p> <p>2b. English language arts: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>2c. Science: Candidates know, understand, and use fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>2d. Mathematics: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p> <p>2e. Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p> |
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| <p>5. Teachers facilitate student <u>learning</u> by using assessment to guide planning, instruction, and modification of teaching practice.</p> <p>5a. Understand how to plan for instruction that is based on student needs and curriculum goals.</p> <p>5b. Plan, teach, and assess for optimal student learning</p> <p>5c. View assessment and instruction as integrated processes</p> | <p>5. The teacher facilitates monitors, and assesses student learning.</p> <p>5a. Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.</p> <p>5b. Creates, selects, adapts and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards.</p> <p>5c. Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.</p> <p>5d. Organizes and maintains records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences</p> <p>5e. Reflects on information gained from assessments and adjusts teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.</p> | | |
| <p>6. Teachers create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively. (<u>Environment</u>)</p> <p>6a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn.</p> | <p>6. The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p> <p>6a. Creates and maintains a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.</p> | <p>5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction active engagement in learning and self-motivation.</p> | <p>3c. Development of critical thinking, problem solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;</p> <p>3d. Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among</p> |

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| <p>6b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills.</p> <p>6c. Commit to ensuring student well-being and development of self-regulation and group interaction skills.</p> | <p>6b. Communicates high standards for student performance and clear expectations of what students will learn.</p> <p>6c. Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.</p> <p>6d. Assists students in understanding their role in sharing responsibility for their learning.</p> | | <p>students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p> <p>3e. Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</p> |
| <p>7. Teachers work as <u>partners</u> with parents, families and the community</p> <p>7a. Develop a sound, broad-based understanding of students' families and the local communities</p> <p>7b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling.</p> <p>7c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.</p> | <p>7. The teacher works as a partner with parents, families, and with the community.</p> <p>7a. Promotes and maintains regular and meaningful communication between the classroom and students' families.</p> <p>7b. Works with parents and families to support and promote student learning.</p> <p>7c. Participates in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning.</p> <p>7d. Connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community.</p> <p>7e. Involves parents and families in setting and monitoring student learning goals.</p> | <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> | <p>5c. Collaboration with families: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children</p> <p>5d. Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p> |
| <p>8. Teachers develop and maintain <u>professional</u>, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p> <p>8a. Keep current in knowledge of content and teaching practice</p> <p>8b. Participate in contribute to the teaching profession</p> | <p>8. The teacher participates in and contributes to the teaching profession.</p> <p>8a. Maintains a high standard of professional ethics.</p> <p>8b. Maintains and updates both knowledge of the teacher's content area or areas and best teaching practice.</p> | <p>9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p> | <p>5a. Practices behaviors of developing career teachers: Candidates understand and apply practices and behaviors that are characteristic of developing career teachers</p> <p>5b. Reflection and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually</p> |

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| <p>8c. Communicate effectively with students, colleagues, and supervisors.</p> <p>8d. Value professional ethics, democratic principles, and collaborative learning communities</p> | <p>8c. Engages in instructional development activities to improve or update classroom, school, or district programs</p> | | <p>evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally</p> <p>5d. Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p> |
| <p>9. Teachers use <u>technology</u> effectively, creatively, and wisely.</p> <p>9a. Operate computers and other technologies and evaluate their potentials and limitations.</p> <p>9b. Integrate technology in planning, instruction, and assessment to support student learning.</p> <p>9c. Value technology as a tool for student and teacher lifelong learning.</p> | | <p>4. The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>2c. Science: Candidates know, understand, and use fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>3e. Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</p> |

Welcome to the University of Alaska Southeast's distance delivered programs for the teacher credential in Elementary/Middle School (K-8) Education. This handbook gives you guidelines for obtaining your initial Alaska Type A credential and your Master of Arts in Teaching degree.

The K-8 Credential and MAT Programs are course and field based programs designed for baccalaureate graduates who are preparing for a career in teaching at the elementary and middle school levels.

***Our mission** is to prepare you to teach in rural and urban Alaskan settings. We will assist you in being an informed teacher with a knowledge base supported by current research and best practices. We will help you implement your learning in school settings and we will assist you in reflecting about your practice. Our goal is for you to be responsive to the needs of all your students. If you choose, we will mentor you through your beginning years of teaching while you complete the M.A.T. degree.*

Our program competencies are based on standards provided by the National Council on the Accreditation of Teacher Education, the Association for Childhood Education International, and the Alaska Standards for Teachers. Our programs place special emphasis on diverse needs of students and up to date technology, and provide strong, field based approaches to becoming effective teachers. Our programs are available by distance delivery to students throughout Alaska. Graduates have had excellent success in finding employment both in Alaska and throughout the United States.

Philosophy

We believe that individuals learn in a constructivist manner, that is, active, engaged learning that will result in reflective and critical thinking and informed practice. You will be expected to engage in personal inquiry, active communication with others, and professional participation in the classroom. In our distance delivered programs, technology will assist you in doing so. Proof of your learning will be documented in a Professional Portfolio when you complete the credential, and a Master's Portfolio to complete the MAT degree.

Personal Inquiry

As a graduate student, you are expected to construct and professionally communicate a firm knowledge base in your field. In your research, you will read both widely and deeply. You are expected to write your formal papers in a professional manner, using APA style when appropriate.

A Learning Community

Our programs are designed so that students in various communities throughout the state (from big cities like Anchorage to remote villages like Ruby and Thorne Bay) can remain in your own communities for your teacher preparation. However, we believe that teachers learn best as part of a group of colleagues, so we hope that you will take full advantage of opportunities to meet and interact with your colleagues and teachers through on-campus coursework, as well as Internet and e-mail discussion. If you are traveling through a community where one of your teachers or colleagues lives, please make it a point to visit in person.

Classroom Experience

We believe you will learn about teaching by teaching. Most of your classes will have assignments in what we call the "practicum"--experiences that are done in classrooms in your local elementary or middle school. You will become a part of the local school as you complete your various practicum activities and student teaching. Please see individual course outlines for specific practicum requirements. You must receive permission from the local school administration prior to doing any work in the classroom.

Technology

Our programs rely heavily on technology. Your courses are provided using a variety of technologies. You will need high speed Internet access for daily work. You should also have a speakerphone, a DVD player and monitor, and access to a digital camera and scanner. You must complete ED 230 Educational Technology prior to enrollment in other program courses.

Professional and Graduate Portfolios

During your program, you will be building a portfolio that documents your knowledge, practice and disposition as a teacher. In most cases, the portfolio is a notebook in which you file evidence that shows you have met our program competencies. The portfolio is your responsibility to create; however your teachers in every course will work with you on its development. Your portfolio will be formally assessed during student teaching and will provide the documentation required for your teaching credential. Your Professional Portfolio will be a useful tool when you apply and interview for your initial teaching position. For those who continue on to complete the Master of Arts in Teaching degree, the Graduate Portfolio will be your final capstone project for your degree.

Please read this handbook carefully and use it as a guideline throughout your program. When you need assistance, please call on me or any other faculty or program support personnel--we are here to guide and help you along your path to becoming a teacher.

Katy Spangler, Ph.D.
Elementary Education

University of Alaska Southeast Center for Teacher Education K-8 Credential/MAT Programs, Distance Delivered Program Description

The University of Alaska Southeast delivers a post-baccalaureate K-8 Credential Program and a K-8 Master of Arts in Teaching degree to candidates in urban and rural locations throughout Alaska. Candidates who complete Student Teaching are awarded the Alaska Type A Credential, endorsed for grades Kindergarten through 8. Candidates may elect to continue after certification to complete a Masters of Arts in Teaching degree.

Out distance programs are divided into 4 phases. The Pre-admission, or Beginning Phase includes content area preparation, application to the programs, and foundation courses. The Foundations/Methods phase or "Practicing" phase includes continued foundation courses as well as extensive application of methods in K-S classrooms. Student Teaching is the third phase, resulting in the Alaska Teaching Credential. Students who wish to receive continuing support from UAS may continue to take three master's level courses during their beginning years of teaching. The final result is the Master of Arts in Teaching.

Overview of Elementary Credential/MAT Distance Delivered Assessment Phases and Checkpoints

| | Gate 1 Admission to Program and to Practicum Courses | Gate 2 Admission to Student Teaching | Gate 4 Recommendation for Credential | Gate 5 Completion of MAT Degree |
|-----------------------------|--|--|---|---|
| Program phases and delivery | <i>Pre-admission: Beginning</i> Completion of Application Prerequisite and content coursework Foundations coursework | <i>Foundations and Practicum Methods: Practicing</i> Program coursework practicum application in elementary and middle school classrooms | <i>Student Teaching: Applying</i> Semester of supervised student teaching with 6 weeks full time teaching (Gate 3 is the midterm of student teaching) | <i>Master's Study: Beginning Teaching:</i> Induction years support Master's coursework |
| Required Courses | ED 230 Prerequisite for all distance courses ED 333 Prerequisite for all 600 level courses ED 320ABC (these 3 courses should be taken early in your program) ED 304 Recommended prior to ED 615 and ED 661 ALST 300 Other coursework per advisor | EDSE 482 ED 615 ED 616 ED 617 ED 618 ED 619 ED 661 ED 680 | ED 688 Student Teaching Includes Professional Portfolio | ED 626 ED 628 or ED 692 ED 698 Includes Master's Portfolio |
| Procedures to Complete | Application to Program(s) | Application for <u>Student Teaching</u> | Application for Credential | Application for |
| | | Praxis I pass Advancement to Candidacy for MAT Submit 6 Practicum Assessment Forms | Praxis II pass | <u>Graduation</u> |

Phase One: Pre-admission/Beginning Teaching

Admission

After an initial conversation with the advisor about your goals, you should send unofficial copies of undergraduate transcripts to the advisor for review. The advisor reviews the transcripts for grade point and a basic liberal arts background, including coursework in writing, math, science, social sciences, psychology, arts, P.E. and health, and makes recommendations for prerequisite content coursework or experiences. The advisor also recommends coursework (generally, ED 230 Educational Technology and ED 333 The Learner and the Learning Process) for your first semester.

At this time, you will receive an information/application packet, and you are expected to provide the various requirements for admission. Please send admission material to UAS in Juneau, where it will be compiled by the Center for Teacher Education. The admissions materials are also available online at www.uas.alaska.edu/applyweb.com/apply/uas or can be accessed through the program websites: www.uas.alaska.edu/education/mat/diselmat.html or www.uas.alska.edu/education/elecledn.html.

Applicants often wonder which program to apply to. The Credential Program is for those who only wish to receive the teaching credential. Those who wish to receive a master's degree should apply for the Credential Program and the MAT at same time. Credential students may apply for the MAT program at a later time if they desire.

A checklist for your admissions process is found in this handbook.

