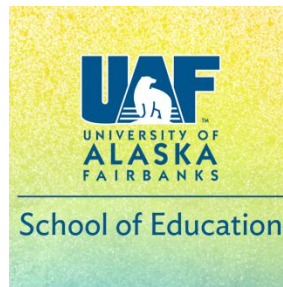


# UNIVERSITY OF ALASKA FAIRBANKS SCHOOL OF EDUCATION



## SECONDARY EDUCATION HANDBOOK

2017-2018

The UAF School of Education is accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) and standards relative to academic specialty organizations.

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities. UAF is an affirmative action/equal opportunity employer and educational institution.

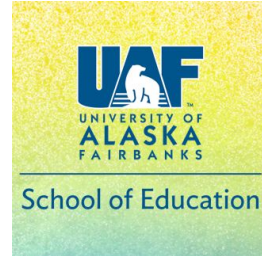


# Table of Contents

<b>Welcome Letter</b>	<b>3</b>
<b>Mission</b>	<b>4</b>
<b>CONTACT INFORMATION</b>	<b>5</b>
Secondary SOE Faculty and Staff	5
<b>CODE OF CONDUCT</b>	<b>6</b>
<b>ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT CODE OF ETHICS AND TEACHING STANDARDS</b>	<b>7</b>
<b>SECONDARY and K-12 ART PROGRAM</b>	<b>10</b>
Overview	10
Licensure Program Timeline* and Schedule of Classes	11
All classes are also available by distance delivery.	11
*Other timelines are available upon request	11
K-12 Art Licensure Program Timeline and Schedule of Classes	11
Program Course Descriptions	12
<b>CANDIDATE RESPONSIBILITIES</b>	<b>15</b>
Professional Behavior	15
Candidate's Role	17
<b>MENTORS/COLLABORATIVE TEACHERS and FIELD EXPERIENCE FOR CANDIDATES</b>	<b>19</b>
Mentor/Collaborative Teacher Selection Process	19
Mentor's Role	20
Mentor Checklist	23
School Administrator's Role	24
UAF Supervisor's/University Partner's Role	25
<b>POLICIES/PROCEDURES</b>	<b>28</b>
Communication Protocol for Conflict Resolution	28
Legal Status of Interns	28
Improvement Plans, Professional Characteristics Policy and Procedures	29
Improvement Plans	29
Sample Improvement Plan	30
Program Modifications and Procedures	31
Substitution of Courses	31
Taking Courses Out of Sequence	31
Delaying Start of Program	31
Advancement to Full-Time Student Teaching	32
Attendance, Personal Sick Leave	32
Substitute Teaching	32
Alternative Time Lines and Options for Program Completion	33
<b>FIELD EXPERIENCE DOCUMENTATION</b>	<b>34</b>

Field documentation (Internship I)	35
Spring List (EDSC 472/ ED 451 – Internship II)	39
Instructional ATCAT (EDSC 472/ED 451 – Internship II)	40
Portfolio Guidelines and Program Exit Requirements	41
Portfolio Critical Assignments	43
<b>PROGRAM/DEGREE</b>	<b>45</b>
Applying for Completion of Program	45
Masters of Education, Secondary Education	46
Secondary Program Requirements	46
Masters K-12 Art Program Requirements	47
Degree Checklist- Master of Education Secondary Education 31 – 34 credits	48
<b>MASTERS COMMITTEE COMPOSITION AND CRITICAL FORMS</b>	<b>49</b>
Fall Semester- Graduate Advisory Committee	49
Annual Report of Advisory Committee	49
Advancement to Candidacy	50
Application for Temporary Leave of Absence	50
Important Contacts	50
<b>Appendices</b>	<b>51</b>
<b>Appendix One</b>	<b>52</b>
STATE OF ALASKA & OTHER PROFESSIONAL RESOURCES	52
Professional Organizations for Educators	52
<b>Appendix Two</b>	<b>55</b>
INSTRUCTIONAL PLANNING AND PREPARATION	55
Lesson Plans	55
Common Lesson Plan Components	55
<b>Appendix Three</b>	<b>57</b>
LIVETEXT	57

## Welcome Letter



School of Education  
PO Box 756480  
Fairbanks, AK 99775-6480  
[fysoed@uaf.edu](mailto:fysoed@uaf.edu)  
[www.uaf.edu/educ](http://www.uaf.edu/educ)

Dear Secondary and K-12 Art Candidates,

Welcome to the School of Education. I congratulate you on your decision to become a teacher. The secondary program is an intensive commitment. All of your course work and the field experiences are designed to prepare you with a research-based pedagogy reflective of state and national standards. The program focuses on the mission of the University of Alaska Fairbanks to prepare effective educators who are culturally responsive, highly qualified in their fields of expertise, work collaboratively within the communities, and who respond to the individual needs of every child in their care.

As you make the journey into the teaching profession, faculty and staff of the School of Education will support you every step of the way. One valuable resource is this Handbook. It provides critical information for navigating the program.

Once again, on behalf of the School of Education, I welcome you to the challenging, rewarding, and wonderful world of teaching!  
Sincerely,

Ute Kaden, Ed.D.  
(Associate Professor)  
Chair, Secondary Program  
[ukaden@alaska.edu](mailto:ukaden@alaska.edu)  
Tel.: 907-474-5721

*“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”*  
~ John Dewey

## University of Alaska, Fairbanks School of Education



### Mission

#### **We Teach, We Learn, We Inspire!**

The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's mission

diverse communities.

### Vision

The vision of schooling in Alaska shared by the faculty of the UAF School of Education is of schools that function as an integral part of the community; schools in which children, teachers, school administrators, school counselors, parents, Elders, and other community members become interdependent. We share the vision that a highly qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a deep understanding of the cultural, environmental, and emotional context of the children for whom they share responsibility with the family and the community. We envision schools in which the cultural and linguistic backgrounds of the professional school staff reflect the diversity of the students in the community.

