



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



**Graduate Elementary Programs
 K-8 Certification
 Student Teaching Handbook
 ED688
 AY 2024-25**

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Land Acknowledgement

We acknowledge the people upon whose lands we occupy and represent today including the [Lingít Aaní \(Tlingit\)](#), specifically the descendants of the Áak'w Kwáan, who are stewards of their ancestral lands around Auke Lake upon which the University of Alaska Southeast resides. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices they were forced to make. In speaking of these and all other indigenous communities across the lands marked as the State of Alaska, we honor their memory, their lives, their descendants, and their continued presence. We also remember that we are guests on this land and must do our best to move with reverence and respect.

WELCOME!

Welcome to the student teaching phase of the Graduate Elementary Programs! This is an exciting time for all involved. The mentor teacher is engaging in a semester-long commitment of volunteering service to the profession. The student teacher will have a chance to plan, teach and evaluate classroom instruction during a semester in the classroom.

Your Alaska School of Education (SOE) faculty look forward to seeing how your semesters of intense preparation will come to fruition in the K-8 classroom. Together, we will engage in a journey of learning, growth and professional development.

J. Kevin Spink, Ph.D., Assistant Professor, University Supervisor and Program Coordinator/Advisor

School of Education Vision

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

SOE Core Beliefs and Values

Community

The School of Education is dedicated to creating an inclusive community of learners. Collectively we foster relationships that respect learning environments across the state of Alaska by acknowledging and advocating for the wealth of knowledge residing in local communities, families, and students. The School of Education prepares candidates who are committed to Alaskan communities and can thrive and contribute their individual, intellectual and collective strengths to their communities.

Diversity and Equity

The School of Education acknowledges the impact of inequities and injustices in education that must be addressed. Faculty and candidates in the School of Education value and draw upon multiple intellectual authorities to support social, cultural, linguistic and ethnic diversity through inclusive practices and the recognition of the unique abilities of all learners.

Inquiry and Reflection

The School of Education faculty and candidates are engaged in the process of participating in inquiry, dialogue and reflection to critically examine complex ideas related to learning. Inquiry and reflection guide the development and implementation of programs, curriculum, assessment, evaluation, the understanding of ourselves, our students, and the communities we serve.

Tenets

1. Students thrive in environments driven by their strengths as learners.
2. Candidates advocate for, value, and connect deeply to the individual and collective strengths of students and the communities.
3. Candidates value knowledge in local communities, families, and students.
4. Candidates are advocates [for what they observe to be effective from their students' processes and engagement].

Course Information Instructor of Record

J. Kevin Spink, Ph.D., Assistant Professor
UAS School of Education
11660 Auke Lake Way
Juneau AK 99801
(907) 3067602 (cell)
jspink@alaska.edu

UAS Faculty Supervisors, as assigned.

Office Hours Kevin Spink: by appointment,
jspink@alaska.edu.

Course Description

Supervised teaching in elementary K-8 general education classroom (middle school by arrangement). The department may limit registration, determine assignments, and prescribe the number of teaching hours required. A bi-weekly Student Teacher Seminar is scheduled for student teachers to work through program assignments.

Student Learning Objectives

1. Candidates articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.
2. Candidates create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.
3. Candidates develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.
4. Candidates differentiate instruction with respect for individual and cultural characteristics.
5. Candidates facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.
6. Candidates possess current academic content knowledge.
7. Candidates understand how human development affects learning and apply that understanding to practice.
8. Candidates use technology effectively, creatively, and wisely.
9. Candidates work as partners with parents, families, and the community.

Course Overview

Student teaching is a 6-credit graduate course, ED 688. All student teachers must register for this class. If you do not complete student teaching during the semester, you will receive a deferred grade, and you may need to register for additional credit the following semester. In certain prearranged cases, a student teacher may register for 3 credits one semester and the remaining 3 credits the following semester. For those receiving the program completion certificate only, ED 688 is a 3-credit course.

Mentor teachers may register for a 3-credit course, ED 593. The tuition for this class is paid by the School of Education; however, mentor teachers will need to pay the student fee. We offer a small stipend as well. Course requirements are those described in Mentor Teacher Responsibilities below.

This course is the capstone of your elementary credential program. Upon successful completion of this course, you will be eligible for recommendation for the Initial Teacher Certification.

Course Expectations include:

1. Development of a philosophy of education.
2. Engage in developmentally appropriate teaching.
3. Embed differentiation of instruction for special and linguistic and cultural needs.
4. Provide evidence of understanding and connecting curriculum and content.
5. Provide evidence of effective Instructional planning.
6. Use assessment to design instruction.
7. Engage in effective instruction.
8. Engage in effective classroom management.
9. Demonstrate effective use of technology.
10. Work with the parents of your students.

Class Hours

As Student Teachers, you begin the day the teachers start their contracts. You are expected to follow the daily schedule of the teachers in their buildings. Personal absences should be reported in advance. A bi-weekly seminar is scheduled for all student teachers to attend.

Attendance

As a student teacher you are considered a member of the teaching staff. You will be expected to follow teachers' hours including recess, staff meetings, and certain in-services. Notify the school (mentor teacher and principal) in advance if you are going to be absent.

As a teacher candidate, you will be participating in the biweekly Student Teacher seminar held online.

Timeline

You will set up your schedule with their host teacher in collaboration with the University Supervisor, as appropriate. Your student teaching internship will last 14-16 weeks, meaning you'll be done in late November or early December in the fall, and around the end of April in the spring. The supervisor and host teacher can extend student teaching if deemed necessary.

Required Texts

TWS Manual and TW Rubric and Prompts (Available on the Course Website)

Prerequisites: Admission to student teaching and minimum 3.0 GPA in program sequence. All elementary credential program courses must be completed prior to admission to student teaching.

Praxis II: The student teacher needs to have taken the **Praxis II exam, Form 5018, Elementary Content Knowledge**, prior to engaging in student teaching. It is your responsibility to send the School of Education your results, including a copy of the disaggregated scores for English, Math, Social Studies, and Science. The School of Education cannot recommend a candidate for certification until you have successfully achieved a passing score. If your exam is scheduled during the school day, be sure to arrange for your absence. Passing the exam is required for completion of your Institutional Recommendation for the K-8 Alaska Teaching Credential. ETS sends the composite score to UAS.