Coursework in the Pre-admission Phase

ED 230 Introduction to Educational Technology

This course is offered via the Internet, every semester. The course introduces technology in current use in the K-8 classroom as well as the technology used in our distance delivery at UAS. You will practice tool software, email, Internet discussion and research, and library research. You will work with a K-8 student to use technology and produce a final project that demonstrates your knowledge and skills. The instructor uses a descriptive rubric to assess the final projects. When you have completed Ed 230 you will be ready to assist children with classroom technology, and to learn in the distance environment at VAS. *Instructor: Robin Johnson, Nome, AK*

ED 333 The Learner and the Learning Process

ED 333 is offered every semester. The class has regularly scheduled class meetings by audioconference, and is required prior to any classroom methods course. In this general educational psychology course, ED 333 you will develop a knowledge base in 4 major areas: development of children ages 4-14 (early childhood, middle childhood and transescence), learning and motivation, foundations of the teaching profession, and beginning lesson design and assessment based on standards. You will complete a project in each area, each of which is assessed by the professors with descriptive rubrics. You will also receive an orientation to the programs in ED 333. When you have completed ED 333, you will have the general background in development, learning, motivation and educational planning to be able to begin to plan for student instruction in their practicum courses. You will have started the process of developing a philosophy of education grounded in theory, research and experience.

Instructors:

Dr. Jeffrey Lofthus, professor, former teacher and administrator, Juneau

Dr. John Butler, retired teacher and professor, Anchorage

Sharon Early, retired teacher and professor, Juneau

Dr. Katy Spangler, program head and former teacher, Eagle River, AK

ED 304 Literature for Children and Young Adults

Undergraduate and graduate candidates, on and off campus, are all offered this course in literature every spring and summer semester. The class meets weekly for audioconferences, DVD viewing and Internet based discussions. Its focus is on a general survey of children's books as well as modes of sharing books with young people and eliciting genuine response to literature. The critical projects include a database of children's books and activities; evidence of successful response activities with children and telling a story to a group of children. Each project is assessed by checklist by the professor. When you complete ED 304, you will have a basic knowledge of literature for children and you will be able to use it to encourage genuine student response.

Instructor: Katy Spangler, Eagle River, AK

ED 320A Art in the K-8 Classroom

Parts A, Band C of ED 320 are scheduled in succession every spring semester, each with 5 weeks of audioconferences. In ED 320A, you will develop general knowledge of visual art, the artistic and creative processes, and how to integrate the arts into classroom activities. The course requires a project in which you will design lessons that integrate art into other classroom instruction. When you have completed ED 320A, you will be ready to integrate art into the curriculum in the classroom setting.

Instructor: Dianne Anderson, art teacher, Juneau, AK

ED 320B P.E. in the K-8 Curriculum

You will learn general principles of physical education and wellness, and the components of a basic P.E. lesson. The final project in ED 320B is a lesson plan for a P.E. lesson and is assessed by the instructor. When you have completed ED 320B, you will be ready to plan and teach appropriate P.E. lessons within the classroom setting.

Instructor: Karen Schramek, P.E. teacher, Petersburg, AK

ED 320C Music in the K-8 Classroom

In this course you will learn music fundamentals and how to integrate music in your classroom. The course requires the development of music lessons. When you complete this course, you will be ready to use music in your K-8 classroom.

Instructor: Christa Bruce, retired music teacher, Ketchikan

ALST 300 Alaska Studies

All people receiving a standard Alaska teaching credential must complete a course in Alaska Studies. This course includes geography, history, social institutions, economy and politics of Alaska in relation to its indigenous and immigrant populations. The professor assesses a final project on an Alaska topic. Students who have completed ALST 300 will have background knowledge about Alaska that will allow them to plan and teach appropriately and accurately within the state or region.

Instructors:

Bobbie Lowden, former teacher, Juneau

Linda Green, former teacher, Juneau

Phase Two:

Foundations and Practicum Methods: Practicing Teaching

Foundations Classes

In addition to the classes listed above, classes that help you provide instruction to meet individual and cultural needs are part of this phase of your program. The two courses below may be taken prior or during the practicum methods phase.

EDSE 482 The Inclusive Classroom

This course, offered every summer and fall, addresses the rights and education of children with disabilities. You will identify and describe philosophical, legal, and programmatic foundations of collaboration and partnerships, including legal implications, how legislation has affected the classroom, confidentiality and parent rights, changes in educational practices, role and responsibilities of the regular education teacher, and service delivery in rural and remote Alaska. When you have completed ED 482 you will be able to plan for accommodations in the classroom and teach to different abilities.

Instructor: Dr. Martine Jago, former teacher and administrator; education professor, Juneau

ED 680 Multicultural Education Seminar

This seminar addresses ways that classroom teachers can best educate children from diverse cultural backgrounds, with emphasis on indigenous people. You will learn to describe the general characteristics of an idealized education program designed to be successful with a specific student population; identify obstacles to educational achievement for Alaska Native students and offer recommendations that address each of the obstacles. You will integrate and apply theories, concepts, and/or strategies about multicultural education to practical educational issues. When you have completed this course, you will have general knowledge about local school populations and how to provide educational experiences that are appropriate for them.

Instructor: Dr. Priscilla Schulte, anthropologist, Ketchikan

Practicum Classes

Once you are admitted to the program and have completed *at least* ED 230 and ED 333, you are eligible to begin the practicum phase of the program. This is when you put your knowledge into application in K-8 classrooms in the context of 6 methods courses. The methods classes cover the "big 4" areas of content: language arts at both the primary and intermediate/middle school levels in ED 661 and ED 615; mathematics in ED 616, science in ED 617 and social studies in ED 618. In each of these courses we emphasize developing a theoretical and research base for the methods, and then their practical application in the practicum classroom. Classroom management and discipline are taught in ED 619. Candidates who successfully complete these 6 courses and all other credential program coursework are ready to apply for student teaching.

ED 661 Advance Studies in Young Children and Literacy

We offer two courses in literacy. This course, offered every spring, provides a developmental perspective on emergent and early reading and writing. You will observe children's pre-literate behaviors, and learn to facilitate and assess emergent reading, writing and spelling. The professor will assess your work using descriptive rubrics. You will be asked to self assess, and the host teacher will give on-going feedback and fill in a Practicum Assessment Form and a Professional Dispositions Progress Report. When finished with ED 661, you will have a theoretical as well as practical background in young children's literacy, and be prepared to teach reading and writing in the primary grades in student teaching. *Instructor: Dr. Seon Chun, education professor*

ED 615 Literacy in the Intermediate Grades

Our companion course in literacy, offered every fall semester, focuses on intermediate and middle school reading and writing. You will experience the writing process yourself, and facilitate reading and writing workshops and content area literacy in your practicum classroom. You will assess and teach one struggling student over the semester, and prepare a portfolio of the child's literacy development. You will practice communication with parents and reflect on the students' learning and your own teaching and philosophy. The professor will use rubrics to assess your work, while the host teacher will give on-going feedback and fill in a Practicum Assessment Form and a Professional Dispositions Progress Report. At the end of ED 615, you will be prepared to teach reading and writing in intermediate or upper grade classrooms. *Instructor: Dr. Katy Spangler, Eagle River, AK*

ED 616 Math Methods in the K-8 Classroom

Our math methods course is offered every spring semester. The course gives you the opportunity to explore the theoretical basis for organization, instruction and assessment of young peoples' mathematics learning. You will plan and teach math lessons in all ten areas of math, assess and teach to children's misconceptions, and plan a "family math day." The professor will assess your written work using descriptive rubrics, while the host teacher gives on-going feedback and a final assessment in the Practicum Assessment Form and the Professional Dispositions Progress Report. You will be expected to reflect on your teaching. When you complete Ed 616, you will be ready to teach the math program in your student teaching assignment. *Instructor: Dr. Virgil Fredenberg, math education professor, Juneau*

ED 617 Science Methods in the K-8 Classroom

Offered fall semester, our science methods course focuses on the philosophy of "hands-on, minds-on" science instruction. You will conduct a personal science investigation, prepare a science kit, assess and teach science activities in the 3 areas of science (life, earth and space, and physical sciences.) *Your advisor may recommend that you do your research in a specific area of science to round out your background knowledge of general science.* You will complete a "child study," in which you assess and teach to students' misconceptions. Using descriptive rubrics, your professor will assess your written work, while your host teacher will provide on-going feedback, a Practicum

Assessment Form and a Professional Dispositions Progress Report at the end of the semester. You will reflect on each lesson taught. When you have completed Ed 617, you will be prepared to teach classroom science in a K -8 classroom.*Instructor: Dr. John Butler, retired teacher and education professor, Anchorage*

ED 618 Teaching Social Studies in the K-8 Classroom

You will learn the basic concepts of history, geography and civics in your study of the teaching of K-8 social studies in this fall semester class. You will learn and teach with a variety of teacher-center and inquiry-based methods, and reflect on their effects on student learning. You will prepare a unit of study, conduct a teacher work sample, and complete a personal inquiry project *Your advisor may recommend that you do these projects in U.S. History or another area to round out your basic knowledge in the social sciences.* The professor will use rubrics to assess written projects, while your host teacher will provide on-going feedback, a written Practicum Assessment Form and a Professional Dispositions Progress Report. You will be expected to reflect on student learning following the lessons you teach. When you have completed Ed 618, you will be prepared to plan and teach a unit of study in the social sciences in your classroom.*Instructor: Dr. Katy Spangler, Eagle River*

ED 619 Classroom Management and Discipline

This class allows you to develop specific plans for classroom management, and to develop and experiment with a philosophy of discipline. After review of theories and guided observation in classrooms, you will prepare a written plan for classroom management and analyze your interactions with students in disciplinary actions. The professor will assess your written projects using rubrics. The host teacher will give on-going feedback and fill in a Practicum Assessment Form and a Professional Dispositions Progress Report at the end of the semester. You will be expected to reflect upon and justify your interactions with students in disciplinary actions. By the end of this course, you should have a general discipline plan, and be aware of the intricacies of organizing and managing an effective learning environment that encourages student responsibility and higher-level thinking. This class is offered every spring. We suggest that you take this course as close to student teaching as is possible.

Instructor: Dr. Katy Spangler, Eagle River

Applying for Student Teaching

During your final semester of methods courses, you should apply for Student Teaching for the following semester. You must provide a GPA of 3.0 in methods courses plus successful completion of the key assignments in each methods course. You also must provide recommendation from each practicum host teacher and your advisor. These materials will be sent to school district representatives who guide us in the selection of host teachers for the following semester.

The Student Teacher Application is due October 1 for the following spring, and March 15 for fall. Once the placement has been made, we will notify you. We encourage you to work with your host teacher to prepare for the upcoming semester.

Phases 3 & 4: Student Teaching

ED 688 Student Teaching

Student Teaching is the capstone of the Elementary Credential Program. Upon the successful completion of this course, you will be eligible for institutional recommendation for the Type A: K-8 Alaska Teaching Credential.

In the fall, Student Teachers begin the day the teachers start their contracts. In the spring, you begin either the day after winter break, or at the beginning of the school's new semester. Student Teachers are expected to follow the daily schedules of the teachers in their buildings. Student Teaching generally lasts a full semester, however the timeline may be adjusted by the University Supervisor to allow the candidate to meet all required performances. Student Teaching is always at least 15 weeks.

As a Student Teacher, you will focus on applying the knowledge, skills and dispositions learned in previous coursework to the learning and development of your students. Most of the time will be spent in the school, practicing teaching. You assist the Host Teacher as assigned. At the start, the Student Teacher can begin to do small tasks: tutoring, read aloud, spelling, etc as the host teacher assigns. Subjects can be added until the Student Teacher is in charge of planning, teaching and evaluating full time. The Student Teacher has these "solo" responsibilities for at least 6 weeks. Then the Student Teacher steps back as the Host Teacher again takes charge of the class. Student Teacher and Host Teacher plan this schedule together. The timing in each situation is different, and is agreed upon by the Host Teacher, the principal, the University Supervisor and the Student Teacher. We will make every effort to accommodate individual differences and situations, however, all required assignments are standards-based and are the same in all placements.