### Goals

Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska's schools by:
  - o Providing licensure programs at undergraduate and graduate levels
  - o Providing education programs to place-bound educators in rural Alaska
  - o Recruiting Alaska Native candidates
  - o Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
  - o Providing professional development opportunities throughout their careers
  - o Providing graduate degree programs statewide
  - o Developing partnerships with public schools
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
  - o Respond to the needs and interests of youth, families, and communities
  - o Better serve Alaska's diverse populations
  - o Enhance learning opportunities for individuals with exceptionalities
4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
  - o The quality of Alaska's K-12 schools
  - o The curriculum of the UAF School of Education
  - o The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska.

## CONTACT INFORMATION

### Secondary SOE Faculty and Staff

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# CODE OF CONDUCT



## UAF STUDENT CODE OF CONDUCT

UAF students are subject to the Student Code of Conduct. In accordance with board of regents policy 09.02.01, UAF will maintain an academic environment in which freedom to teach, conduct research, learn and administer the university is protected. Students will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. Students and student organizations are responsible for ensuring that they and their guests comply with the code while on property owned or controlled by the university or at activities authorized by the university.

The university may initiate disciplinary action and impose disciplinary sanctions against any student or student organization found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. Cheating, plagiarism or other forms of academic dishonesty
2. Forgery, falsification, alteration or misuse of documents, funds or property
3. Damage or destruction of property
4. Theft of property or services
5. Harassment
6. Endangerment, assault or infliction of physical harm
7. Disruptive or obstructive actions
8. Misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
9. Failure to comply with university directives
10. Misuse of alcohol or other intoxicants or drugs
11. Violation of published university policies, regulations, rules or procedures
12. Any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather offers examples as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit [www.alaska.edu/bor/](http://www.alaska.edu/bor/).

### UAF Title IX

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: [www.alaska.edu/titleIXcompliance/nondiscrimination](http://www.alaska.edu/titleIXcompliance/nondiscrimination)



## ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT CODE OF ETHICS AND TEACHING STANDARDS

<https://education.alaska.gov/teachercertification/20aac10.html>

20 AAC 10.010. Coverage.

All members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. (Repealed 01/30/75) Authority: AS 14.20.480

### **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.
- a. 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;
  4. May not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
  5. 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;
  6. May not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
  7. May not use or allow the use of district resources for private purposes not related to the district programs and operation.
- a. 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;
14. May not unlawfully breach a professional employment contract;
15. Shall conduct professional business through appropriate channels;
16. May not assign tasks to unqualified personnel;
17. 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;
18. 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) Authority: AS 14.20.030 (a), AS 14.20.370, AS 14.20.450, AS 14.20.460, AS 14.20.480

## **20 AAC 10.035. MORAL TURPITUDE.**

For the purpose of [AS 14.20.030\(a\)\(2\)](#),

(1) “moral turpitude” means conduct that is wrong in itself even if no statute were to prohibit the conduct; and

(2) a crime involving moral turpitude includes:

- (A) homicide;
- (B) manslaughter;
- (C) assault;
- (D) stalking;
- (E) kidnapping;
- (F) sexual assault;
- (G) sexual abuse of minor
- (H) unlawful exploitation of a minor;
- (I) robbery;
- (J) extortion;
- (K) coercion;
- (L) theft;
- (M) burglary;
- (N) arson;
- (O) criminal mischief;

Authority: AS 14.20.030, AS 14.20.450, AS 14.20.460

- (P) forgery;
- (Q) criminal impersonation;
- (R) bribery;
- (S) perjury;
- (T) unsworn falsification;
- (U) interference with official proceedings
- (V) witness tampering
- (W) jury tampering;
- (X) terroristic threatening;
- (Y) possession or distribution of child pornography;
- (Z) unlawful distribution or possession for distribution of a controlled substance;
- (AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)
- (BB) felony possession of a controlled substance. (History: Eff. 4/8/99, Register 150; am 12/25/2005, Register 176)

## **20 AAC 10.900. DEFINITIONS.**

In this chapter,

1. “sexual conduct” includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator’s sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student’s sexual feelings or activities; and ‘sexual penetration’ and ‘sexual contact’ as those terms are defined in AS 11.81.900(j).
2. “physical abuse” is an action beyond reasonable discipline that results in an adverse physical effect upon a student.

PTPC Regs (Eff. 10/25/00)

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## **UAF Title IX**

Title IX law applies when you are off campus as a part of this internship activity.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual:

[www.alaska.edu/titleXcompliance/nondiscrimination](http://www.alaska.edu/titleXcompliance/nondiscrimination).

## **SECONDARY and K-12 ART PROGRAM**

### **Overview**

The teacher licensure program of the UAF-School of Education is an intensive, classroom-based program that prepares students for secondary grades 7-12 and K-12 Art teaching positions. The program is specifically designed to prepare students to teach in multicultural settings and both in rural and urban schools of Alaska. Upon successful completion of a student teaching internship and course work, candidates will be recommended for a teaching license. The program is accredited by the National Council for Accreditation of Teacher Education/ (NCATE/CAEP) and by the Northwest Commission on Colleges and Universities.

The program is offered as licensure only program or as licensure with an M.Ed. Secondary Education degree option. At the successful conclusion of the program, candidates are eligible for an Alaska initial teaching license and have completed 25 credits towards a 31-34-credit master's degree in secondary education.

The Licensure program can be completed in one calendar year. Other time options or B.A. pathways are available. Candidates participate in public school classrooms based on the public school calendar and typically begin internships in mid-August and continue until the end of the academic year. During this time, candidates also take course work with university faculty.