Observing in the Classroom

Most of you will begin your student teaching as observers. Use this initial period to become acquainted with the students, learn their names, their characteristics and their individual differences. Classroom 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 always remember to be a learner, not a critic.

Gradual Release of Responsibility

As the student teacher, you assist the mentor teacher in setting up for the school year/semester. You can begin to do small tasks such as tutoring, reading aloud, spelling, etc., as the mentor teacher assigns. Subjects can be added until you are in charge of planning, teaching and evaluating. You will fully assume these responsibilities for a total of 6 full weeks (30 days) as the solo teacher. Then you will step back as the host teacher again takes charge of the class. You and your mentor teachers should plan this schedule together. Each situation will be different and should be agreed upon by the mentor teacher, University supervisor, and you as the student teacher.

Assessment

Throughout student teaching, you will be observed and assessed during your teaching and interactions with children. Assessment is most valuable when the student and observer can discuss the goals of the observation in advance and reflect on the process afterward. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher. It is equally important to engage yourself in self-assessment and reflection as it is to engage your students in self-assessment and reflection.

Ethics

All student teachers must abide by the [Alaska Professional Teaching Practices Code of Ethics](#). Any breach of the Code of Ethics is grounds for immediate expulsion from the program and the school.

Instructional Methods

This semester, as student teachers, you will focus on applying the knowledge, skills and dispositions learned in previous coursework.

- Most time will be spent in the school, practicing teaching.
- Seminar meetings are provided for work on required projects
- Formal and informal observations will allow for feedback.
- Written work and required assessments include daily and weekly planning, TWS, UbD Interdisciplinary Unit, ESL Shadowing, Related reflections, and Exit Interview. These assignments will be explained below.

Student Teaching Policies and Requirements

Policies

As student teachers, **you are “like” teachers**. You must be at school for the entire school and planning day. You are expected to teach all the academic subjects - reading, writing, spelling, math, social studies, science - apply appropriate differentiation and use of technology. In addition to planning for instruction, teaching, and evaluating and grading student work, you are expected to take on other school duties as assigned, such as recess, faculty meetings, attending conferences, bus duty, etc. As the student teacher, you should be actively involved in the report card and parent conference process. You are also expected to participate in the course online seminars and audio/virtual conferences as scheduled.

Generally, student teaching covers a 15-week semester. If a student teacher requires extra time to meet the course requirements, additional weeks may be added. The mentor teacher and the university supervisor determine this. **If a student teacher is hired for a classroom position during student teaching, we will arrange for them to complete their ED 688 requirements in their teaching position.**

Attendance: As a student teacher you are considered a member of the teaching staff. You will be expected to follow teachers’ hours including recess, staff meetings, and certain in-services. Notify the school (mentor teacher and principal) in advance if you are going to be absent.

Student teachers spend a minimum of **500 total hours** in their placement classroom per DEED requirements. This means that you will be full-time 'on the job' in the classroom for the semester. Please plan your time and finances accordingly.

Full time or "solo" student teaching of 6 complete weeks is required (30 full days of solo teaching). The student teacher, mentor teacher, and university supervisor determine the timeline of solo teaching within the recommended schedule guidance. Solo teaching includes planning, teaching, and assessment, as well as all other teacher duties and responsibilities in the school. Be aware that preparation for instruction, assessment, and classroom operations inevitably requires time before and after the school contract time. Adequate preparation is a key to success as a student teacher.

Mentor teachers are expected to be out of the classroom for a reasonable amount of time during the solo teaching to allow the student teacher to assume independent responsibility for classroom management and discipline and for students to respect the authority of the student teacher as responsible for classroom instruction and operations.

Student teachers must keep a record of lesson plans, as required by individual school policy, and provide emergency lesson plans in case of absence.

For formal observations, Student teachers must provide a **complete formal lesson plan** for each of the formal student teaching observations. Lesson plans are not necessary for routine classroom instruction such as spelling tests or read aloud. Use the UAS **lesson plan template (or accessible LP template)** for this purpose (found in our course website contents folder). You will post your formal lesson plans on your LiveText student teaching field experience module.

Student teachers **may substitute teach in their placement classroom only**, when their mentor teachers are absent on a short-term basis, if the local school district allows. Many districts have a required student teacher application process that will need to be completed prior to taking responsibility for the class in the mentor teacher's absence.

Student teachers are **not** building subs or classroom aids.

Student teachers **may take personal leave for medical or personal reasons**; however, leave of a week or more will require an extension of the student teaching timeline. You are required to call in any absence to the school in a timely manner and leave plans if appropriate as well as notify your host teacher and university supervisor.

University supervisors are expected to visit as often as is feasible. Generally, a bi-monthly visit either virtually or in person is made to student teachers. For distance locations (outside Juneau or Anchorage) the supervisor is limited to one site visit, but which may be of longer duration to allow for more face-to-face observation time. Supervisors will consult with the student teacher and host teacher regarding travel plans.

IMPORTANT

We want you to be successful, not burned out! Therefore, we effectively discourage student teachers from working any other job while student teaching. Your student teaching internship is considered a full-time job where you are acting in official capacity as an intern teacher with all the attendant responsibilities. An additional job has been shown to place an additional and very stressful burden on the student teacher and negatively impacts their success with student teaching obligations.

For candidates employed as teachers, we will provide a [letter to your administrator](#) requesting non-instructional time in order to support your student teaching obligations. It is your responsibility, however, to follow up on this request or ask for assistance from your supervisor.