During student teaching, CTE and program goals are assessed in a variety of ways. Your Host Teacher and University Supervisor will provide feedback and encouragement. Lessons are assessed with a lesson observation form and the Pathwise Observation System. At midterm (Gate 3) and at the end of student teaching, you will join with your Host Teacher and University Supervisor in filling out the Student Teacher Evaluation Form. A Professional Dispositions Progress Report is also due at midterm, and at end of semester if necessary. You will provide further evidence of your performances in a Professional Portfolio that can then be used when you apply for your teaching position.

Details of student teaching will be supplied to you in the Student Teacher Handbook.

Applying for the Credential

When you complete Student Teaching, you will be eligible to apply for the Alaska Credential Type A, K-8 Endorsement. You can find this on the Department of Education and Early Development website www.educ.state.ak.us.

You will apply directly to the Department of Education and Early Development. (Remember that you must pass the Praxis I prior to student teaching, and the Praxis II in order for us to recommend you for the credential.) You must send the "Institutional Recommendation" to our office. When your program is complete, your advisor will make a recommendation to the Dean, who will sign and forward the Institutional Recommendation back to you to complete your application packet. The DEED requires that all parts of the application be sent to them in one packet.

An official certificate will be mailed to you in a few months. If you are applying for a teaching position and need proof of program completion, our office will provide a "letter of completion" that states that you have met our requirements for the credential.

Then you will be ready to look for your first teaching position! A workshop with the Alaska Teacher Placement service will be provided yearly, and we encourage you to participate in the Job Fair that occurs in April in Anchorage every year. Your Professional Portfolio will be a useful tool for the interview process. Once you are teaching, we encourage you to complete the Master of Arts in Teaching degree through completion of Master's Study.

At the end of your credential program. The Center for Teacher Education will ask you to evaluate the program effectiveness in terms of delivery, etc. At the end of your first and third years of teaching, the University of Alaska Southeast will contact you to provide feedback and evaluation about how well you were prepared for the teaching profession. Please fill in these surveys as they provide valuable information for program improvement and for the accreditation of our programs.

Phase 5: Master's Study

Once you are teaching, you can take 3 final classes that both support you as a beginning teacher as well as strengthen the link between theory and practice. The final course is a program capstone in which you build on your Professional Portfolio and create a Master's Portfolio based on the Center for Teacher Education Conceptual Framework. This final product contains the reflective pieces that tie theory and research to your practice. You will follow procedures outlined in the Graduate Study Handbook, a university-wide document. When you are admitted to the M.A.T. program, the University will send you a Graduate Study Handbook.

Graduate Committee

You will need to have a graduate committee. Generally, this committee consists of your advisor, another faculty member you have worked with, and a person from the professional community. Instructions for forming this committee are found in your Graduate Study Handbook.

-ED 626 Classroom Research

As a Master's Candidate, you will learn techniques for in-class ethnographic research and conduct a study to improve student learning in your own classroom. Once you have completed this course, you will know how to use action research to improve student learning. *Instructors: Dr. Thomas Duke, education professor and Jennifer Brown, librarian, Juneau*

ED 628 Tool Software (option 1)

This course reviews technology used in the classroom in the context of curriculum. When you complete this course, you will be able to use technology to improve student learning. *Instructor: Susan Joling, UAS CTE graduate, classroom teacher, Anchorage*

ED 692 Education Seminar (option 2)

This course is planned to provide support for you during your first year of teaching. This course will provide you with an open seminar to deepen and extend pedagogical and content by reflection on practice in a community of peers. It is also a forum for problem solving and exploration of educational issues that so concern beginning teachers. You will keep a reflective journal and share findings with colleagues, and apply findings to classroom. *Instructor, Katy Spangler, Eagle River*

ED 698 Master's Portfolio

The capstone experience for the MAT, Ed 698 will give you support in the preparation of your Master's Portfolio. This document includes artifacts that demonstrate your abilities in meeting the Conceptual Framework goals, coupled with essays that underpin your practice with a review of theoretical and research support. Your committee will review the Master's Portfolio using the Portfolio Rubric. When you complete this course, you will demonstrate that you are an informed, reflective, and responsive teacher. *Instructor: Katy Spangler, Eagle River*

Graduation

The University of Alaska Southeast graduation usually falls on the first weekend of May. We encourage you to attend the ceremony in Juneau so we can help you mark and celebrate your accomplishment. Candidates who cannot attend in Juneau may graduate at a local college in the University of Alaska system if you contact us to make arrangements for you.

Scheduling of Coursework

Please follow the sequence of course offerings described in the previous section. The following is our yearly schedule of course offerings.

| Semester | Fall | Spring | Summer |
|---|--|--|---|
| Pre-admissions Prerequisites and Foundations | ED 230 ED 333 ALST 300 EDSE 482 ED 680 | ED 230 ED 333 ALS 300 ED 304 ED 320ABC EDSE 482 | ED 230 ED 333 ALS 300 ED 304 EDSE 482 ED 680 |
| Methods | ED 615 ED 617 ED 618 | ED 616 ED 619 ED 661 | |
| Student Teaching | ED 688 | ED 688 | |
| Master's Study | ED 626 ED 692 ED 698 | ED 628 ED 692 ED 698 | ED 628 ED 698 |

Note: an extra section ED 626 will be offered in Spring, 2005. Check with advisor about this in later years.

Examples of Timelines for Program Completion

The distance programs allow you maximum flexibility in designing a schedule that is best for you, your family and your lifestyle. Below are some examples of programs that candidates have designed for themselves

Fast Track: This candidate wants to go to school full time, and get her credential as fast as possible. She starts in the summer with her prerequisites, gets admitted so that she can complete her two semesters of methods and student teaching the following fall.

Fast Track to Credential 5 semesters

| Spring | Summer | Fall |
|--|---|---|
| | 12 credits ED 230 ED 333 ED 304 ASLT 300 | 12 credits EDSE 482 ED 615 ED 617 ED 618 |
| 12 credits ED 320ABC ED 661 ED 616 ED 619 | 3 credits ED 680 | 6 credits ED 688 Student Teaching |

Fast Track to MAT, no Summers: This student started in the fall. He works in the summer, but goes to school full time in the fall and spring. He is ready to teach in two years, and completes his master's degree by the end of his first year of teaching.

Fast Track to MAT

| Spring | Summer | Fall |
|---|--------|--|
| | | 12 credits ED 230 ED 333 ASLT 300 EDSE 482 |
| 15 credits ED 320ABC ED 304 ED 616 ED 619 ED 661 | | 12 credits ED 615 ED 617 ED 618 ED 680 |
| 9 credits ED 688 Student Teach ED 628 | | 3 credits ED 626 Start Teaching |
| 3 credits ED 698 Complete degree | | |

Moderate Pace: This student has determined that her work schedule will allow her to take 2 classes a semester. Notice that it takes her 3 years to complete her credential. After she begins to teach, she allows herself two years to complete her master's—just in time to get tenure!

Moderate Pace to Credential/MAT

| Spring | Summer | Fall |
|-------------------------------------|-----------------------|-----------------------------------|
| 6 credits ED 230 ED 333 | 3 credits ED 304 | ED 615 EDSE 482 |
| 3 credits ED 320ABC ED 661 | 3 credits ALST 300 | ED 617 ED 618 |
| 6 credits ED 616 ED 619 | 3 credits ED 680 | 3 credits ED 688 Student Teach |
| 3 credits ED 628 Start Teaching | | 3 credits ED 626 |
| 3 credits ED 698 Complete degree | | |

Slow but Sure: The following student has determined that he can take one class per semester. He gives himself 5 years to complete the credential program. In the meantime, he has worked as a full time teacher's aide in the school.

Leisurely Track to Credential

| Spring | Summer | Fall |
|-----------|----------|----------------------|
| ED 230 | ED 333 | ALST 300 |
| ED 320ABC | ED 304 | ED 615 |
| ED 661 | EDSE 482 | ED 617 |
| ED 616 | ED 680 | ED 618 |
| ED 619 | | ED 688 Student Teach |

Please consider your own situation and map out a tentative schedule on the following page for your program. Be sure to share your plans with your advisor.

Worksheet for Course Scheduling

| Spring | Summer | Fall |
|--------|--------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Overview of Admission and Assessment Processes

Prior to Admission

You may take the following coursework while completing the admission process: ALST 300, ED 230, ED 333, ED 304 and ED 320ABC. ED 680 is also possible..please contact advisor for permission.

Admission to the Program (Gate One)

Full admission to your program requires that you be accepted by the University of Alaska, as well as by your chosen program within the Center for Teacher Education. Please submit admission materials to the addresses indicated in the checklist on page 35. You will be notified by mail of your admission status.

Students may be admitted conditionally in the following cases

- If your GPA from previous transcripts is not at 3.0. When you complete 12 credits and maintain a 3.0 GPA, you can be admitted.
- If your scores on the Praxis I do not meet state requirements, you will still be admitted conditionally. We will help you with a plan for remediation. You must have passed all three subtests of the Praxis I for admission to Student Teaching.

Admission to Methods Courses

You must have taken ED 230, ED 333 and be fully admitted to your program prior to enrollment in methods courses (ED 615, ED 616, ED 617, ED 618, ED 619 and ED 661).

Admission to Student Teaching (Gate Two)

A general application for student teaching is enclosed in this handbook. Please send in the form at the beginning of the Fall or Spring Semester prior to your student teaching. Our office will mail you a packet including fingerprint cards, etc.

Requirements for admission to student teaching are as follows:

1. Completion of all education courses with a GPA of 3.0 or better.
2. Passing scores on the Praxis 1.
3. Completed application form, with advisor's recommendation. Advisor makes use of the Practicum Assessment Forms and Professional Dispositions Progress Reports from the methods courses to make this recommendation.
4. Fingerprints

You will be placed in a student teaching position pending approval of the school district and finding an appropriate placement for you.

Credential Endorsement (Gate Four)

You will receive your recommendation for the K-8 credential when all program requirements are complete. This includes:

1. Completion of ED 688 and all of its requirements
2. 143 or better on Praxis II, Elementary Content Knowledge test 0014.
3. You must apply to the Department of Education and Early Development for the credential. The website is <http://www.eed.state.ak.us/TeacherCertification/>

The DEED will send you a form. You must complete it and send the Institutional Recommendation portion of the form to the CTE.

Credential Program Student Admission to MAT Programs

If you are a credential student and wish to be admitted into the MAT Program, you will need to submit a new admission form, pay the fee, and supply a new Statement of Professional Objectives. You should apply for the MAT Program during your methods courses. At this time, you will also complete the form "Advancement to Candidacy."