### **Program Goals and Objectives**

The goal of the University of Alaska Fairbanks Secondary Program is to prepare and support teacher leaders working with diverse learners. Recognizing that the effective preparation of teachers requires the participation of not only university faculty but also master practitioners actively involved in the teaching profession, the program is a collaborative partnership between school districts, schools, and the university. This program draws upon the expertise of public school teachers who serve as mentors and models a partnership approach between university and secondary school faculty. We share the vision that a highly-qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a deep understanding of the cultural, environmental and emotional context of the children for whom they share responsibility. With the Content Standards for Alaska Students in mind and Performance Standards of Alaska Teachers as the foundation of the program, the School of Education holds four objectives as essential to the successful preparation of teachers:

- Teachers will understand the social, political, historical, cultural, community, legal, economic and ethical contents of education;
- Teachers will be able to assess alternative goals and strategies and the implications to maximize students' opportunities to learn;
- Teachers will develop a repertoire of approaches that foster the connection of content with students' lives and the communities in which they live, as well as the world beyond students immediate experiences;
- Teachers will develop a professional perspective that includes a deep consideration of their practice, continuing to learn about their students, academic disciplines, the world beyond the classroom and in professional growth.

## **Licensure Program Timeline\* and Schedule of Classes**

**All classes are also available by distance delivery.**

**\*Other timelines are available upon request**

### **Secondary Licensure Program Timeline and Schedule of Classes**

#### **PHASE 1: SUMMER – 9 credits**

- EDSC 407      Developing Literacy in the Content Areas (3)
- EDSC 415      Foundations of Modern Educational Practice (3)\*\*
- EDSE 422/622    Curriculum & Strategies: High Incidence (3)\*\*\*

\*\*candidates may substitute EDSC 205, Introduction to Secondary Education for EDSC 415.

\*\*\*candidates may substitute EDSE 482 or EDSC 414/614 for EDSE 422/622

#### **PHASE 2: FALL SEMESTER – 13 credits**

- EDSC 402                      Methods of Teaching in the Secondary School (3)
- EDSC 458/658                Classroom Organization & Management (3)
- EDSC 431/631-437/637      Secondary Instruction and Assessment in the Content Area (3)
- EDSC 442/642                Technology Applications in Education I (1)
- EDSC 471                      Secondary Teaching: School Internship I and Seminar (3)

#### **PHASE 3: SPRING SEMESTER – 9 credits**

- EDSC 443/643    Technology Applications in Education II (2)
  - EDSC 457/657    Multicultural Education and School-Community Relations (4)
  - EDSC 472              Secondary Teaching: School Internship II and Seminar (3-9)
- Spring semester may include a rural practicum.

**PHASE 4 (OPTIONAL):** Coursework approved by candidate's committee toward M.Ed. Secondary Education

### **K-12 Art Licensure Program Timeline and Schedule of Classes**

#### **PHASE 1: SUMMER - 9 credits**

- PSY 240Lifespan Developmental Psychology (3)
  - Or ED/PSY 245 Child Development (3)
  - Or an approved course that meets the equivalent (3)
- EDSC 415      Foundations of Modern Educational Practice (3)\*
- EDSC 414/614    Learning, Development, and Special Needs Instruction (3)

\*Interns may substitute EDSC 205, Introduction to Secondary Education for EDSC 415.

\*\*Interns may substitute EDSE 482, Inclusive Classrooms for All Children for EDSE 422/622.

#### **PHASE 2: FALL SEMESTER - 12 CREDITS**

- EDSC 402      Methods of Teaching in Secondary School (3 credits)
- EDSC 458/658    Classroom Organization & Management (3 credits)
- EDSC 436/636    Secondary Art Instruction and Assessment in the Content Area (3)
- EDSC 442/642    Technology Applications in Education I (1)
- ED 453 (O)      Secondary Internship (3)

#### **PHASE 3: SPRING SEMESTER - 12 CREDITS**

- ED 449/649      Elementary Art Methods (3) – evening course
- EDSC 443/643    Technology Applications in Education II (2)
- EDSC 457/657    Multicultural Education and School-Community Relations (4 credits)
- ED 452              Elementary Internship (3)

**PHASE 4 (OPTIONAL):** Coursework approved by intern's committee toward M.Ed. Secondary Education

## **Program Course Descriptions**

### **EDSC 205 Introduction to Secondary Education (3 credits) or EDSC 415 Foundations of Modern Educational Practice**

Introduction to the profession of teaching in middle/high school. Incorporates historical, cultural and sociological factors, with attention to the Alaska context influencing current practice. Students will have the opportunity to explore current issues and reform facing educators today and to observe master teachers in the field.

### **EDSC 402 Methods of Teaching in the Secondary School (3 credits)**

This course focuses on methodologies appropriate for teaching middle and high school students in a variety of settings. Candidates will explore the structure of schools, the nature of their audiences and will plan, implement and assess both teacher and student centered instructional strategies. Particular attention will be given to Alaska Content/Performance Standards.

### **EDSC 407 Developing Literacy in the Content Areas (3 credits)**

This course is designed to prepare secondary teachers (middle school, and senior high school) to integrate listening, speaking, reading, writing and viewing strategies into their content area classroom. Students will also examine and evaluate learning theories related to literacy development and varied methods of instruction and assessment to help them design and develop an appropriate pedagogical model for their teaching.

### **EDSC 415 Foundations of Modern Educational Practice (3 credits) or EDSC 205 Introduction to Secondary Education (3 credits)**

This course incorporates historical, political, sociological and curricular foundations of secondary education in the United States with particular attention to Alaska. Pre-service teachers have the opportunity to understand and reflect on the teaching profession at the secondary level and to explore issues and controversies confronting education at national, state and local levels

### **EDSC 414/614 Learning, Development and Special Needs Instruction (3 credits)**

Provides a survey of learning theory, adolescent development and special needs instruction. Attention will be given to the cognitive, social, and moral theories of development, and to current theories of learning. Consideration will be given to cultural and individual differences among learners including those with special needs. Graduate candidates complete additional requirements to justify graduate credit.