Course Requirements and Key Assessments

1. **Spend minimum of fifteen weeks in the building**, with 6 complete weeks (30 full days, total) of full-time teaching. 500 hours, at a minimum, required to be spent in the classroom setting. More hours may be required.
2. **Attend two orientation meetings** – one the semester prior to student teaching for introductions and one at the beginning of student teaching - to review program policies and expectations with student teacher, mentor teacher and University supervisor, and building administrator, as possible, including discussion of requirements, policies, observations, meetings, and LiveText assessment procedures.
3. **Plan for six formal documented observations** posted in the LiveText field experience module that cover reading, writing, math, science, social studies, and art integration. Cross-cutting themes for all observations are differentiation for diverse learners and appropriate use of technology. At least three of these observations will be done by the Mentor Teacher; others by the University Supervisor. Please provide the formal lesson plan prior to the lesson for your observer. Also, it is very helpful to inform the observer of anything, in particular, you wish the observer to look for. [[Standard Elementary Grad Lesson Plan template](#), [Accessible Elementary Grad Lesson Plan Template](#)]
4. **Participate in formative Mid-Term Assessments:** A mid-term goal setting meeting using the Evaluation of Classroom Practice and Content (ECPC) and PCA as guidelines between the student teacher and mentor teacher. A goal setting meeting using the evidence from the STOT will be conducted with the University Supervisor.
5. **Conduct a formative and summative ECPC ([Evaluation of Classroom Practice and Content](#)) self-evaluation** – with your mentor teacher. The student teacher fills out the ECPC, in collaboration with the mentor teacher. Goals for the completion of student teaching will be determined at this time. (Student teacher completes the LiveText form.) The ECPC meets InTASC standards 4, 5, & 6.
6. **Engage formative and summative PCA ([Personal Characteristics Assessment](#))** - classroom behavior and dispositions. The mentor teacher, in conversation with the student teacher, complete the formative PCA during midterm and addresses strengths and areas that need improvement. The summative PCA at the end of the semester re-assesses any goals or growth. (The form on Live Text is completed by the Host teacher.) The PCA meets InTASC standards 9 and 10.
7. **Plan for two STOT ([Student Teacher Observation Template](#)) observations** – an overall assessment of instruction: The University Supervisor observes a mid-term lesson and completes the formative STOT and reviews the evaluation with the student teacher and host teacher, then posts the assessment evaluation on LiveText. The summative assessment is completed toward the end of student teaching semester to reassess progress on goals and growth. The STOT meets InTASC standards #s 1-10
8. **An original interdisciplinary [UbD Unit of instruction](#)**. To demonstrate your knowledge of effective curriculum design and assessment, based on the principles of supporting students’ cultural capital and the intentional use of the instructional strategies of building background and comprehensible input (BB/CI), you will design and teach a multidisciplinary UbD Unit of instruction using the **UbD Unit template provided**. TIP: It can be useful to frame the unit using social studies or science as the primary content.

This unit will demonstrate your success in meeting InTASC standards #s 1-8. The UbD is assessed using the integrated unit rubric. The completed UbD Unit and reflections will be posted in the LiveText course dropbox.

9. **[A Teacher Work Sample](#)** must be completed during student teaching. It is assessed using the Teacher Work Sample Rubric and meets the InTASC standards #s 1-10. The TWS is a standards-informed unit of instruction that demonstrates your understanding of assessment (evidence)- based instructional design geared toward student

learning and professional growth. You will collect and organize your classroom students' work as data before and after instruction on the established learning goals to demonstrate the efficacy of your teaching. Guidelines of for the Renaissance Teacher Work Sample are presented in the biweekly seminar.

- 10. An Exit Interview** will be conducted the last week or so of your student teaching. This is for the purpose of tying up the K-8 student teaching experience for the student teacher and for the student teacher to showcase their work over the semester as it represents the required standards. The Exit interview:
- a. Provides data for final assessment of student teaching,
 - b. Aligns student teacher accomplishments with Alaska Teacher Standards, the SOE Conceptual Standards, and the InTASC standards,
 - c. Is a valuable practice for the graduate portfolio that you will complete in your MAT program and,
 - d. Is a valuable practice for applying for teaching positions.

The interview team will involve the principal, mentor teacher, the student teacher, and the UAS student teacher supervisor. Using the key assessments as your guide, you'll have the opportunity to showcase your artifacts of practice including examples of lessons, projects, student work, media projects, etc., that demonstrate how you have addressed the 9 goals of the School of Education and the content goals of CAEP including: the teacher's philosophy, teacher work sample, the interdisciplinary, standards-informed unit, ELL shadowing protocol, and your observed content lessons and how the candidate integrated these into effective instructional decision making. The Exit interview should be a combination of SHOW and TELL. Remember to abide by FERPA guidelines when using photos with children's faces or names.

For those of you not yet hired for a teaching position, it is useful practice to treat the Exit Interview as if you are in a real interview applying for a job. In all cases, your responses should be augmented with theory and reflection regarding your experiences in the student teaching/new teacher context.

Your UAS Supervisor will facilitate the Exit Interview and you will complete the summative ECPC and your Mentor Teacher will complete the summative PCA in collaboration and record the results in the online assessment system (Live Text).

The Exit Interview is expected to cover the 10 In-TASC Standards for Teachers:

<p>Learner Development and Differences #1 Learner Development, and #2 Learning Differences</p> <p>Classroom Engagement and Management #2 Learning Differences #3 Learning Environments</p> <p>Instructional Design and Practice #6 Assessment, #7 Planning for Instruction, and #8 Instructional Strategies</p> <p>Content Knowledge #4 Content Knowledge #5 Application of content</p> <p>Professional Responsibility #9 Professional Learning & Ethical Practice, and #10 Leadership and Collaboration</p>

Procedures

What to turn in to your Mentor Teacher for review

- Lesson plans, weekly planner and unit plans, as required, and any student assessments that you conduct and complete.
- Any communications with parents and community.
- Any self-assessment materials used.
- Formal lesson plans and integrated unit plan for review, discussion, and feedback.

What to turn in to your University Supervisor

- A schedule of your plan for teaching for the semester and other materials as requested.
- Formal lesson plans and the integrated unit plan for review, discussion and feedback
 - Your university supervisor will visit you on a pre-arranged basis to conduct lesson observations. Most observations will consist of a pre-conference, a focused observation, and a post-teaching conference to debrief and reflect on the content, process, and student growth relative to the lesson observation.
- A completed TWS with reflection,
- Completed UbD Unit with reflections.
- Completed ELL Shadowing Template and Reflection
- Participate in a Professional Exit Interview with artifacts that demonstrate your competence on the goals of the Conceptual Framework (based on Alaska Teacher Standards),
- Other assignments as assigned.

LiveText: Please be sure that you and your host teacher are enrolled in LiveText. Instructions are included in the Appendix A. <https://uas.alaska.edu/education/student-services/livetext.html>

LiveText Field Experience Module

- Maintain a record of your classroom hours
- Post your formal lesson plans
- Check and maintain that all required assessments are complete (yours and your host teacher). Keep touch with Seminar instructor on LiveText requirements.