MAT Degree (Gate Five)

Upon completion of your graduate coursework that included the Master's Portfolio, you are ready to graduate with the Master of Arts in Teaching degree. Procedures for advancement to candidacy and for applying for graduation are found in the Academic Catalogue

Admission Process for Distance Delivered K-8 Credential and MAT Programs

1. Submit ALL application for admission materials to the Center for Teacher Education, c/o Mandy Lee

- Application form
- Official transcript with evidence of baccalaureate degree awarded
- \$50 admission fee
- 3 current letters of recommendation (two content knowledge and one dispositions)
- Writing Samples
- Evidence of successful work with children "One Week Experience" or equivalent
- Letter of support from local school administration
- Scores for Praxis I exam (you ask ETS to route them to us when you take the test)
- Information Release Waiver Form
- Candidate Information Sheet
- Self Evaluation Form
- Results of TB Tine Test

The above are submitted to

Mandy Lee, Program Assistant, Distance K-8 Programs
Center for Teacher Education, University of Alaska Southeast
11120 Glacier Hwy
Juneau, AK 99801

Admission Due Dates

For **Spring** Semester Admission, all materials are due **November 1**

For **Summer** Semester Admission, all materials are due **April 1**

For **Fall** Semester Admission, all materials are due **July 1**

2. Consult with your advisor

- Student mails or faxes unofficial transcripts to advisor
- Advisor completes transcript analysis
- Student and advisor discuss individual's program
- Advisor prepares individual program check sheet

Unofficial transcripts should be faxed, emailed or mailed to:

Dr. Katy Spangler
PO Box 773354
Eagle River, AK 99577
Tel. 907-694-7019
Fax: 907-694-8797
Katy.spangler@uas.alaska.edu

3. Complete program prerequisites

___ GPA 3.0 from undergraduate transcript.

(If your GPA is below 3.0, you will be admitted conditionally. You must maintain a 3.0 GPA in your program for 9 credits to be admitted.)

___ Prerequisite coursework as recommended by advisor

___ ED 230 is the prerequisite for Elementary Credential

___ ED 230, ED 333, ED 304, ED 320ABC and ALST 300 are the listed prerequisites for the MAT. Candidates may be conditionally admitted after completing ED 230 and ED 333 so as to eligible to take the methods courses.

Notes:

- You will be notified of your admission status by the Center for Teacher Education
- IF you apply for admission to the MAT Program, you must also apply to the Credential Program. You only need to pay the \$50 admission fee once.
- You may be admitted conditionally. Students have one semester to complete the conditions for full admission.
- You may not take practicum methods courses (EDSE 482, ED 615, ED 616, ED 617, ED 618, ED 619 and ED 661) until you are admitted and have completed ED 230 and ED 333. All other undergraduate courses are open to students prior to full admission.
- You must TAKE the Praxis Test for admission. If you do not pass all sections of the test, you may retake it. You must PASS the Praxis I prior to recommendation for certification.

| Qualifying Scores | PPST | CBT |
|-------------------|------|-----|
| Reading | 175 | 322 |
| Writing | 174 | 321 |
| Mathematics | 173 | 318 |

- The Praxis II test, Elementary Content Knowledge, #0014 is required prior to your recommendation for the credential. Taking it at the time of admission is not required.
- You must maintain a 3.0 GPA in these programs. You must receive a grade of C or better in each course for it to count. A C- grade will not be counted as “passing.”

Student Teaching Application Procedures

Student teaching applications **will not** be considered until all application materials are received. The following materials must be submitted as part of your student teaching application:

- Completed and signed student teaching application.
- One-page typewritten biographical sketch containing information that would be of particular interest to the cooperating teacher.
- Results of Tuberculosis screening. Results must not be over one year old at the time student teaching starts.
- Fingerprint packet. Your fingerprint packet must include two completed fingerprint cards, the Student Teacher Certificate of Authorization form, and a cashier's check or money order (no personal checks) for \$66.00. (Applicants who are student teaching outside of Alaska do not need to submit a fingerprint packet.)
- Eligibility waiver request, if applicable (see information below).
- All Practicum Assessment Forms and Professional Dispositions Progress Reports must be submitted to Dr. Spangler. She will NOT approve your student teaching without satisfactory ratings from your practicum host teachers on these forms.

Student Teaching Application Deadlines

March 15 for fall semester student teaching

October 1 for spring semester student teaching

Eligibility Requirements for Student Teaching

- Full admission to the Education program
- 3.0 or above grade point average in Education program coursework
- All coursework completed prior to the commencement of student teaching

Eligibility Waiver Request

Applicants who have not fulfilled all eligibility requirements but wish to apply for a waiver of an eligibility requirement must write a letter to their advisor explaining what requirement is not completed and why a waiver is warranted. This waiver must accompany your student teaching application.

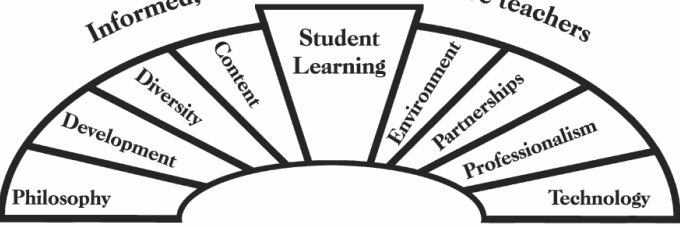
Fingerprint Packet

Fingerprints must be rolled within one year by the time they reach the FBI. The Alaska Department of Education and Early Development (DEED) requires its own set of fingerprint cards. They will not accept fingerprinting previously completed for a school district. The only exception may be if you are already certified in Alaska. Return your fingerprint packet to UAS—do not mail it directly to DEED.

Mail your completed student teaching application packet to

Mandy Lee, Program Assistant Distance K-8
Center for Teacher Education, University of Alaska Southeast
11120 Glacier Highway
Juneau, AK 99801

Call Mandy Lee at 907-465-8403 or 866-465-6424 if you have any questions.

| | |
|--|---|
|  <p>University of Alaska Southeast Center for Teacher Education <i>Master of Arts in Teaching Elementary Distance</i></p> | <h2>Application for Student Teaching</h2> |
|--|---|

Name _____ SSN _____

Address _____

Telephone (D) _____ (N) _____

Email Address _____

Current Employment _____

Previous Teaching Experience or Credential:

Place _____ Grade or Subject _____

Position _____ Number of Years _____

Program of Admission: MAT _____ Credential _____ Bachelor's _____

Academic Advisor _____

| |
|--|
| <p><i>Student Teaching Assignment Requested (optional):</i></p> <p>Semester: Fall _____ Spring _____</p> <p>Location _____</p> <p>Grade Level (first choice): _____ (second choice): _____</p> |
|--|

Signature _____ Date _____

Advisor's Signature _____ Date _____

Applicants should check with their advisor to make sure that all program requirements have been satisfied. (Bachelor degree students should file a “Request for Degree Check” with the UAS Juneau Records and Registration Office.)

Many states require a test as part of the certification application process. If you plan to apply for certification in Alaska or another state be sure to check if such a test is required. Since a higher score on a test is more likely while information is fresh in one’s mind, you might want to arrange to take any such exam in the immediate future.

Deadlines for submitting student teaching applications:

- To student teach during the fall semester—March 15
- To student teach during the spring semester—October 1

To be completed by UAS:

Approved _____ Disapproved _____

Assignment:

School _____

Address _____

City/State/Zip _____

Grade _____ Principal _____

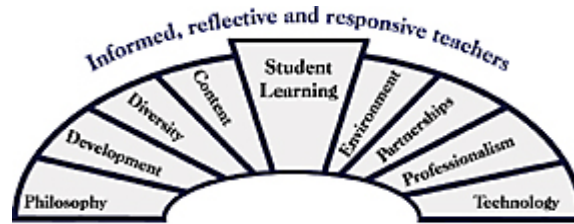
Host Teacher _____

UAS Supervisor _____

Policies for Student Teacher Placement

For Distance Students

1. Student teachers in the Distance Delivered K-8 programs are offered student teaching in their own communities when appropriate placements are available in the local schools.
2. Student teacher applications are due March 15 for fall and October 1 for spring. Applications that are late may not be honored. This time frame allows the University to place all student teachers in appropriate settings.
3. Student teachers may be placed in communities other than their own when an appropriate placement is unavailable in the home community. The University makes every effort to place the student in a community where a local UAS faculty member is available for supervision, or where a University education faculty member is already traveling. The out of town placement does not demand extra travel cost for the University or the student, however the student must incur the expense of personal travel and housing.
4. If a student elects to student teach in a community other than his own, and traveling faculty are not available in the area, the student will need advisor and dean approval. The student will incur the expense of the travel for supervision that would be above the cost of supervision in the local community. The student will also incur the expense of personal travel and housing.
5. Occasionally, a student faces an unavoidable move out of state prior to the end of her program. In these cases, the student may request an appropriate placement in the new location. If an appropriate placement is available, and if a qualified person can be located to supervise the student, UAS can, on approval, hire that individual to supervise the student. These placements must be organized in advance and approved by the Dean, the faculty advisor and often by the local university in the new location. Cost beyond normal supervision may be charged to the student.



University of Alaska Southeast Center for Teacher Education

Matrix of CTE Conceptual Framework Goals with K-8 Distance Program Courses

| CTE Goal | ED 230 | ED 304 | ED 320 ABC | ED 333 | ALS 300 | EDSE 482 | ED 615 | ED 616 | ED 617 | ED 618 | ED 619 | ED 661 | ED 680 | ED 688 | ED 626 | ED 628 | ED 698 |
|----------------------|--------|--------|------------|--------|---------|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 Philosophy | | | | X | | X | X | | X | X | X | | | X | X | X | X |
| 2 Development | | | | X | | | X | X | X | X | | X | | X | X | X | X |
| 3 Diversity | X | X | | X | | X | X | X | X | | | X | X | X | X | X | X |
| 4 Content | X | X | X | X | X | | X | X | X | X | | X | | X | X | X | X |
| 5 Learning | X | | X | X | | X | X | X | X | X | X | X | | X | X | X | X |
| 6 Environment | X | | | X | | | X | | X | X | X | | | X | X | X | X |
| 7 Partnerships | | X | | X | | | X | | X | | | | | X | | X | X |
| 8 Professionalism | | | | X | | | X | | X | X | X | | | X | X | X | X |
| 9 Technology | X | X | | X | | X | | X | X | | | | | X | | X | X |

Student/Candidate Responsibilities

Students in our programs are called Candidates. You become a Candidate once you are accepted into the K-8 Credential or MAT Distance Delivered Programs. As a Candidate, you may also be known as a Practicum Student, a Student Teacher or a Master's Candidate as you progress through your program. As a Candidate in these programs, you have many responsibilities. These include completing the program you are in as well as participating in your local school community.

Guidelines for Completing Your Program

Students are expected to follow program requirements as outlined in this handbook. The UAS Center for Teacher Education is a candidate for accreditation by the National Council for the Accreditation of Teacher Education, a national certifying board that ensures the highest level of teacher education. We are also applying for national recognition from the Association for Childhood Education International. You, as a student, must adhere to the requirements laid out by your program and in accordance with NCATE and ACEI .

Program Sequence

The program sequence for this program has been laid out in your handbook. You are expected to follow this sequence. In particular, all students must:

1. Complete ED 230 prior to or concurrently with other courses at the beginning of the program. This insures that you have the necessary technical and research skills to participate fully in program coursework.
2. Complete ED 333 and admission to the program prior to taking the methods courses. This insures that you are grounded in general learning theory, and are cleared by the program and your local school district to take responsibilities working with students.
3. All credential program courses need to be completed prior to student teaching.

Achievement

Students are expected to maintain a 3.0 GPA during the program. A course with a grade below C must be repeated. A grade of C- is not accepted.

Dispositions

Students in the Distance K-8 programs must maintain professional and personal dispositions both in University classes and in the field. Please review the Professional Dispositions Progress Report that is included in this handbook. Students who do not maintain professional dispositions may be removed from the program.