**Or**

### **EDSE F482 Inclusive Classrooms for All Children**

An in-depth understanding of concepts, strategies and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required. Prerequisites: ED F201 or EDSC 205 (3+0)

**Or**

### **EDSE 422/622 Curriculum and Strategies II: High Incidence**

Development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required.

### **EDSC 432/632 English/Language Arts Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in English/language arts. Course is taught by English/Language Arts content specialists. Class discusses current issues, methodologies, and teaching strategies specific to English/language arts. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 433/633 Mathematics Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in mathematics. Course is taught by mathematics content specialists. Candidates develop strategies to incorporate current issues, diverse methodologies, and practical application lessons for mathematics teaching. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 434/634 Science Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in science. Course is taught by science content specialists. Candidates develop strategies to incorporate current issues, diverse methodologies, inquiry-based lessons, laboratory experiences, and field trips for science teaching. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 435/635 Social Studies Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in social science. Course is taught by social studies content specialists. Candidates develop strategies to incorporate current issues, diverse methodologies, project based activities, and community-as-laboratory experiences for social studies teaching. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 436/636 Art Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in art. Course is taught by art content specialists. Candidates develop strategies to incorporate current issues, diverse methodologies, project based activities, and community-as-laboratory experiences for social studies teaching. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 437/637 World Language Secondary Instruction and Assessment (3 credits)**

This course provides methodologies of instruction and assessment in world languages. Course is taught by world language specialists. Candidates discuss current issues, incorporate diverse methodologies, and develop current applications of teaching strategies & assessments specific to world languages. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 442/642 Technology Applications in Education I (1 credits)**

The course focuses on initial instruction in educational technology and applications as a resource for the delivery of instruction to enhance student learning. The course is designed to introduce participants to technology tools to create and implement and assess instructional material in a variety of media. Participants will set up a professional electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools. Students will begin the process of developing the required electronic portfolio based on the eight Alaska Teacher Standards, which will be completed in EDSC 443/643.

**EDSC F443/643 Technology Applications in Education II (2 credits)**

The course is designed to increase participants' use of technology tools to create and implement instructional material in a variety of media to support and assess learning. Participants will develop an electronic portfolio that demonstrates professional development and achievement relative to the ISTE National Technology Standards for Students and Teachers, Alaska Education Standards and integrated with Standards for Culturally Responsive Schools.

**ED 457/657 Multicultural Education and School-Community Relations (4 credits)**

Addressing issues of diversity is particularly significant in teacher education. This course focuses on philosophy and premises underlying multiculturalism in teacher education, as well as the development of attitudes and behaviors to help those involved deal directly, ethically, and effectively with others in the education community in Alaska.

Pedagogical practice including instructional strategies that promote these goals will be stressed. Candidates will examine their philosophy of teaching that defines practice in the classroom and discuss current education issues in the U.S. including urban and rural Alaska. Graduate candidates complete additional requirements to justify graduate credit.

**Rural Practicum (Optional)** The rural practicum enables students to experience the life and culture of rural Alaska and counts as part of the student teaching experience. Students go to an Alaskan district which encompasses small schools. The rural practicum occurs during the spring semester when funding is available.

**EDSC 458/658 Classroom Organization and Management (3 credits)**

This course focuses on establishment of a positive learning environment, development of a successful discipline plan consistent with an educator's philosophy of education, and a review of the major discipline models. Candidates will examine the role that factors such as culture, gender, interest, ability, and exceptionality play in students' behavior. Candidates will study techniques to maintain positive student-teacher interactions in the classroom and establish a positive relationship with parents. Candidates develop strategies to incorporate local knowledge and community culture in classroom practice. Graduate candidates complete additional requirements to justify graduate credit.

**EDSC 471 Secondary Teaching: School Internship I and Seminar (3 credits)**

This course consists of supervised observation and teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies, and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments, and cancel registration of candidates doing unsatisfactory work.

**EDSC 472 Secondary Teaching: School Internship II and Seminar (3-9 credits)**

This course consists of supervised observation and student teaching in secondary schools approved by the School of Education. Seminar topics may include special attention to school-community relations, special needs, curriculum development, teaching strategies, and the integration of technology across the curriculum. The School of Education may limit enrollment, determine assignments and cancel registration of candidates doing unsatisfactory work.

**ED F449/649 Elementary Art Methods (3 credits)**

Methodologies of instruction and assessment in art education at the elementary level. Focus is on the knowledge and tools necessary to become excellent elementary art educators. Students will be expected to construct lessons reflecting theory and practice that are developmentally appropriate for elementary level students of all ages. Particular attention will be given to using and understanding the National Standards for Art Education, Alaska Content/Performance Standards, and key curriculum documents in an elementary context.

**ED F452O Elementary Internship (3 credits)**

Supervised teaching in elementary schools approved by the School of Education. Students should expect to be involved in the school setting for some or all of the school day (depending on number of credits taken) for the entire university semester. The School of Education may limit enrollment, determine assignments and cancel the registration of students doing unsatisfactory work. Special fees apply.

**ED F453O Secondary Internship (3 credits)**

Supervised teaching in secondary schools approved by the School of Education. Students should expect to be involved in the school setting for some or all of the school day (depending on number of credits taken) for the entire university semester. The School of Education may limit enrollment, determine assignments and cancel the registration of students doing unsatisfactory work. Special fees apply.