LiveText Seminar Dropbox

- Post all above required key assessments when completed and ready for review
- Complete CAEP/DEED/UAS required assessments/paperwork

RESPONSIBILITIES AND GUIDANCE

Many professionals collaborate to provide a student teaching experience that is successful for the student teacher, as well as helpful and regenerative for the host teacher. Ultimately, the collaboration of two teachers in the K-8 classroom results in more attention for the students. Following are specific responsibilities of the professionals who make up the student teaching team.

Student teacher responsibilities include:

1. **Confidentiality.** Student teachers must hold in strict confidence information from contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher, building principal, or your supervisor. 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 a pseudonym

maintaining FERPA standards.

2. **Student Teaching Seminar.** As a teacher candidate, you will be participating in the bi-monthly Student Teacher seminar held online. You will find the schedule on the Blackboard website.
3. **Appearance.** Dress professionally in a manner consistent with or just a bit dressier than the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming. Strive for “professional casual”. Remember: your students (and their parents) will be watching you very closely.
4. **Classroom Observation.** Most student teachers will begin their internships as observers. Use this initial period to become acquainted with the students: learn their names, characteristics, and individual differences. Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures; look for answers to previously formed questions and always remember to be a learner not a critic. See **Overall Teaching Tasks Checklist** below.
5. **Planning.** Keep a daily and weekly plan book, or online plans. All lessons and instruction should be prepared in advance. Go over the lesson(s) in advance with the host teacher as possible. Student teachers must have weekly plans approved by the host teacher or principal, depending on the policies set by the building administrator. During solo teaching, the student teacher must have plans available in case of absence.
6. **Formal Lesson Plans.** When using a textbook teacher’s guide, you will still need to complete a full lesson plan based on the adaptations you make to the text specific to the needs of your students and the standards to be met. You must include specific references to content and page numbers. **When you are going to be observed, you need to provide a formal lesson plan for your observer.** If you are using a textbook or other materials, make them available to your observer as well. **You’ll post each of your lesson plans as documents in your Field Experience module on Live Text.**
7. **We do not support student teachers taking any additional coursework during student teaching.**

Mentor Teacher Guidance

The mentor teacher guides the student teacher in every way. Once the student teacher has begun classroom teaching, the host teacher should approve lesson and unit plans and observe frequently. The mentor teacher should give constructive feedback and participate in the written assessment process. The mentor teacher may also provide a final written assessment based on the teacher standards.

ED593 – 3 credit course for student teacher supervision. The requirements of the course are included in the guidance below. The course fee is \$15. Host teachers are welcome to participate in the student teaching online seminars. Host teachers are also eligible for a \$100 honorarium. They should register for ED 593 for the appropriate semester. Delores Graver, Administrative Assistant, will assist in the registration process. Her telephone number is 1-866-465-6424.

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. Introduces the student teacher to faculty, staff, parents and community.
4. Creates an atmosphere in which the student teacher has a feeling of belonging and authority.
5. Provides a desk and/or workspace for the student teacher.
6. Reviews the program expectations with the student teacher and University supervisor.
7. Acquaints the student teacher with the needs of the students, the curriculum, the standards, and the plans for instruction that semester.
8. Requests the student teacher's assistance in setting up the room prior to the beginning of the school year (fall semester).
9. Acquaints the student teacher with all the assessment and record keeping responsibilities that the host teacher maintains and with online student database access.
10. Assists the student teacher in locating books, materials, and teacher resources.
11. Communicates with the student teacher and university supervisor if there are any questions or concerns (No surprises!)
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 effective teaching techniques and strategies.
15. Develops a schedule with the student teacher for the semester that includes taking over subjects and time periods, solo teaching and shifting back to full-time teaching responsibilities and defines the extent of the student teacher's responsibilities. (See a *Recommended Schedule for Student Teaching* below.)
16. Requires and previews lesson plans of teaching lessons and units.
17. Observes the student teacher and provides specific constructive feedback and encourages student teacher reflection while debriefing the lessons and classroom management.
18. Provides ongoing feedback, encouragement and recognition of success.
19. Registers and uses the online assessment system, LiveText, to complete observation evaluations, assessments, and to confirm student teaching hours.
20. Provides formal evaluations for lessons taught by the student teacher.
21. Allows the student teacher to "solo" for 6 weeks (30 consecutive days) conferring complete responsibility for teaching and classroom management and organization. The gradual release responsibility is important for the student teacher to develop confidence and authority in their practice.
22. Provides an opportunity for the student teacher to participate in quarterly report card/parent conference assessments. Student teachers are expected to grade all student work produced during their instruction.
23. Discusses the formative Evaluation of Classroom Practice (ECPC) and PCA (Professional Characteristics Assessment) with the student teacher at mid-term (formative) and at the end of the semester (summative) with goal setting and

self-evaluation completed on LiveText. Participates in conferences to discuss the evaluations and helps the student teacher make goals for improvement.

24. Collaborates with the University supervisor to complete the STOT (Student Teacher Observation Template) both formative and summative. This documentation shows growth of the student teacher's success in meeting the program goals and standards.
25. May write a final evaluation that summarizes the School of Education's competencies.
26. Provides time for and maintains regular communication with the university supervisor.

School Administration Guidance

Building administrators provide the link between the University and the local classroom. All placements of practicum students and student teachers are made through the building principals and/or in collaboration with district Human Resources.

Responsibilities of the principals include:

1. Welcomes candidates in the building and provides support as requested.
2. Observes the student teacher using building evaluation criteria for new teachers at least once.
3. May write a letter of recommendation for the student teacher.
4. Maintains contact with the university supervisor, as needed.
5. May assist the university supervisor in an Exit Interview for the student teacher.
6. Provides targeted work time during school workweek for employed student teachers to complete university coursework, observations, and mentoring.

University Supervisor Guidance

The University supervisor provides the link between the University program and the school settings. Supervisors go into the field to monitor student teachers. The supervisor will visit remote sites as often as feasible.

The University supervisor will visit approximately twice a month virtually and/or in person. They will coordinate with your host teacher to conduct the required observations and assessments using the content lesson observations, PCA, and STOT.