Petitions, Waivers, Exceptions, Substitutions

Any deviation from the program must be petitioned in writing to the Dean. Your advisor will help you prepare the appropriate paperwork needed.

Contract

Every student is required to sign the contract that is included in this handbook. Breach of the contract may result in expulsion from the program.

Guidelines for Working in Schools

You will be spending a great deal of time in your local public school. Our primary expectation is that you will provide service to the school, and that *your presence will be an asset to the education of the children in your practicum classrooms and your student teaching assignment*. Keeping this in mind, please follow these guidelines.

Program Admission

You must be admitted to your program before working in the classroom as a practicum student. The exception to this is the "One Week Experience," a trial period in which students who do not have previous school experience can be assessed by the school as to their suitability for working with children.

Professional Behavior

You must abide by the Alaska Code of Ethics for Teachers as well as school district rules and regulations.

Practicum Placement

Practicum placements are determined by the guidelines in place from your school district. If you work in the school either as a volunteer or as staff, please contact your local principal for assistance in finding an appropriate placement. If you are not connected with the local school, you should contact the principal or teacher in charge for help in assigning your classroom. Your instructors will give you an information sheet for the practicum teacher that will help in making decisions about a proper placement.

If you are in Juneau, please contact the Center for Teacher Education for assistance in your placement. If you're in Anchorage, Sitka, Kodiak or Kenai, your district office would like to be informed of your needs, and they may assist in your placement.

Tine Test

All UAS students working in schools in Alaska must have a current tine test on file at both the local school and the University. You can get these at any Public Health office, from a school nurse, or at the UAS Student Resource Center in Juneau.

Confidentiality

Hold in strict confidence information from your contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher or your instructor. Information found in a pupil's cumulative records should be held in confidence. Children used as case studies should be identified with either a first name only, or with a pseudonym.

Attendance

A practicum or student teacher is considered a member of the faculty. As a practicum student, you should determine your weekly schedule with your host teacher. As a student teacher, you will be expected to follow teachers' hours. Notify the school in advance if you are going to be absent.

Personal Grooming and Dress

Dress professionally in a manner consistent with the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming.

Observing in the Classroom

Most students will begin their practicum and student teaching as observers. Use this initial period to become acquainted with the students---learn their names, their characteristics, and their individual differences.

Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures; look for answers to previously formed questions, and remember at all times to be a learner, not a critic.

Planning

When you are teaching a lesson or are student teaching, you should have all lesson plans prepared in advance. Go over the lesson(s) in advance with the host teacher when possible. Student teachers must have weekly plans approved by the host teacher.

Assessment

In many of your practicum courses and throughout student teaching, you will be observed and assessed during your teaching and interactions with children. Assessment is most valuable when the student and the observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive and supportive way to help you become a better teacher. All practicum courses require the host teacher to fill out a final Practicum Assessment Form and a Professional Dispositions Progress Report. During student teaching, you, your supervisor and the host teacher will participate in formative midterm and final assessments together.

Advisor Responsibilities

Your academic advisor is your mentor throughout your program. She oversees your courses and performances. She is available for academic counseling when you need it.

Specifically the Advisor responsibilities are:

1. Conducts initial interview
2. Reviews your undergraduate transcripts and recommend any prerequisites
3. Oversees your program through the various program gates.
4. Provides information about the programs by introducing you to this handbook.
5. Oversees student teacher placements
6. Recommends you for student teaching and to the Dean at UAS to sign the Institutional Recommendation for your credential.
7. Serves as your graduate committee chair.

Practicum Host Teacher Responsibilities

The Practicum Host Teacher supervises candidates in K-8 classrooms. The practicum experiences are linked to our six methods courses, which are the core part of our Practicum/Methods phase. Practicum teachers are volunteers. They host candidates in the classroom approximately 3 hours per week for each class.

Practicum teachers provide opportunities for candidates to observe, assist and teach in the classroom. They approve lessons that candidates prepare for teaching, and provide feedback before, during and after teaching. At the end of the semester, Practicum Host Teachers assess candidates via a Practicum Assessment Form. Completion of this form is very important, as all candidates must complete 6 successful practicum experiences to be eligible for student teaching.

The Center for Teacher Education may offer a 1-credit 593 course for Practicum Host Teachers. Additionally, Practicum Host Teachers are invited to register for methods courses along with the candidates they supervise.

Specifically, the Practicum Host Teacher

1. Welcomes the practicum student into the classroom and introduce him/her to the students
2. Asks the practicum student for the class syllabus and review expectations for the practicum student.
3. Provides a seating chart or other materials so the practicum student can learn names.
4. Assists the practicum student in becoming familiar with standards and local curriculum, and with classroom curriculum for the semester.
5. Acquaints the practicum student with appropriate school policies, personnel, materials, resources and programs.
6. Requires lesson plans from the practicum student in advance of teaching lessons.
7. Observes the practicum student and provides constructive feedback.

8. Completes the Practicum Assessment Form at the end of the class. If comfortable, shares this assessment with the practicum student.
9. Completes the Professional Dispositions Progress Report.
10. Notifies the methods teacher if there are questions or concerns.

Host Teacher Responsibilities

The Host Teacher supervises candidates during the Student Teaching phase of your programs. The Host Teacher guides the Student Teacher in every way, and serves as a mentor, teacher and evaluator. The Host Teacher is the single most important influence on the Student Teacher's development as a teacher.

The Host Teacher assists the Student Teacher develop as a professional by aiding in the transition from university student to teacher; helping in the development of an understanding of the aims and purposes of education; fostering an atmosphere in which self assessment and reflection are valued; and providing opportunities for the Student Teacher to interact with other faculty.

Specific responsibilities of the Host Teacher include:

1. Becomes familiar with the background of the Student Teacher, and uses this information to help the Student Teacher grow as a professional.
2. Prepares the students in the class for the Student Teacher's participation.
3. Creates an atmosphere in which the Student Teacher has a feeling of belonging and authority.
4. Provides a desk and work space for the Student Teacher.
5. Reviews the program expectations with the Student Teacher and University Supervisor.
6. Requests the Student Teacher's assistance in setting up the room prior to the beginning of the school year. (Fall semester)
7. Introduces the Student Teacher to faculty, staff, parents and community.
8. Acquaints the Student Teacher with the needs of the students, the curriculum and standards, and the plans for instruction that semester.
9. Acquaints the Student Teacher with all the assessment and record keeping responsibilities that the Host Teacher maintains.
10. Provide the Student Teacher with books, materials and a computer if possible.
11. Communicates with the Student Teacher and Supervisor if there are questions or concerns.
12. Provides a seating chart or other materials so the Student Teacher can learn names.
13. Acquaints the Student Teacher with appropriate school policies, personnel, materials, resources and programs.
14. Demonstrates and models a variety of teaching techniques and strategies.
15. Develops of schedule with the Student Teacher for the semester that includes take over of subjects and time periods, solo teaching, and shifting back of full time teaching responsibilities and defines the extent of the Student Teacher's responsibilities.
16. Requires and previews lesson plans in advance of teaching lessons and units.

17. Assists the Student Teacher in locating materials and teacher resources.
18. Observes the Student Teacher and provides specific constructive feedback.
19. Provides on-going feedback, encouragement and recognition of success.
20. Provides formal, written evaluations as requested from the Supervisor.
21. Allows the Student Teacher to “solo” for 6 weeks and leaves the room to give the Student Teacher complete responsibility for teaching and management.
22. Completes a Student Teacher Evaluation Form at midterm and at the end of the semester. Participates in conferences to discuss the evaluations and helps the Student Teacher make goals for improvement.
23. Completes the Professional Dispositions Progress Report at midterm.
24. Writes a final evaluation that summarizes the Center for Teacher Education competencies.
25. Provides an opportunity for the Student Teacher to participate in quarterly report card/parent conference assessments.
26. Provide time for, and maintains communication with the University Supervisor

Host teachers may receive university credit for student teacher supervision. They should register for ED 593 Supervision of Student Teachers I and II. Mandy Lee will assist in the registration process. Telephone is 866-465-6424 or 907-465-8403.

Responsibilities of the School Administration

Local principals provide the link between the University and the local classroom. All placements of Practicum Students and Student Teachers are made through the building principals.

Specific Responsibilities of the principals include:

1. Signs the Memorandum of Agreement with the University as part of the admissions process. (In some districts, this is done in the office of the Superintendent.)
2. Supervises the placement of Candidates in “One Week Experience”, practicum placements and student teaching.
3. Welcomes Candidates in the building and provides support as requested.
4. Observes the Student Teacher.
5. May write a letter of recommendation for the Student Teacher.
6. May participate in an exit interview of the Student Teacher.

Responsibilities of the Faculty and University Supervisor

The faculty and the University Supervisors provide the link between the University program and the school settings. University faculty teach all of the practicum courses by distance, while Supervisors go into the field to monitor Student Teachers.

Program faculty responsibilities

1. Provide clear statements of practicum assignments for Practicum Host Teachers.
2. Provide Practicum Assessment Forms for final assessment
3. Provide contact information to address any questions from Practicum Host Teachers.

4. Assign course grades, and monitor Candidate dispositions.

University Supervisor responsibilities:

1. Provides an orientation to the Student Teacher and Host Teacher. Explains requirements and monitors assignments.
2. Visits or contacts schools regularly. Generally, the Supervisor visits local schools weekly. Remote sites are visited for more extended stays monthly if possible.
3. Serves as a mentor, advisor and evaluator for the Student Teacher.
4. Facilitates communication between all parties.
5. Assists the Student Teacher and Host Teacher as requested.
6. Provides at least two assessments using the Pathwise or other observation instrument, and participates in midterm and final conferences.
7. Provides a final written assessment based on the CTE competencies.
8. Evaluates the Professional Portfolio and other written assignments.
9. Assigns the final grade for the class.

Graduate Committee Responsibilities

Faculty and professional community members make up the 3-member Graduate Committee for all MAT Candidates.

Specific responsibilities of the committee members

1. Give feedback, encouragement and professional guidance as the Master's Candidate develops the Master's Portfolio.
2. Evaluate the Master's Portfolio using the Portfolio Rubric.
3. Sign off on master's degree.

Lesson Plan Format

AK Standard:

Goal:

Topic:

Methodology:

Objective(s): What knowledge will they learn, what concept(s) and generalization(s) will they explore, what skills will they practice or what attitudes might they develop?

Materials:(List all materials used, including technology)

Activities: (What will the teacher and children do to address the objectives?)

Introduction:

Summary of Activities:

Closure:

Accommodations for special learners:

Attention to multicultural concerns:

Student Assessment (How will you know if the students have met or are in the process of meeting the objective(s)?)