## CANDIDATE RESPONSIBILITIES

### Professional Behavior

Candidates, as you embark on your new teaching career, it is important to establish and maintain daily behaviors that identify you as a professional. This is expected from your colleagues and supervisors,



appreciated by your students, and is a sign to all that you give and deserve respect. Prospective employers will want to know how you performed as a professional during your internship. All members of the teaching profession (as defined in AS 14.20.370) are also obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. (Repealed 01/30/75) Authority: AS 14.20.480 ;

Download: <https://education.alaska.gov/ptpc/pdf/CurrentCodeofEthicswithDefinitions.pdf>

For more and current information visit the website: <https://education.alaska.gov/ptpc/>

Please adhere to the following characteristics of professionalism:

**Be prompt and reliable.** If you are late to a class or meeting or fail to do something expected of you, you are inconveniencing others who are depending upon you. Those involved with you need to be able to count on you. If you ever have to be late, be sure to call and leave a message for your mentor teacher. If you fail to accomplish a task on time, make it up as quickly as possible.

**Dress professionally.** Your job while you are in your internship is that of a teacher, not student at the university. Your appearance often determines the degree of acceptance you receive. Dress accordingly, remembering that appearances do count in the example and tone we are setting for children and colleagues, and when one is pursuing a teaching position.

**Avoid gossip.** While it is natural and desirable to share your experiences in schools, be sure to be professional as you do so. Do not use names of teachers or students or disparage the school or any individual. Remember, too, that you may be exposed to confidential information about children with whom you are working. In order to protect students, schools, and the relationship the university has with schools, it is important to keep confidential information confidential (FERPA).

**Treat each student with respect and interest.** Learn all of the students' names and personalities as soon as possible and maintain an interest in each student. Be sure not to show favoritism, and instead, look for ways to invite all students to participate in the learning process. Respect students' backgrounds and cultures. As a teacher, you are expected to be equitable and provide all students access to learning. This means distributing your attention fairly and responding to individuals without bias. In addition, knowing your students well and treating them fairly are keys to effective classroom management.

**Allow students to see you as a real person.** The students are interested in you as a person. Be real and not just an authority figure. At the same time, remember that you are a teacher and not a peer of the students. There is a balance that you must establish between being friendly and open and being in charge.

**Keep a positive attitude.** Attitudes are important. When schooling is fun and rewarding, share the good feelings with others. And when schooling is difficult and frustrating, as can sometimes happen, be mindful not to complain or burden others with a negative attitude. Difficulties should be discussed with your mentor teacher in order to seek positive solutions. A sense of humor, enthusiasm, and a spirit of problem solving are essential to successful teaching. They will help you to enjoy your work and to maintain healthy relationships with others.



**Accept feedback.** There will be times that a mentor teacher, university faculty person, principal, liaison, or others may offer constructive critiques of your work. This is meant to improve your work as a teacher. Accept feedback in a receptive and professional manner.

**Show initiative.** It may take a little while to feel part of your school, but don't wait to be asked to do things. Become part of the life of the classroom, school, and community as soon as possible. See what needs to be done and offer to help. Begin to ask for responsibility early and to look for ways that will improve student learning and the functioning of the school, as well as advance your capacity to teach.

**Cooperate with other adults.** You are not alone in this work. In schools, there are many adults -- educators, classified staff, volunteers -- working with each other and with the students. Be a team player.

**Seek continuous improvement.** Any time you try to learn something new, you are not immediately good at it. Understand that you will be imperfect and make mistakes as you begin your teaching practice. This is natural. At the same time, constantly seek to improve your work, learn from your mistakes, study your subject matter and pedagogy, and hone your understanding of the developmental needs of your students. This disposition will be as important to you as an experienced teacher as it is for you as a beginner. Being a successful teacher entails being a lifelong learner.

## Candidate's Role

**CALENDAR:** Candidates will report to their school sites on the first professional development day. During the first public school semester, beginning with the first teacher day, interns will be in their schools half days. During the second public school semester interns will be in their schools full days until the end of the university academic year. Candidates will attend professional development days and parent-teacher conferences.

**WEEKLY COMMUNICATION WITH UNIVERSITY PARTNER:** Candidates are expected to initiate communication with their university supervisor once a week. This communication should indicate instruction scheduled for the upcoming week and should reflect thoughts, experiences and insights into the teaching process. If the communication is via email, the communication and response may be printed out or saved in a file. If it is in person or via phone, brief notes may be taken and kept.

### **WORK DAY:**

**Fall semester:** Candidates are at their school sites full days during the first week of school prior to student arrival. Upon arrival of students, candidates will be at their school site half-days on Monday through Thursday (beginning of school day until lunch bell) and off on Friday as indicated on the program calendar.

**Spring semester:** Candidates adhere to the same teaching schedules as their mentors, including being on site 1/2 hour before and after the student contact day. Candidates should accompany mentors during any assigned supervisory duties (e.g., hall duty or bus duty). During the last month of teaching (April), candidates may attend their field sites for half-day periods if teaching responsibilities have been successfully fulfilled.

**ATTENDANCE:** The combination of coursework and field experience is at the core of the licensure program. A candidate who does not take these responsibilities seriously jeopardizes his/her program standing. Course attendance is mandatory.

**University Classes:** Due to limited classroom time, attendance and participation at all classes are mandatory.

**Field Site:** Site attendance shall be noted on the EDSC 471/472 calendar.

**TEACHING RESPONSIBILITIES:** The following are the candidate's responsibilities during the first public school semester:

- Attending a variety of school-related meetings and events.
- Observing in the mentor's classroom and at the school site.
- Calendar of school experiences
- Reviewing teaching materials and school policies.
- Completing a variety of instructional experiences (e.g., co-teaching and teaching, lesson planning, student assessment), which will culminate in teaching a work sample.