University Supervisor responsibilities include:

1. Provide an initial meeting with the student teacher and mentor teacher the semester prior to the beginning of the student teaching internship so the student teacher is aware of start-up requirements, meets the mentor teacher, and begins review of classroom curricular materials.
2. Provides a start-up orientation with the student teacher, mentor teacher, and building principal at the beginning of the student teaching semester to orient everyone to the field experience and academic requirements and expectations. This includes explaining student teaching requirements and assignments, reviewing the Student Teacher Handbook, and providing directions/support for registering in the LiveText online assessment system.
3. Visit or contact schools regularly, at minimum bi-monthly. Remote sites are visited for more extended stays, less frequently.
4. Serve as a mentor, advisor, and evaluator for the student teacher.
5. Uses applicable virtual observation and recording tools (Zoom, Skype, etc.) for remote observations and support.
6. Facilitate communication between all parties.
7. Assist the student teacher and mentor teacher as requested or needed.
8. Facilitate mid-term and final conferences regarding assessments (ECPC, PCA, STOT).
9. Complete the Student Teacher Observation Template (STOT) as a formative, goal setting assessment, and as a

culminating, summative assessment.

10. May provide a final written letter of recommendation based on the UAS SOE goals.
11. Evaluate all assigned student teachers' academic projects including the Teacher Work Sample, Integrated Unit, ELL Shadowing protocol, and reflections using the rubrics provided on LiveText.
12. Facilitate the Exit Interview
13. Assign the student teacher's final grade for the class (provide final grade to the instructor of record who has access to the course in the Grade Center.)

Grading and Participation Policies

Administrative Withdrawal

The program coordinator/instructor may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.

Candidate Intervention and Dismissal Procedures

If a candidate presents serious deficiencies or is not making satisfactory progress, the program coordinator/faculty supervisor will meet with the candidate and, as appropriate, the student's mentor, the program coordinator/faculty supervisor, and the program chair. Except as otherwise provided in these procedures, the program coordinator will develop a written improvement plan for the candidate. The plan will include the nature of the problem or concern, the specific behaviors or skills to be improved, any activities or requirements the candidate must complete, and the timeline by which improvement must be demonstrated and any required activities completed. For more details, please click on these links: [Candidate Improvement Plan](#) and [Candidate Dismissal Procedures](#).

AI Technology

The use of generative AI tools (example: ChatGPT) are not permitted in this course and uncited use of these tools will be considered a violation of UAS's Academic Integrity Policy Student Code of Conduct since the work is not your own and may result in disciplinary actions. The use of AI to author your work is considered cheating and you will automatically either receive a failing grade or you will be asked to conduct an in-person assessment of your work followed up with a re-write and re-submission before you will receive a passing grade.

Key Assessment Performance Expectations and Course Requirements

STOT	<p>Overview: The purpose of this assessment is to provide meaningful, clear feedback to teacher candidates about their teaching. All programs will implement a formative and summative STOT at least once for each candidate during the student teaching field experience. All initial licensure programs at the University of Alaska Southeast use this tool. This assessment was created by the North Dakota Association of Colleges for Teacher Education. This STOT Rubric is aligned with the InTASC standards for teacher education.</p> <p>Rows designated with an 'O' should be rated based on observations; rows designated with a 'C' may also be rated based on conferencing with the teacher candidate. Observation indicator "N/A" should be used when an element is not observed.</p> <p>This observation guide will be officially recorded digitally using the LiveText System. Entry of data into the LiveText system automatically shares the data with the program and candidate.</p> <p>Prior to observation, all evaluators using this tool need to complete the interrater reliability training that can be found at https://www.ndacte.org/stot-presentation-caep-march-2017/ and the UAS common assessment training found at https://forms.gle/N9diJXijvbrjaNqs8.</p>
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	<p>For each of the items on the STOT rubric, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. <i>*An overall average rating will be calculated by the university for each standard.</i> Standards may not be observed in each observation, please mark N/A in applicable rating areas.</p> <p>Minimum Expectations: Candidates in practicums prior to or during student teaching are expected to receive no more than three scores of “1” on the formative assessment and 50% of measures should be at level 3 or above. Candidates in a student teaching placement are expected to receive no scores at level “1” on the summative assessment and 90% of measures should be at level 3 or above.</p> <p>Failure to meet these expectations may result in the implementation of a candidate improvement plan, removal from the placement, retaking the course, failure of the course, or removal from the program at the discretion of the program coordinator.</p>
PCA	<p>Overview: This assessment is designed to evaluate the professional characteristics and dispositions of teacher candidates. Based on reviews of national and state standards, a group of experienced teachers and teacher educators developed a list of characteristics that are commonly considered to be important to success in the classroom. At key points during the teacher preparation programs at the University of Alaska Southeast, we ask individuals who work closely with our teacher candidates to reflect on their characteristics and dispositions.</p> <p>Directions: Please choose the appropriate rating for this student based on the rubric criteria shown. For any rating of 1 please add comments to explain your rating. Please share specific behaviors, actions, or language that contributed to that rating.</p> <p>Minimum Expectations: Candidates must have no more than 1 indicator of “1” on the summative PCA assessment. Failure to meet this expectation may result in the implementation of a candidate improvement plan, removal from the placement, retaking the course, failure of the course, or removal from the program at the discretion of the program coordinator.</p>
Practicum Hour Log	Students must upload an accurate time log representing their work for the semester with a minimum of 500 verified classroom contact hours.
TWS	<p>Please review the TWS Scoring Guide for clarification of evaluation criteria for each section of the TWS: https://www.wku.edu/rtwsc/documents/scoring-guide.pdf</p> <p>InTASC Standards https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10</p> <p>Minimum Expectations: The minimum performance expectation is a "3" where 3 equals "meets expectations". To proceed, candidates are expected to receive no scores at level “1” and 70% of measures should be at level 3. Failure to meet these expectations may result in the implementation of a candidate improvement plan, removal from the placement, retaking the course, failure of the course, or removal from the program at the discretion of the program coordinator. InTASC standards 1-10</p>