University of Alaska Southeast Center for Teacher Education
Lesson Observation Report Form

Name _____ **Observer** _____

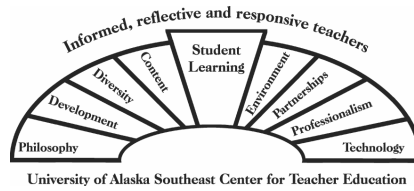
Date _____ **School/grade** _____

Literacy Math Science Soc St Health P.E. Arts (circle content area)

| | 0 | 1 | 2 | Evidence: |
|--|---|---|---|-----------|
| Lesson plan was complete | | | | |
| Student teacher was prepared | | | | |
| Student teacher communicates effectively | | | | |
| Lesson was developmentally appropriate | | | | |
| Activities were differentiated for individual learners | | | | |
| Student teacher's content knowledge was accurate | | | | |
| Student teacher understood the context of this lesson in the curriculum. | | | | |
| Students were interested and engaged in active learning | | | | |
| Student assessment was appropriate to objectives | | | | |
| Lesson promoted higher level thinking | | | | |
| Students met learning objectives | | | | |
| Classroom management promoted student engagement | | | | |
| Student teacher reflected on student learning and lesson design | | | | |

0=does not meet expectations; 1=meets expectations; 2=exceeds expectations

Comments:



Center for Teacher Education University of Alaska Southeast Professional Dispositions Progress Report

At UAS we expect that teacher candidates will work professionally with students, families, professional colleagues and the community. Candidates admitted to UAS are selected on the basis of potential to demonstrate professional dispositions. Their professionalism in a variety of school and university contexts is key to their progress towards successful completion of their programs.

This professional dispositions progress report form is available to university faculty and advisors, field experience supervisors, practicum teachers, intern mentors, and host teachers, and other cooperating professional educators who wish to share relevant information with the appropriate Center for Teacher Education coordinators on the professional progress and dispositions of teacher candidates. This form is designed to raise issues both positive and negative pertinent to a teacher candidate's pre-service performance and achievements. Candidates in school placements in all programs must be reviewed and a completed professional report submitted for the student file by teachers/university faculty who oversee them. See student handbook or program coordinator for specific information and dates.

If negative issues about a teacher candidate are raised, intervention and assistance to the candidate will be provided through a formal process. See the “Steps in the Progress Report.”

Completed progress reports will be provided to candidates and handled with the highest standards of professional confidentiality and individual protection.

Dr. Marilyn Taylor, Dean of Education

Please complete this form and return it to the appropriate program coordinator:

- Dr. Shirley Kaltenbach, Elementary
- Dr. Mary-Claire Tarlow, Elementary
- Dr. David Marvel, Secondary
- Dr. Seon Chun, Early Childhood
- Dr. Katy Spangler, Distance Elementary
- Dr. Thomas Duke, Special Education
- Dr. Jeffrey Lofthus, Bachelors of Elementary Education

*Center for Teacher Education
University of Alaska Southeast
11120 Glacier Hwy
Juneau, AK 99801*

*Telephone: (907) 465-6424
Fax: (907) 465-5159*

Candidate Name _____

Program _____

Please check all statements that apply. Multiple statements in each category may be checked. When negative statements are checked, the candidate will be notified and follow-up plans will be initiated.

1) Ethics

- Demonstrates professional ethics, democratic principles, and collaborative learning communities
- Maintains high ethical and professional standards (e.g. does not share confidential information)
- Complies with program policies and professional practices and responds to these guidelines in appropriate ways
- Complies with the UAS Student Code of Ethics, available in the UAS catalog, (e.g. prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission code of ethics, available in student handbook.
- Acts in a way that does not demonstrate professional ethics.

Explain:

2) Attendance

- Perfect attendance record
- Rarely absent
- Frequently absent
(number of times ___)

3) Punctuality

- Always on time
- Generally punctual
- Frequently late (number of times ___)

4) Punctuality in assignments and duties

- Assignments and class preparation always on time
- Assignments and class preparation generally on time
- Occasional late assignments or lack of preparation for tasks.
- Frequent lack of preparation: chronic lateness in turning in assignments or performing duties

5) Initiative/Independence/Creativity

- Creative, resourceful, implements plans independently
- Self starter: Identifies needs and attends to them immediately
- Has good ideas, works effectively with limited supervision
- Too passive, too dependent on others for directions, ideas and guidance.

6) Reliability/Dependability

- Responsible: Attends to assigned tasks or duties on schedule without prompting
- Sometimes needs to be reminded to attend to assigned tasks or duties
- Sometimes fails to complete assigned tasks and duties
- Frequently fails to complete assigned tasks and duties

7) Oral Communication

- Expressive, animated
- Articulate, uses standard English
- Able to translate thoughts into clear explanations
- Inarticulate/hesitates to express self
- Makes frequent grammatical errors

Example:

8) Listening skills

- Active listener
- Can learn from others
- Appropriate conversation skills
- Appears not to listen: interrupts
- Shows limited regard for speaker

9) Capacity For Clear Thinking

- Reflects on teaching ideas, practice and student results to decide on next steps
- Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner
- Poses probing questions and problems once issues are identified
- Unable to process multiple perspectives
- Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information

10) Tact/Judgments (with students, peers and/or instructor)

- Diplomatic: Highly sensitive to other's feelings and opinions
- Perceives what to do or say in order to maintain good relations with others and responds accordingly
- Makes reasonable judgments in complex situations
- Takes thoughtful risks
- Limited sensitivity and diplomacy
- Appears thoughtless: Insensitive to other's feelings and opinions.

11) Collegiality

- Willingly shares ideas and materials: committed to professional discourse
- Prefers being part of a team; strong group interaction skills; supports a collaborative learning community
- Reluctant to share ideas and materials
- Prefers to work alone
- Responds negatively to colleagues

12) Response To Feedback/Supervision

- Solicits and implements suggestions and feedback from others
- Receptive to suggestions and feedback
- Receptive, but doesn't implement suggestions
- Defensive: Unreceptive to feedback

13) Sense Of Self

- Accurate self perception of strengths and weaknesses
- Confident, resilient, flexible
- Unsure of self as a teacher
- Inaccurate self perception--unable to assess strengths and weaknesses

14) Attitude

- Confident
- Pleasant
- Shows sense of humor
- Shows lack of confidence
- Negative: sense of distress

15) Professional Appearance

- Always maintains a professional appearance
- Usually maintains a professional appearance
- Unprofessional attire
- Poor grooming habits

Explain

15) Identify any actions/recommendations that you have already taken/made with regard to this teacher candidate (include conference dates).

16) What action would you recommend to the Program Coordinator with regard to this candidate?

Person completing this form _____

Position/title _____ Date _____

Signature of teacher candidate (optional) _____ Date _____

(signing indicates report has been received only. Candidate may add information or views on the reverse side of this form.)

Please return this form to the Coordinator of the Teacher Education program. A copy will be provided to the candidate. This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the Center for Teacher Education, University of Alaska Southeast.

When a negative report is received: Steps in the Progress Report

When issues or concerns are raised on the teacher candidate's progress through a Professional Dispositions Progress Report, the following steps will be followed:

| | |
|---------------|--|
| Step 1 | University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information. The program coordinator may choose a) to meet with the candidate to discuss any concerns or b) to merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate and convey concerns, and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary, |
| Step 2 | When two or more negative reports are received, the program coordinator will meet with the candidate. In attendance will be the program coordinator, the candidate, the candidate's advocate (optional) e.g. a friend, other faculty member, relative, etc.; and all those who have turned in progress reports to other written documentation (optional.) The goals of this meeting will be a) to share concerns; b) to gather additional information, and if appropriate, c) to develop a plan to assist the candidate in remedying the concerns. A follow-up meeting will be scheduled to monitor the candidate's progress. A written record of this meeting will be kept with the candidate's file and will also be sent to the teacher candidate. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program. |
| Step 3 | In the event that Steps One and Two do not resolve the issue or concern, it will be brought before the education faculty for consideration. The faculty may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate. The education faculty will recommend to the program coordinator specific remedial activities for the candidate or removal from the teacher education program. Remedial activities may include additional coursework, additional time spent in the classroom or school community or similar actions. The education faculty will place the candidate on probation for a specific period of time. A letter will be sent to the candidate outlining the decisions of the education faculty and cautioning the candidate that failure to cure deficiencies will result in discharge from the program. |
| Step 4 | The professional progress of the candidate will be evaluated by the program coordinator at the conclusion of the probationary period. If necessary, further remediation may be required. If sufficient progress has been made, the candidate's good professional standing will be reinstated and no further action against the candidate will be taken. Letters about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program with the concurrence of the education faculty. |
| Step 5 | If the candidate is removed from the teacher education program, the candidate may appeal this decision, in writing, to the Dean of Education. The candidate may attach any documentation or statements for the Dean's consideration. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate. To review this academic decision, candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg.)R09.03.02. If the final decision is removal from the program, the letters will remain part of the candidate's permanent file. |

Faculty and Program Support Contacts

Program Head

Dr. Katy Spangler,

PO Box 773354, Eagle River, AK 99577

694-7019, fax: 694-8797

Katy.Spangler@uas.alaska.edu

Office of the Dean

Dr. Marilyn Taylor, Dean

Center for Teacher Education, 11120 Glacier Hwy, Juneau, AK 99801

465-6431

Marilyn.Taylor@uas.alaska.edu

Terry Baines, Assistant to the Dean

Center for Teacher Education, 11120 Glacier Hwy, Juneau, AK 99801

465-6429

terry.baines@uas.alaska.edu

Program Assistant: Materials, Registration, Admission

Mandy Lee

Center for Teacher Education, 11120 Glacier Hwy, Juneau, AK 99801

866-465-8403 Toll free: 1-866-465-6424

mandy.lee@uas.alaska.edu

Bookstore

UAS Bookstore, 11120 Glacier Hwy, Juneau, AK 99801

465-6401

jybook@uas.alaska.edu

MBSDirect

1-800-325-3252

Direct.mbsbooks.com/ualaska.htm

Computer Support: Cody, Joseph and other great people

UAS Helpdesk, 11120 Glacier Hwy, Juneau, AK 99801

877-465-6400

Helpdesk@uas.alaska.edu

Egan Library

Reference Desk, 11120 Glacier Hwy, Juneau, AK 99801

465-6502

eganlibrary@uas.alaska.edu

Audioconferences

Genesys Meeting Center
1-800-305-5208
or dial *10* during the conference

Learning/Testing Center

465-6168
11120 Glacier Hwy
Juneau, AK 99801

Department of Education and Early Development

Teacher Credentials
801 West 10th
Juneau, AK 99801
465-2831
www.eed.state.ak.us/credential/

Financial Aid

11120 Glacier Hwy, Juneau, AK 99801
465-6255
Barbara.burnett@uas.alaska.edu

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465-6404
Jeffrey.Lofthus@uas.alaska.edu

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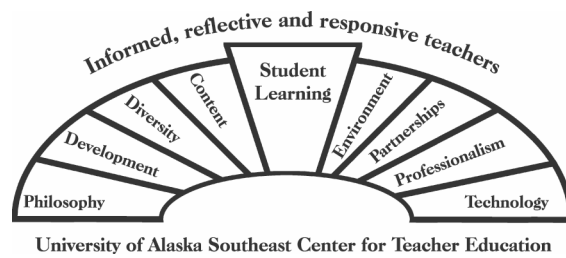
Jennifer Brown, Library Liaison and Educational Research
Egan Library, 11120 Glacier Hwy, Juneau, AK 99801
465-6285
Jennifer.brown@uas.alaska.edu

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Nome Schools, Box 131, Nome, AK 99762
Ed230@pec.jun.alaska.edu