At the beginning of the second public school semester, the candidate shall begin to assume full teaching responsibilities. In increments to be decided by the candidate, mentor teacher and university supervisor, responsibilities shall increase until the candidate carries a full teaching load. This individually-planned schedule will be outlined on the Secondary Internship II Timeline.

A full teaching load usually consists of 4 or 5 classes with no more than 3 different preparations at the high school and 6 classes with no more than 3 different preparations at the middle school level.

Full-time teaching must continue successfully for a minimum of four weeks with the end of April as a target completion date. After successfully completing the full-time teaching block, candidates may "step down" or reduce their teaching load incrementally according to their Secondary Internship II Timeline plan. The candidate will teach one class/section throughout the entire semester.

**LESSON PLANS:** Candidates will prepare comprehensive, written, individual or unit lesson plans for each lesson or unit they teach. Plans will be formatted and submitted as agreed upon by the candidate, mentor and supervisor. The procedure should go into effect as soon as the candidate begins teaching. Candidates will submit lesson and unit plans and receive mentor feedback before teaching them. Mentors are asked specifically to check candidate-generated material and tests before they are used. All lesson plans should be kept on file and available for reference and documentation.

**INSTRUCTION TIME:** As the year progresses, the candidate assumes greater responsibility for instruction and any full-time responsibilities agreed upon by the mentor, candidate, and supervisor which further the candidate's professional development. This is an agreement made between the candidate and the mentor teacher. Mentor teachers can add more teaching assignments as they feel the candidate is ready to handle the load. Some mentor teachers will start the candidate out with one period a day. As the year progresses, the candidate assumes more teaching responsibilities.

In most cases, candidates will begin their internship observing the mentor teachers and co-teaching with the mentor teacher. In the case of an candidate who has previously worked as a teacher aide in the school, the mentor teacher can assist the candidate in making the transition to the new role as a teacher.

**PROBLEM SOLVING PROCEDURES:** It is not unusual for problems to occur during the course of a year-long internship. Candidates should contact UAF-SOE supervisor to discuss a potential problem situation when it first arises. In authentic learning labs the appearance of a problem is not a negative reflection on any of the parties. Generally speaking, small problems are easier to address before they become major ones; and interpersonal relationships can be better preserved if issues are brought out early for resolution. If any formal evaluation indicates that the candidate has serious deficiencies or is not making satisfactory progress, a 3-way conference may be called to develop an improvement plan.

**PROFESSIONAL PORTFOLIO:** Each candidate will complete a professional portfolio as part of program documentation. The purpose of the professional portfolio is to articulate the candidate's philosophy about teaching and illustrate how that philosophy is put into action. It should also demonstrate how the candidate meets state and national teacher standards. It should highlight strengths and abilities as an effective beginning teacher. Candidates plan and gather information for inclusion in their portfolios from the beginning of their programs. Completion date of the portfolio is May 1st (See Portfolio Guidelines for Specific instructions for portfolio preparation).

## **MENTORS/COLLABORATIVE TEACHERS and FIELD EXPERIENCE FOR CANDIDATES**

### **Mentor/Collaborative Teacher Selection Process**

Once candidates have been admitted to the program, faculty work to provide them with appropriate mentor teachers for their subsequent fall/spring semester internship. A number of factors are taken into consideration to ensure a successful pairing including:

1. Quality teachers with a track record of reliability and success with students.
2. A minimum of three years of successful teaching experience.
3. Appropriate content background aligned with the candidate's content area.
4. Middle or high school level based upon the preference of the candidate with guidance from advisors and faculty.
5. School locations that are appropriate and do not create hardships due to distance or driving expense.
6. A suitable schedule to accommodate the needs of the candidate.

School district administration, principals, and faculty collaborate on mentor selections. After the preliminary discussion between the department chair and the building principals, the candidate files are forwarded to the suggested teachers for their final approval. If a teacher is not interested in working with a candidate, other placements are examined and principals will either move forward with other suggestions from the conversation with the department chair or will return the file for subsequent placement in another school. Once mentor teachers have given tentative approval to work with a candidate, contact information is exchanged and candidates and mentors meet. The program encourages face to face or video conference meetings before final approval to ensure that the candidates have a suitable placement. Occasionally, placements must be changed due to schedule changes, teachers resigning from positions or moving to other jobs, etc. In that case, the process begins anew. It is possible that a placement may not be possible, particularly with candidates in disciplines with few options for placements.

Mentors will be provided training and support from UAF-SOE by being enrolled in the ED 593 Effective Mentoring course. Attending the course and the initial beginning of the semester meeting are integral parts of mentor expectations and the subsequent agreement.

## MENTOR'S ROLE

**CANDIDATE TEACHING RESPONSIBILITIES, FALL SEMESTER:** Mentors should introduce candidates (student teachers) to the school environment/rules, colleagues, and students. In addition, a workspace in the classroom should be provided for the candidate. Assistance with school district Internet access, classroom keys and other logistics is helpful. Mentors will include the candidate in all aspects of being a teacher including attending meetings, planning for instruction, addressing students' identified learning needs, interacting with parents and reporting on student progress. Clear communication and feedback are essential.

As candidates are ready, mentors shall involve them in appropriate beginning experiences and lead-in activities, including the following tasks:

- Marking attendance and other clerical routines
- Collecting and distributing materials and assignments
- Preparing teaching materials
- Setting up and using audio/visual and computerized equipment
- Planning lessons or activities as parts of lessons
- Grading/assessing papers and presentations with mentor assistance
- Facilitating individual and small group work
- Presenting short lectures
- Long and short term planning
- Assessment strategies
- District curriculum and guides
- Co-teaching and supervised teaching

During the first semester of the internship, mentors informally observe candidates on a continuous basis as they conduct classroom activities and provide resources and specific feedback. Co-teaching is highly encouraged. During these beginning experiences, mentors should assist candidates with classroom management and discipline.