<p>UbD Unit Design and Instruction</p>	<p>Unit: the backwards design unit shows candidate ability to plan and teach based on desired student outcomes. Please click on the appropriate descriptor for each element of the unit.</p> <p>Overview: All teacher candidates are assessed through the standards-based unit plan assignment. EPP faculty work with candidates through feedback and formative assessment until mastery and students have multiple opportunities to share and discuss their work in progress with other students, host teachers, and faculty. This rubric was developed by the EPP and content reliability was ensured during an internal faculty panel in August 2019.</p> <p>Instructions: Candidates will design an instructional unit that incorporates technology and differentiation of instruction. The unit must include formative and summative assessments to document student learning. The backwards design unit shows candidate ability to plan and teach based on desired student outcomes. Please click on the appropriate descriptor for each element of the unit.</p> <p>Minimum performance expectations: Candidates are expected to receive no scores at level “1” and 70% of the items on the rubric should attain a level 2 or above. Failure to meet these expectations may result in the implementation of a candidate improvement plan, removal from the placement, retaking the course, failure of the course, or removal from the program at the discretion of the program coordinator. InTASC Standards 1-8</p>
<p>ECPC</p>	<p>Must complete formative and summative. No scoring criteria. Expectations are to reflect during each review with host teacher on content area strengths and weakness. Formative = set goals. Summative = review progress on goals. InTASC standards 4, 5, & 6.</p>
<p>Unit Reflections (Cultural Capital, BI/CI, and Unit Reflection)</p>	<p>Candidates must score an indicator of “met” or better on all of the rubric performance indicators or will be asked to rewrite and resubmit before grade is posted.</p>

Grading Policy

100-90: A Passing

89-80: B Passing

Must receive a 3.0 overall GPA (B or above) to qualify for licensure. Anything below a B will require a retake of the course.

79-70: C not passing

69-60: D not passing.

IMPORTANT:

All coursework for ED 688, including LiveText submissions and logs (including but not limited to TWS, PCA, Lesson Observations, STOT, UNIT, ECPC, ELL Shadowing, and Time Log), must be completed and a positive recommendation from the host teacher and/or principal, and the university supervisor must be secured for a student to receive a passing grade in student teaching.

APPENDIX A

A Recommended Schedule for Student Teaching

The mentor teacher, student teacher, and University supervisor should agree on a schedule for the semester. The following is one sample, but they will vary depending on the district schedule and individual classroom needs. **Note: student teaching begins on the first workday of the school district semester.** You are encouraged to begin before that date to collaborate with the host teacher on preparing the classroom for the students.

Week	Suggested Activities	Notes
	<ul style="list-style-type: none"> ** Be sure to register for Praxis II if not already completed ** Be sure everyone is enrolled in LiveText 	
0 week	<ul style="list-style-type: none"> • Go to school when teachers report • Help set up classroom • Get to know school and personnel • Review overall curriculum goals for year ** Be sure to register for Praxis II if not already completed • Be sure everyone is enrolled in LiveText 	Supervisor will visit
1	<ul style="list-style-type: none"> • Students return: get to know them • Mentor teacher sets tone and routines • Student teacher takes some responsibility such as reading aloud, spelling and opening activities • Observation 	Determine content of TWS Unit and UbD Unit
2	<ul style="list-style-type: none"> • Student teacher takes on additional responsibilities in classroom 	Mentor teacher begins observations
3	<ul style="list-style-type: none"> • Student teacher continues to take on additional responsibilities 	Supervisor begins observations
4	<ul style="list-style-type: none"> • Student teacher adds responsibilities 	
5	<ul style="list-style-type: none"> • Student teacher responsible 1/2 day 	Begin TWS unit instruction
6	<ul style="list-style-type: none"> • Full-time teaching 	Mid-term conferences Formative (ECPC- ST completes reflects with HT PCA, & STOT)
7	<ul style="list-style-type: none"> • Full-time teaching 	Begin (or continue with) UbD Unit of Instruction
8	<ul style="list-style-type: none"> • Full-time teaching 	
9	<ul style="list-style-type: none"> • Full-time teaching 	Participate in report cards and parent/teacher conferences
10	<ul style="list-style-type: none"> • Full-time teaching 	
11	<ul style="list-style-type: none"> • Full-time teaching 	
12	<ul style="list-style-type: none"> • Mentor teacher begins to phase in 	Summative observation (STOT)
13	<ul style="list-style-type: none"> • Mentor teacher continues phase in 	
14	<ul style="list-style-type: none"> • Student finishes project • Observations of other classrooms 	Final conference/exit interview Summative ECPC and PCA.
15	<ul style="list-style-type: none"> • Complete observations & other projects 	

NOTE: Application for Graduation: Fall – October 1st, Spring - February 1st <https://uas.alaska.edu/registrar/graduation/index.html> You **MUST** apply for the Graduate Certificate graduation for the confirmation of your GC to show up on your transcript!

APPENDIX B

Overall Student Teaching Tasks Checklist

Check	Student teaching requirements	Assessment	Who completes assessment	Who receives assessment	Date
	Initial orientation conference & materials	**All assessments and documentation are located in either the LiveText field experience module or course dropbox.	All		
	Math: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Reading: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Writing: Plan, teach and assess	Lesson design + Evaluation	US or HT	ST & US	
	Science: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Social Studies: Plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Arts Integration: plan, teach & assess	Lesson design + Evaluation	US or HT	ST & US	
	Formative mid-term Evaluation Classroom Practice	ECPC/PCA - Goal Setting/ STOT Formative DUE Mid-Term	ST with HT	ST & US	
	Summative-Student Teacher Observation Template	STOT summative DUE End of week 13-14, at latest	US	All	
	15 weeks in school (500 consecutive hours)		ST		
	6 weeks solo teaching (30 total full school days)		ST		
	Confirm Student teaching hours	Time log: LiveText Field Experience	HT & ST	US	
	Narrative Letter		HT & US	ST	
	Summative Exit Interview/ meeting with Principal, Host Teacher and UAS supervisor	Exit Interview/ meeting ECPC and PCA Summative	ST, HT, US, Principal	HT & US	
	Teacher Work Sample	TWS Rubric and Reflection	US	US & ST	
	Written Integrated Unit	Unit Rubric and Reflections (BB/CI, Cultural Capital, and Unit)	US	US & ST	

APPENDIX C

Example: Livetext Elementary Grad Lesson Observation Rubric

On the following pages, you can see what the **Lesson Observation Form** looks like on LiveText. This form is for documentation of overall practices in lesson design and instruction and allows us to verify that the student teacher has taught in all elementary subject areas. This form is used in addition to the discussion topics appended to the Lesson Design Template. The most valuable part of any lesson observation is the discussion and reflection between student teacher and observer before and after the lesson.