Juneau Campus Answer Index

| QUESTIONS ABOUT | Go to | OR CALL |
|-------------------------|-------------------------------------|----------------|
| Academic Advising | Student Resource Center | (907) 465-6457 |
| Academic Policies | Records and Registration | (907) 465-6458 |
| Activities | Student Activities | (907) 465-6528 |
| Admissions | Records and Registration | (907) 465-6460 |
| Add/Drop | Records and Registration | (907) 465-6458 |
| Bills/Payment | Business Office (Cashier) | (907) 465-6267 |
| Bookstore | Mourant Building Lower Level | (907) 465-6401 |
| Bus Passes | Bookstore | (907) 465-6267 |
| Business & Public Adm | Novatney Building Lower Level | (907) 465-6402 |
| Career Counseling | Mourant Building Lower Level | (907) 465-6368 |
| Cashier | Bookstore/Bill Ray Center | (907) 465-6267 |
| Center for Teacher Ed. | Hendrickson Annex | (907) 465-6429 |
| Chancellor's Office | Soboleff Annex | (907) 465-6472 |
| Community Advisors | <i>(after business hours pager)</i> | (907) 790-5989 |
| Computer Courses | Novantney Building Lower Level | (907) 465-6402 |
| Computing Services | Whitehead Building Top Level | (907) 465-6452 |
| Computing Help Desk | Whitehead Building 201 | (907) 465-6400 |
| Counseling Services | Student Resource Center | (907) 465-6457 |
| Development Office | Soboleff Annex | (907) 465-2848 |
| Disabled Services | Student Resource Center | (907) 465-6359 |
| Distance Education | Soboleff Annex | (907) 465-6409 |
| Distance Elem. Ed/MAT | Dr. Katy Spangler | (907) 694-7019 |
| Discipline Procedures | Board of Regent's Policies | (907) 465-6457 |
| Early Childhood Pgm. | Hendrickson Annex | (907) 465-6424 |
| Elementary MAT | Hendrickson Annex | (907) 465-8403 |
| Employment | Personnel/Bill Ray Center | (907) 465-6263 |
| Events | Student Activities | (907) 465-6528 |
| Facilities Services | 11120 Glacier Highway | (907) 465-6496 |
| Financial Aid | Novatney Building Top Level | (907) 465-6255 |
| Fisheries | Anderson Building | (907) 465-6441 |
| Food Service | Mourant Cafeteria | (907) 465-6520 |
| Grades | Records and Registration | (907) 465-6458 |
| Grievances | Student Activities | (907) 465-6529 |
| Health Services | Student Resource Center | (907) 465-6439 |
| Housing | Housing Office-Mourant Building | (907) 465-6528 |
| Housing Lodge | University Drive | (907) 465-6443 |
| Identification Cards | Student Activities | (907) 465-6528 |
| International Students | Mourant Building Lower Level | (907) 465-6239 |
| Internships | Mourant Building Lower Level | (907) 465-6368 |
| Liberal Arts & Science | Soboleff Building Top Level | (907) 465-6405 |
| Library | Egan Library | (907) 465-6466 |
| Learning Center | Egan Library Lower Level | (907) 465-6348 |
| Lost and Found | Student Resource Center | (907) 465-6457 |
| Media Services | Egan Library Lower Level | (907) 465-6514 |
| Native Student Services | Student Resource Center | (907) 465-6457 |
| Outdoor Rec. Center | Student Activities Center (SAC) | (907) 465-1219 |
| Parking | Facilities Services/Housing | (907) 465-6496 |
| Placement Testing | Learning Center | (907) 465-6348 |

| | | |
|---------------------------|-----------------------------------|----------------|
| Registration | Records and Registration | (907) 465-6458 |
| Scholarships | Financial Aid | (907) 465-6255 |
| Secondary MAT | Hendrickson Annex | (907) 465-8403 |
| Student Activities Center | 11798 Glacier Highway | (907) 465-1219 |
| Student Clubs | Student Government | (907) 465-6528 |
| Student Exchanges | Mourant Building Lower Level | (907) 465-6455 |
| Student Government | Mourant Building Lower Level | (907) 465-6517 |
| Student Resource Center | (SRC) Novatney Building Top Level | (907) 465-6457 |
| Transcripts | Records and Registration | (907) 465-6268 |
| Tutors | The Learning Center (TLC) | (907) 465-6348 |
| UAS-Juneau | SRC (<i>toll free</i>) | 1-877-465-4827 |
| Vocational/Tech. Ed. | Marine Tech Center | (907) 465-8770 |
| Whalesong/Newspaper | Mourant Building Lower Level | (907) 465-6434 |
| Withdrawal | Records and Registration | (907) 465-6458 |



Elementary Credential and MAT by Distance Policies and Requirements

1. This program must be completed within 7 years of the starting semester of the first program class taken.
2. Transfer credits into these programs are evaluated on a case-by-case basis. No course older than 7 years old at the time of program completion will be eligible to transfer in.
3. Candidates must complete ED 230 and ED 333 and be admitted to the program before participating in the graduate level methods courses: ED 615, ED 616, ED 617, ED 618, ED 619 and ED 661.
4. The Elementary program grants a K-8 credential. At least one practicum placement must be at each level: Primary K-2, Intermediate 3-5 and Middle School, 6-8.
5. Each methods course requires a minimum of 3 hours of practicum in an elementary or middle school classroom per week. The practicum for ED 619 may be overlapped with other practicum.
6. When two or more Candidates live in the same community, they are expected to participate together in audioconferences.
7. Completion of all coursework is required prior to the start of student teaching.
8. Student teacher placement is the responsibility of the University, not the Candidate. Policies for student teacher placement are described in the handbook.
9. We recommend that Candidates not take other courses during student teaching. Candidates should plan on a minimum of 15 weeks for full time student teaching.
10. Students must maintain a 3.0 Grade Point Average. A grade of C- or lower in any program course is unacceptable and must be repeated for the credit to apply.
11. Students must maintain professional dispositions with the local schools, the University and the professional community. A Professional Dispositions Checklist and protocol are provided in this handbook.
12. Candidates must abide by the Alaska Teaching Profession Code of Ethics at all times.

APA Document Reference and Citation Specifications

Use the American Psychological Association (APA) 5th Edition and these examples as you prepare your document.

List of References: (use “List of References” to head this separate page after the body of your work)
When citing **books**, they should look like the following:

Ryan, K., & Cooper, J. (2000). *Those who can, teach*. Boston: Houghton Mifflin.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

When citing booklets, they should look like the following:

National Parent/Teacher Association Booklet (1998). *National standards for parent/family involvement programs*.

When citing **journal articles**, they should look like the following:

Kagan, S. (1989-90, December/January). **The structural approach to cooperative learning.**
Educational Leadership, 47(4), 12-15.

Nielsen, T. (2001, Autumn). Problems old, problems new: Reconciling heart and mind. *Encounter*, 14(3), 4-15.

Note: Only the first word in the titles of books, articles, etc. is capitalized, with the exception of after a colon. Use only the last name and first initial of the author name(s).

When citing **internet journal articles**, they should look like the following:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

When citing **internet documents**, they should look like the following:

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

* Begin the cite with the author's name if one is identified, otherwise begin with the document title

Body of APA:

The following examples will demonstrate how to cite a reference within the body of your paper with either a direct quote or otherwise:

If you use a direct quote (exactly word-for-word) within your writing, you will put it in quotation marks and include the author, date and page number, like this –

Ryan and Cooper (2000) said, “By reflection we simply mean the process of thinking about your experiences and their implications for you” (p. 17).

OR (use a combination of the two for variety)

“By reflection we simply mean the process of thinking about your experiences and their implications for you” (Ryan and Cooper, 2000, p. 17).

If you do NOT quote directly, you will then include the author and date (page number is NOT used if it is not a direct quote), like this –

Ryan and Cooper (2000) stated that when they speak of reflection, they mean a process where one ponders their experiences and what implications they have for them.

OR (use a combination of the two for variety)

Reflection is a process where one ponders their experiences and what implications they have for them (Ryan and Cooper, 2000).

When citing booklets, they should look like the following:

According to the National Parent/Teacher Association (1998), parental involvement in a student’s education is directly related to student achievement.

When citing letters from or interviews with individuals, they should look like the following and are NOT listed in the “List of References.”

(J. Linnertz, personal communication, February 17, 2004)

When citing a **letter to the editor**, it should look like the following, starting with the name of the writer:

Davidson, B. (1982, September 18). [Letter to the editor]. *The Minot (North Dakota) Daily News*, p. 5.

*** Note the difference between how you cite within the body and how you list the cite under the “list of references.” ALL cites in the body (except “personal communication) MUST be listed in the “list of references” and ALL cites listed in the “list of references” MUST be cited in the body. The first word (author last name or organization) in each cite (body and list) must be identical in both places. For cites within the body, if there are between three and five authors, list ALL authors in your first cite, then use the last name of the first one and et al. after it thereafter, i.e., Lambert et al. (1997). If there are six or more authors, your first and consequent cites in the body should include only the last name of the first author, like the Lambert example above. All the authors are named in the list of references. Always use only the last name (not the first) of the author(s) in the body, like in the Lambert example above.*

Other things to keep in mind:

- If you use a direct quote and it is longer than 3-4 lines of print, it should be single-spaced and should have a 5 space margin both on the left and right (cite author and date before the quote and put the page number after it (p. X or pp. XX) Don’t use quotation marks.
- Single space each entry in your “list of references”
- Use double spacing in the body of your document
- In your “list of references,” leave one space between each entry
- In your “list of references,” indent the second and subsequent lines of each listing
- In your body, indent the start of each paragraph
- Use NO abbreviations, unless they are part of a direct quote
- Number each page in the body

- If you use an acronym, spell it out first with the acronym in parenthesis after and then use the acronym thereafter [i.e., The American Psychological Association (APA) is our guide.] Each reference thereafter can be APA only
- When using numbers, spell out one through ten and use 11, 12, etc. for higher numbers. When comparing within the same sentence, use all digits for consistency (i.e., There were 9 boys and 11 girls in the class)
- Do not start a sentence with a number (i. e., 12, use “Twelve” instead)
- Strive to use the most recent research as possible on your topic
- ***Check/recheck/edit (use spell and grammar check) PRIOR to submission***

Alaska Department of Education and Early Development
Chapter 010 - Professional Teaching Practices Commission
20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in [AS 14.20.030](#).

(b) In fulfilling obligations to students, an educator:

- (1) repealed 10/25/2000;
- (2) may not deliberately distort suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
- (3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
- (4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
- (5) may not expose a student to unnecessary embarrassment or disparagement;
- (6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
- (7) may not use professional relationships with students for private advantage or gain;
- (8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
- (9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator:

- (1) repealed 10/25/2000;
- (2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
- (3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
- (4) repealed 10/25/2000;
- (5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
- (6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
- (7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
- (8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

- (1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;
- (2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
- (3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
- (4) may not sexually harass a fellow employee;
- (5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
- (6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
- (7) may not deliberately misrepresent the educator's or another's professional qualifications;
- (8) repealed 10/25/2000;
- (9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;
- (10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
- (11) may not intentionally file a false or malicious complaint with the commission;
- (12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
- (13) shall cooperate fully and honestly in investigations and hearings of the commission;
- (14) repealed 10/25/2000;
- (15) may not unlawfully breach a professional employment contract;
- (16) shall conduct professional business through appropriate channels;
- (17) may not assign tasks to unqualified personnel;
- (18) may not continue in or seek professional employment while unfit due to (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;
- (19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)

PTPC Regs (Eff. 10/25/00)
Revised May 2000

Retrieved July 27, 2004 from <http://www.eed.state.ak.us/TeacherCertification/20AAC10.html>

University of Alaska Student Rights and Responsibilities

The purpose of this regulation is to further define the University of Alaska's Student Code of Conduct (Code), and to establish a framework for the enforcement of the Code. These procedures, and their elaboration in UAS rules and procedures, will allow for fact finding and decision making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the University. These procedures are applicable to all students and student organizations.