Candidates have a considerable number of coursework responsibilities besides those of fieldwork, and mentors are asked to keep this in mind. The candidates have to be given the opportunity to plan and teach/co-teach at least a lesson per week and plan and teach the Teacher Work Sample (one unit or about 5 consecutive lessons; October/November) during the fall semester. Mentors should assist with planning, assessment of student learning, and delivery. The candidates will be in the classroom **half days, Monday to Thursday**, for the first semester.

Field trips to rural schools, organized observations as part of a university class, or educational conference presentations to extend candidates' teaching and leadership experiences may take place also. Preparing candidates for teaching in rural and small school settings is part of the UAF-SOE's mission. Some students may have a special arrangement for rural student teaching experiences and will not follow the traditional internship schedule. Mentor teachers will be informed by university faculty about those arrangements.

**FALL OBSERVATIONS AND ASSESSMENT OF CANDIDATES:** Mentors complete **three** formal student teacher observations using UAF School of Education's **Field Work Observation Form (FOF)**. The 3 forms will be submitted electronically (LIVETEXT) to the School of Education as part of the candidate's fall documentation. Mentors complete **one Personal Characteristics Form (PCF)** to assess the candidate's professionally/dispositions toward the teacher profession (see table).

**CANDIDATE TEACHING RESPONSIBILITIES, SPRING SEMESTER:** The candidates will be **full days, Monday to Friday, in the classroom during** the second semester. Before the candidates assume teaching responsibilities, the mentors and supervisors should assist in the preparation of lessons. Teaching responsibilities should increase one class at a time until the candidates carry the full teaching load for a minimum of 4 weeks. This individually planned

schedule is outlined on the Secondary Internship II Timeline and shall be in accordance with the UAF-SOE guidelines.

- Full-time teaching must continue successfully for a minimum of four weeks with the end of April as a target completion date. Some candidates may have a special arrangement for student teaching in a rural school or different setting as part of their internship.
- After successfully completing the full-time teaching block, candidates may reduce their teaching load incrementally according to their Secondary Internship II Timeline plan.
- Candidates will teach one class/section throughout the **entire semester ending** with the university schedule.
- During the last month of teaching, candidates may attend their field sites for half-day periods if teaching responsibilities have been successfully fulfilled and the supervisor and mentor(s) agree to the candidate's schedule.

**SPRING OBSERVATIONS AND ASSESSMENT:** During the second semester of the internship, mentors complete **5 Field Work Observation Forms (FOF)**. Observations should be shared and discussed with the candidate. Mentors complete **one Personal Characteristics Form (PCF)** to assess the candidate's professionally/dispositions toward the teacher profession.

Evaluations of the candidate provide the following:

- Assistance in improving the candidate's teaching and student learning assessment skills.
- Help for the candidate in mastering skills of self-analysis and self-evaluation
- Assessment of instructional and professional competence of the candidate
- Support for planning and teaching the Alaska Teacher Culminating Assessment Task (ATCAT\*)-Unit

\*During the second semester of the internship candidates will compete an Alaska Teacher Culminating Assessment Task (ATCAT), which is a set of 2 lessons to demonstrate knowledge of planning, effective teaching, and evaluating student learning. It includes the submission of LP plans, reflections, student work samples, assessment data, and a 15 min video documentation of instruction.

**CONFERENCES:** Mentors should do the following:

- Hold regular, semi-formal conferences with their candidates to answer questions and to provide feedback on the candidate's progress
- Attend mid-semester/year conferences with university supervisors and candidates
- Clearly define the extent of the candidate's authority and responsibilities
- Provide frequent encouragement, constructive criticism, and recognition of success
- Make specific suggestions for improvement

**LESSON PLANS AND FEEDBACK:** During the first semester, the candidate, mentor, and university supervisor agree upon the format and procedure by which the candidate will submit lesson and unit plans. The mentor checks candidate-generated materials and tests **before** they are used. All lesson plans will be kept on file for reference and documentation. A lesson plan template is provided but can be modified based on the districts and school requirements.

- What were the best aspects of this lesson? The least effective?
- What were the prerequisite skills for the lesson, and did students have them?
- Were the goals of the lesson clear? How did they relate to student needs/interests?
- What district goals were addressed? What interpersonal and intra-personal goals were addressed?
- Are the student groupings, techniques, and strategies appropriate for the lesson?
- How did the candidate address the needs of individual learners?
- Was the candidate able to "hook" and maintain the interests of the learners?
- How does this lesson relate to the home life and the cultural background of students?
- Did the candidate draw upon resources in addition to textbook material?
- How did the candidate promote the development of critical thinking skills in this lesson?

- Did the candidate use cooperative learning, or was the focus individual and/or competitive?
- How did the candidate check for understanding during the lesson?
- How did the candidate evaluate the effectiveness of the lesson?
- What types of assessments did the candidate use? Did they address different learning styles?
- Were the stated objectives achieved? How do you know?
- What would he/she do differently if the lesson were taught again?

**MENTOR ASSISTANCE WITH ASSESSMENT:** Candidates should give assignments, collect work and assess/grade it in a timely manner. Mentors should oversee the grading/assessing of assignments, homework and tests for validity and reliability. Mentors should oversee the proper formal recording of grades including computerized grade books if used by the school, completing eligibility reports, and reporting grades and progress to parents according to school policy. Any change in evaluation systems proposed by the candidates must have the mentors' approval before the change is instituted.