Please click the box that best describes the candidate's performance on the given element. Remember that "meets" indicates successful performance on that element. A score of "exceeds" is reserved for outstanding, professional performance.

Please include comments for any element by clicking on "add."

DATE	Grade	Lesson Topic	# Students	Grade Level
	Developing	Meets the standard for a beginning teacher	Exceeds expectations for a beginning teacher: professional	NA
Planning and Preparation				
Lesson Design	Needs development	All elements complete	Complete and professional lesson design	
Lesson Objective	The objective is not clear	Objective(s) clearly stated in lesson plan	Objective(s) clearly stated in lesson plan and understood by students	
Preparation	Not prepared; not organized	Prepared and organized	Prepared and organized: lesson flowed with minimal use of notes	
Developmental Appropriateness	Not appropriate for age group: too hard or too easy	Appropriate for age group	Lesson adjusted to be developmentally appropriate for all students	
Content knowledge	Not accurate; not current	Accurate content knowledge	Accurate and current content knowledge	
Context in the curriculum	Lesson not related to curriculum	Lesson presented in context of curriculum	Lesson/activities taught in relationship to previous and future curriculum	
Classroom Management				
Proactive classroom management	Routines and procedures are not apparent	Routines and procedures are evident	Routines and procedures promote active student engagement	
Management of student behavior	Behavior not well managed: behavior interferes with learning	Student behavior is managed	Management of behavior promotes engagement and learning	
Engagement	Students are not engaged	Students are engaged	Students are interested and engaged in learning	
Instruction				

Directions and Instructions	Students do not understand	Students understand directions	Students understand and follow clearly communicated instructions	
Differentiation	Differentiation not present	Appropriate differentiation is present for some students	Activities were differentiated for individuals and groups while maintain high expectations that align with the objective(s) for all students	Differentiation not appropriate for this lesson
Higher Order Thinking	The lesson did not provide opportunity for higher order thinking: rote learning	Some tasks or questions provided opportunity for higher order thinking	A variety of tasks or questions promoted higher order thinking, problem solving, and/or creativity	Higher order or creative thinking is not an element in this lesson
Strategies	Learning or instructional strategies not used or not effective	Some instructional strategies were used	Learning strategies, scaffolding and other instructional techniques that align with the objective were used effectively	
Technology	Technology was not use effectively or appropriately	Technology used to enhance learning	Technology was used effectively and wisely and was relevant to the objective(s).	The use of technology was not appropriate for this lesson
Formative assessment	Informal assessment was not used to monitor student learning	Informal or formative assessments was used to monitor student learning	Formative assessment provided feedback for the learners and was aligned with and supported the accomplishment of the objective(s).	
Responsiveness	Student needs were not noticed or not attended to	Teacher candidate responded to student needs	The teacher candidate was flexible and responsive to student needs	
Lesson Effectiveness	Students did not meet the objectives	Most students met the objectives	All students met the learning objectives	
Professionalism				
Focus	The teacher candidate focused on self	The teacher candidate is beginning to focus on student learning	The teacher candidate focused on student learning	
Reflection	The teacher candidate was unable to reflect accurately	The teacher candidate reflected on lesson design, management and learning	The teacher candidate reflected on lesson design, management and learning as well as future adjustments and plans	
Feedback	The teacher candidate was resistant to feedback.	The teacher candidate accepted feedback in a professional manner	The teacher candidate solicited feedback in a professional manner and made plans for improvement	

APPENDIX D

Easy Steps for Using LiveText for Mentors, Supervisors, and Student Teachers



Link to online instructions: [Using Live Text](#)

1: Sign up for LiveText

Once you have been identified as a mentor in LiveText, you will receive an email from LiveText if you are not already a member. Follow the directions to set up your username and password. [SAVE this info!](#)

2: Using LiveText to Enter Assessments

Mentors and Supervisors: Log in. Go to “Field Experience” tab for completing student observations and assessments. You will see your student’s name and the lessons and other assessments.

- To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
- Click the cells to highlight the level of performance achieved in each area.
- Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
- Add comments for the *entire* assessment using the text box at the top of the rubric.
- It is easiest to complete the observation online while the student is teaching. Please fill in contextual information in the box at the top and write comments as appropriate in the lines of the rubric.
- You can **save** if you are not done, and finally, **submit** when you are done. LiveText will not allow you to submit if there are any fields not yet completed. [You can also re-do an assessment.](#)
- To open any attachment uploaded by the student, click its title in the **Attachments** area.

Mentors: To approve student teacher hours, click on Placement Details tab (upper right) and scroll to the bottom where you will find Time Log and the approve hours button. Hours are entered by the student

Student Teachers: Log in. Go to “Field Experience” and click on Placement Details tab. You will find a list of assessments. You can view completed assessments and print them as pdfs. Below this list you will see “add attachments”. This is where you will upload your [lesson plans](#). Below that is the [Time Log](#) on which you will be entering the hours you spend on student teaching.

3: SUPERVISORS: Grading Student Projects in LiveText

- Log in. Dashboard usually is the default page LiveText opens to. You will see the assessments you are assigned to evaluate for the course. When a student you are to assess has posted their assignment the yellow column will indicate an assessment is pending. Click the blue “assess” button to the right, and it will take you to the page where the student’s assignments are posted.

- For each assignment, click on the student's name and a page will open with the assignment documents/link and the rubric(s) to be used for the assessment.
- Expand rubrics to see what the specifics are.
- Open the student's document(s), read and review, highlighting the rubric boxes for the assessed level of proficiency, adding comments as appropriate.
- You can save and continue later
- Once you submit, you cannot go back into the document, so make sure all your information is complete and accurate.
- You'll assess the student's projects using the grading matrix and submit the final grade to the coordinator (J. Kevin Spink, jspink@alaska.edu, 907-306-7602) for posting. See grading matrix for details.