Student Code of Conduct

Disciplinary action may be initiated by the University and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code. The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

Cheating, Plagiarism, or Other Academic Dishonesty

Examples include students who:

1. Use material sources not authorized by the faculty member during an examination or assignment;
2. Utilize devices that are not authorized by the faculty member during an examination or assignment;
3. Provide assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
4. Present as their own the ideas or works of another person without proper acknowledgment of sources;
5. Knowingly permit their works to be submitted by another person without the faculty member's permission;
6. Act as a substitute or utilize a substitute in any examination or assignment;
7. Fabricate data in support of laboratory or field work;
8. Possess, buy, sell, obtain, or use a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
9. Alter grade records of their own or another student's work; or
10. Offer a monetary payment or other remuneration in exchange for a grade.

Forgery, Falsification, Alteration, or Misuse of Documents, Funds or Property

Examples include:

1. Forgery, falsification, or alteration of records or deliberate misrepresentation of facts on University forms and documents or to any University official or before a University judicial hearing board;
2. Misuse or unauthorized use of University identification cards, keys, funds, property, equipment, supplies or resources;
3. Falsely representing oneself as an agent of the University, incurring debts or entering into contracts on behalf of the University; or
4. Trespassing or unauthorized entry into, unauthorized presence on, or use of property which is owned or controlled by the University.

Damage or Destruction of Property

Examples include:

1. Damage or destruction to property owned or controlled by the University;

2. Damage or destruction of property not owned or controlled by the University if the action constitutes a violation of the Code, e.g.: a. the action occurred during an event authorized by the University; b. the student was a representative of the University, such as an athlete, and the action occurred while traveling to or from an event authorized by the University; or c. the property not owned or controlled by the University was located on University property.

Theft of Property or Services

Examples include:

1. Theft or unauthorized possession or removal of University property or the property of any University member or guest that is located on property owned or controlled by the University; or
2. Theft or unauthorized use of University services or unauthorized presence at University activities without appropriate payment for admission.

Harassment

Examples include:

1. Physical or verbal abuse;
2. Sexual harassment;
3. Intimidation; or
4. Other conduct, including hazing, which unreasonably interferes with or creates a hostile or offensive learning, living, or working environment.

Endangerment, Assault, or Infliction of Physical Harm

Examples include:

1. Physical assault;
2. Sexual misconduct and assault;
3. Terrorist threats;
4. Hazing or coercion that endangers or threatens the health or safety of any person, including oneself; or
5. Conduct which causes personal injury.

Disruptive or Obstructive Actions

Examples include:

1. Obstructing or disrupting teaching, research, administration, disciplinary proceedings, or other activities authorized by the University;
2. Interfering with the freedom of movement of any member or guest of the University to enter, use, or leave any University facility, service or activity; or
3. Taunting or physically harassing wildlife or otherwise creating an unsafe or hazardous environment involving wildlife on property owned or controlled by the University.

Misuse of Firearms, Explosives, Weapons, Dangerous Devices, or Dangerous Chemicals

Example:

Unauthorized use, possession, or sale of these items on property owned or controlled by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures.

Failure to Comply with University Directives

Examples include:

1. Failure to comply with the directions of law enforcement officers or University officials acting in the performance of their duties; Failure to identify oneself to University officials when requested; or
2. Failure to comply with disciplinary sanctions imposed by the University.

Misuse of Alcohol or Other Intoxicants or Drugs

Examples include:

1. Use, possession, manufacture, distribution, or being under the influence of alcoholic beverages on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures;
2. or Use, possession, manufacture, distribution, or being under the influence of any narcotic, controlled substance, or intoxicant on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures.

Retrieved July 27, 2004 from http://www.uas.alaska.edu/catalog/documents/04_05/catalog.pdf

ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS

Adopted February 3, 1998
Assembly of Native Educator Associations
Anchorage, Alaska

Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching as a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and to make positive and culturally-appropriate contributions to the well being of that community;
2. exercise professional responsibilities in the context of local cultural traditions and expectations;
3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

Retrieved July 24, 2004 from <http://www.ankn.uaf.edu/teastan.html>

Websites with Important Information

| | |
|---|---|
| University of Alaska Southeast | www.uas.alaska.edu |
| Educational Technology Program at UAS | http://pec.jun.alaska.edu/edtechpec/ |
| Alaska Standards | www.educ.state.ak.us |
| Alaska Content Standards for Technology | http://www.educ.state.ak.us/contentstandards/Technology.html |
| Alaska Teacher Certification Standards | http://www.educ.state.ak.us/TeacherCertification/4aac04-200.html |
| Standards for Alaska's Teachers | http://www.educ.state.ak.us/standards/pdf/teacher.pdf |
| Standards for Alaska's Schools | http://www.educ.state.ak.us/standards/pdf/school.pdf |
| Alaska Cultural Standards | www.ankn.uaf.edu/standards |
| Alaska Teacher Placement Service | www.uaf.edu/atp/aboutus/services.html |
| ISTE Tech Leadership Standards | http://cnets.iste.org/ncate/n_lead-stands.html |
| ISTE Standards for Teachers | http://cnets.iste.org/teachers/t_stands.html |
| ISTE Standards for Students | http://cnets.iste.org/students/s_stands.html |
| National Education Association student page | www.nea.org/student-program/ |

TECHNOLOGY SERVICES ON THE UAS CAMPUS

HELP Desk

Toll-free (877) 465-6400
In Juneau: (907) 465-6400
(907) 465-6276 (fax)
Email: helpdesk@uas.alaska.edu
Egan Library 103

Media Services

(907) 465-6452
(907) 465-1832 (fax)
Email: media.services@uas.alaska.edu
Egan Library, Room 103

HELP IS ON THE WAY

A technology helpdesk is staffed seven days a week. The helpdesk can provide assistance in-person, through e-mail, or over the telephone. For students calling outside of Juneau, UAS provides a toll-free number.

ACADEMIC COMPUTING LAB

The Academic Computing Lab (ACL) on the upper level of the Whitehead building provides access to computers and offers general computing support to the university community. We manage two computer labs as well as check-out laptops and projectors for classes. We offer a full range of software running on IBM-compatible and Macintosh machines, with scanning, copying, and printing support. To use computers in our lab, students must use their UAS computer account.

WIRELESS COMPUTING

In addition to our dedicated computer classrooms and open computing labs, UAS has multiple mobile laptop carts and mobile printers that can be set up in any classroom. Students can take laptops anywhere on campus and access campus services or surf the web. If you do not already have a wireless card for your laptop, you can check out a WiFi-card for the semester at no cost. Contact the Help Desk.

UAS ONLINE!

From Basic Marksmanship to Advanced Mathematics, an individual web site is automatically created for every class - no exceptions! Students are able to use UAS Online to access course materials, submit homework, and chat with other students.

UASHOME / EMAIL

Every student is provided fifty megabytes of storage space to store documents and support a personal web site. In addition, every student automatically receives an individual email account with 25 megabytes of storage. Contact the Help Desk (see above contact info) for more information or assistance with your email account.

UA ONLINE

Why wait in line? Students can register for classes, check grades or transcripts, and update their personal information online at any time. (visit <http://uaonline.alaska.edu>)

LIGHTS, CAMERA, ACTION!

A wide variety of equipment is available for checkout on the Juneau campus. Digital cameras, video cameras, screens, projectors, DVD players and more are available at no cost!

STUDENT INVOLVEMENT

UAS encourages students to become involved. Students help guide technology decisions through the Teaching, Learning & Technology Roundtable. In addition, students are encouraged to work directly in the IT department. IT Services provides many paid positions for students. On-the-job training is provided in computer repair, customer service, video production, server and network administration. The IT Services staff enjoy taking part in campus activities and helping make UAS an exceptional place to learn, work, and live.

MEDIA / BROADCASTING

Students can earn money while receiving on-the-job training in television broadcasting. A fully-equipped broadcast television facility is located in the Egan Library in Juneau. UAS broadcasts live courses via satellite and coordinates the University of Alaska Television Network for the UA system. In addition, scanners, video-editing equipment, DVD and CD burners are all available for student use. Color as well as black and white printing is available to students from a number of locations around campus.

UAS Financial Aid

Web Site: http://www.uas.alaska.edu/financial_aid/
Hours: 8:00 a.m. – 5 p.m. Monday – Friday
Address: 205 Novatney Building
Mailing address: 11120 Glacier Highway; Juneau, Alaska 99801
Phone: 907-465-6255 or 1 (877) 465-4827 toll-free **FAX:** 907-465-1394
Email: финаid@uas.alaska.edu

Topics covered on the web site

Consumer Information

- Costs of attendance
- Eligibility
- Deadlines
- Concurrent enrollment
- Frequently Asked questions

Information Access

- UAOnline
- National Student Loan Data system
- National Student Loan Clearing House

Types of financial aid

- Grants
- Scholarships
- Veteran's Assistance
- Student employment
- Loans

Financial Aid Services

- Announcements
- Frequently asked questions

Procedures and policies

- General Procedures
- Application procedures
- FAFSA verification procedures
- Satisfactory academic progress policy
- Policies regarding completely withdrawing

Links of Interest

- General financial aid information
- Federal funding
- Tools and calculators
- Tax information
- For International Students
- For minority students
- For Native students

Forms and Applications

- Applications
- FAFSA verification
- Satisfactory academic progress
- Miscellaneous forms

EGAN Library

<http://www.uas.alaska.edu/library/>

The Egan Library is located at the University of Alaska Southeast on the Juneau Campus.

Contact Information:

Circulation Desk: (907) 465-6466

Reference Desk: (907) 465-6502

Toll Free Reference: (877) 465-4827 X6502

Fax: (907) 465-6249

Information: egan.library@uas.alaska.edu

Hours:

| | |
|---|---|
| Holidays | Labor Day CLOSED September 6 Thanksgiving CLOSED November 25-26 Winter Break CLOSED December 22 - January 3 |
| Regular Fall Hours (September 7 - December 17) | Monday - Thursday 8:00am - 10:00pm Friday 8:00am - 5:00pm Saturday 11:00am - 5:00pm Sunday 11:00am - 8:00pm |
| Extended Saturday Hours | December 4 & 11 11:00am - 8:00pm |
| Intersession Hours | (December 18 - December 21 & January 4 - January 16) Monday - Friday 8:00am - 5:00pm Saturday & Sunday CLOSED |

Resources

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|--|---|
| Access to RefWorks Online Personal Database and Bibliography Creator | https://www.refworks.com/Refworks/login.asp?WNCLang=fa lse |
| Egan Library Support Instructions for Distance Education Students | http://www.uas.alaska.edu/library/about/de_main.html |
| Online catalog | http://www.ccl.lib.ak.us/uhtbin/cgiirsi.exe/uux0QqIJ0U/98200053/60/1173/X |
| Online access to Electronic Databases | http://www.uas.alaska.edu/library/search/search_articles.html |
| Ask A Reference Librarian This electronic reference service is intended primarily for UAS Students, Faculty and Staff. Questions will be acknowledged within 24 hours of your request during normal business hours. | http://www.uas.alaska.edu/library/services/ask_a_lib.html |