If you have any questions about the assignments, rubrics, etc., contact J. Kevin Spink, 907-306-7602 or jspink@alaska.edu.

For LiveText Technical Support, please contact Michelle Nakamura @ 907-796-6417 or mlnakamura@alaska.edu

APPENDIX E

SOE Program Goals Aligned with Conceptual Framework

Standards Alignment Matrix: InTASC, TESOL, UAS SOE, CAEP and Alaska Beginning Teacher Expectations: ([link](#))
[Alignment with Standards - K-8 Certificate MAT Program](#)

Student Goals and Performances, Expected in All Programs

- K Knowledge
- S Skill
- D Disposition

Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice. Candidates:

- support their philosophy of education with research-based theory and evidence. K
- apply their philosophy, beliefs, and theory to practice. S
- are guided by their philosophy of education are flexible in revising it based on new research and teaching experience.

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

- identify ways students' developmental levels affect their thinking processes and learning. K
- accommodate differences in how students learn based on knowledge of individual's social, emotional, and intellectual maturation. S
- demonstrate an appreciate of unique thinking processes of learners during different stages of development. D

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

- identify strategies for differentiating instruction based on student differences. K.
- design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. S
- apply local and Alaska knowledge to the selection of instructional strategies, materials and resources S
- demonstrate their belief that all students can learn and that they appreciate multiple perspectives and value individual differences. D

Goal 4: Educators possess current academic content knowledge. Candidates:

- demonstrate knowledge of their content area, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. K
- connect the content area to other content areas and to practical situations encountered outside the school. S
- demonstrate commitment to professional discourse about content knowledge and student learning of content. D

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

Candidates:

- understand how to plan for instruction that is based on learner needs and curriculum goals. K
- plan, teach, and assess for optimal learning. S
- demonstrate that they value assessment and instruction as integrated processes. D

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

- investigate and use a variety of techniques to establish and maintain a responsive environment for all learners. (K, S)
- establish and maintain a positive climate in which learners develop self-direction and collaborative skills. S
- commit to ensuring learner well-being and development of self-regulation and group interaction skills. D

Goal 7: Educators work as partners with parents, families and the community. Candidates:

- develop a sound, broad-based understanding of learners' families and the local communities. K
- communicate effectively with parents and community members to and incorporate local ways of knowing into decision making about all levels of schooling. S

- recognize the school as an integral part of the community and value families and community members as partners in promoting learning. D

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

Candidates:

- remain current in knowledge of content and teaching practice. K
- participate in and contribute to the teaching profession. S
- communicate effectively with students, colleagues, and supervisors. S
- demonstrate professional ethics, democratic principles, and collaborative learning communities. D

Goal 9: Educators use technology effectively, creatively, and wisely in their practice. Candidates:

- effectively use computers and other technologies in their professional practice and evaluate the potentials and limitations of technologies. K
- integrate technology in planning, instruction, and assessment to support student learning. S
- value technology as a tool for lifelong learning. D
- value assessment and instruction as integrated processes. (D)

APPENDIX F

The Graduate Competencies At UAS

You will practice all these competencies during student teaching:

Communication

- 1.1 Candidates possess effective professional writing skills appropriate in their fields.
- 1.2 Candidates are effective in presentations and professional discourse.
- 1.3 Candidates use substantial comprehension skills in reading and listening.
- 1.4 Candidates understand the role of technology and effectively use it for professional communication.

Professional Behavior

- 2.1 Candidates recognize ethical and professional responsibilities.
- 2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.
- 2.3 Candidates can assume a leadership role, when necessary.

Critical Thinking and Problem Solving

- 3.1 Candidates identify, analyze and conceptualize problems in their field.
- 3.2 Candidates evaluate and synthesize data, considering multiple perspectives.
- 3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments.
- 3.4 Candidates understand the role of technology in analysis and decision-making.
- 3.5 Candidates exercise judgment in decision-making.

APPENDIX G

Title IX

UAS adheres to all policies related to Federal Title IX guidelines. This applies in distance situations as well as on campus and in schools. Please review the [UAS Title IX website](#).

Notice of Nondiscrimination

The University of Alaska does not discriminate based on race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

Title IX/Sex and Gender-based Discrimination

UAS students, faculty, staff, and visitors have the right to be free from all forms of gender and sex-based discrimination. UAS prohibits sexual harassment, sexual assault, other forms of sexual violence, domestic violence, dating violence and stalking. In the event of an act of prohibited conduct does occur, UAS will take steps to stop the behavior, prevent its recurrence, and provide remedies.

All employees at the University of Alaska Southeast, except for UAS counselors and health care providers, are considered “responsible employees” and must share any reports of gender-based and sexual misconduct with the UAS Title IX Office. Students are encouraged to speak up and help end the silence surrounding sexual violence and harassment. For more information, see <https://www.alaska.edu/titleIXcompliance/>

If you have experienced gender-based and/or sexual misconduct, the following individuals can assist you in exploring options and support:

Emergency Services: 911 – all communities.

If you or someone you know is in immediate danger, please call 911 or your local police department. Local hospitals are also available for emergency response and care.

Counseling Services:

Email uas.info@alaska.edu

Phone [907-796-6000](tel:907-796-6000) Appointments

Based in Juneau but offered regionally, Counseling Services is a confidential resource. Information shared with Counseling Services staff will not be shared with anyone else unless you give your express permission.

Title IX Contact

Email uas.equity@alaska.edu

Phone [907-796-6371](tel:907-796-6371) tel

The UAS Title IX Coordinator responds to all reports of sex and gender-based discrimination. UAS Title IX website <http://www.uas.alaska.edu/titleix>

STATEMENT OF ACKNOWLEDGEMENT

Please check each box and sign and date (required)*

- I have read this Student Teacher Handbook for academic year 2024-25.
- I understand the contents and agree to the policies, requirements, and expectations that are designed to support the effective completion of my UAS Graduate Certificate as required by the UAS School of Education and the Alaska Department of Early Education and Development.
- I confirm that I have asked questions for clarification about the student teaching requirements prior to my student teaching placement and have received sufficient information in response.

Candidate Name

Candidate Signature

Date

This form is due a **minimum of one month prior to the semester in which you are placed for your Elementary Graduate student teaching field experience.**

Return this signed form to:

UAS School of Education

uas.education@alaska.edu