**PROBLEM-SOLVING PROCEDURES:** It is not unusual for problems to occur during the course of a year-long internship. The Candidate should follow the communication protocol to discuss a potential problem situation when it first arises. In authentic learning labs the appearance of a problem is not a negative reflection on any of the parties. Generally speaking, small problems are easier to address before they become major; and interpersonal relationships can be better preserved if issues are addressed early and resolved. If any formal evaluation indicates that the candidate has serious deficiencies or is not making satisfactory progress, a 3-way conference may be called to develop an improvement plan. The university supervisor should be contacted immediately if questions arise.

#### **REQUIRED MENTOR FORMS SUMMARY:**

##### **FOF – Field Work Observation Form**

Evaluation of teaching, content knowledge, classroom management skills and teacher overall effectiveness in the classroom

##### **PCF – Personal Characteristics Form**

Professional dispositions toward the teaching profession

\* All forms will be submitted electronically. The university supervisor will assist the mentor teachers as needed.

#### **MENTOR FORMS\***

	Number of Forms	Suggested due Dates
<b>Fall Semester</b>		
Field Work Observation Form (FOF)	3	September, October, November/December
Personal Characteristics Form (PCF)	1	November
Initial Conference (D), and Mid Year Progress (G) forms/documentation will be discussed in a collaborative conference between the mentor, supervisor and candidate (3 way conference). The university supervisor will submit those forms.		
<b>Spring Semester</b>		
Field Work Observation Form (FOF)	5	January, February (2), March, April
Personal Characteristics Form (PCF)	1	April
Midterm Second Semester (MSS), Mid Year Progress , and the final assessment of Field Experience forms/documentation will be discussed in a collaborative conference between the mentor, supervisor and candidate. The university supervisor will submit those forms.		

## **Mentor Checklist**

**Mentors should assist candidates as needed in the following activities:**

### **Orientation to the Community**

- ☐ Tour the community, becoming familiar with the location of churches, stores, restaurants, recreation centers, and other places where students and their parents spend time.
- ☐ In the rural setting, introduce the candidate to elders, political leaders and other community leaders.
- ☐ Become aware of the economic base of the community.
- ☐ Become aware of the social and recreational activities of the community.
- ☐ Investigate the values and traditions of the community and the cultural diversity within it.
- ☐ Obtain a calendar of religious, social and recreational events, and traditional activities (school calendar) and participate whenever possible.
- ☐ Become aware of professional community resources that complement in-class instruction.

### **Facilities**

- ☐ Tour the physical facility, locating the principal's office, lunchroom, gym, lavatories, library, nurse's office, faculty room and areas for special activities or classes, phone/fax, central office and building library media access, computer network passwords, assistance in configuring personal computerized devices for the site.

### **Personnel**

- ☐ Arrange to meet and talk with the principal.
- ☐ Become acquainted with the regular staff and department heads, librarian, custodians, nurse or health aide, counselor, and other staff.
- ☐ Learn administrative protocol.
- ☐ Attend staff meetings.

### **Regulations for candidates**

- ☐ Arrive at or before the required check-in time for teachers every morning; leave the school at or after the check-out time.
- ☐ Learn the special supervisory duties of all teachers.
- ☐ Determine the homeroom responsibilities of the mentor teacher.
- ☐ Learn how to handle student absences.
- ☐ Know the school's behavior management procedures and mentor's classroom procedures.
- ☐ Know the schedule of students who leave the classroom for special classes and activities.
- ☐ Become familiar with library rules and procedures.
- ☐ Become familiar with daily and weekly schedules.
- ☐ Determine the procedures and policies for working in the school during off-school hours.
- ☐ Know and apply student confidentiality requirements.
- ☐ Secure school handbooks for students and faculty.

### **Safety Precautions**

- ☐ Learn what to do in case of an accident.
- ☐ Know the fire exits and routes and know the role of the classroom teacher during emergencies and fire drills.
- ☐ Know the school policies concerning the dispensing of medications to students.

### **Routine Classroom Activities**

- ☐ Learn the students' names.
- ☐ Know the grading system of the mentor and school.
- ☐ Know the record-keeping activities of mentor teacher, (attendance, tardies, bathroom passes, hall permits, grading).



- ❑ Manage candidate's work toward meeting program requirements and helping them produce and organize material in their portfolios to document their successes in meeting these requirements.
- ❑ Model Best Practices and nurture candidates in developing these skills.
- ❑ Model proficiency in the 8 Alaska Teaching Standards and nurture candidates in developing these proficiencies.
- ❑ Have a copy of the duty schedule.
- ❑ Have copies of the curriculum guides in the classroom. Have copies of Alaska's Colleges and Career Ready Standards and Content Standards in the classroom.

### **Supplies**

- ❑ Learn where and how to obtain instructional materials and supplies.
- ❑ Learn how to requisition materials and what materials are available.
- ❑ Learn how to operate the copy machine and the procedure for requesting copies.
- ❑ Become familiar with the location of audiovisual equipment and the procedures for using them.
- ❑ Obtain a copy of required textbooks

### **Making Observations**

- ❑ Observe how to maintain desirable work habits.
- ❑ Observe how to get the students' attention and hold it.
- ❑ Observe how to stimulate individual students and groups.
- ❑ Observe how to get the students to cooperate with others.
- ❑ Observe how to resolve disputes and conflicts.
- ❑ Observe how to introduce and develop lessons.

### **Assisting the Mentor Teacher**

- ❑ Assist in grading papers, scoring tests, and graphing student progress.
- ❑ Volunteer to use special talents or knowledge in art, music, storytelling or science. Prepare a story to read or a game to teach.
- ❑ Supervise group work and assist students who need help.
- ❑ Be available to take over the class when the mentor teacher is away.
- ❑ React promptly and positively to suggestions made by the mentor teacher.
- ❑ Assume responsibility for the bulletin boards and keeping the room orderly.
- ❑ Discover new ideas or methods and interesting subject matter that may be appropriate for the class and discuss them with the mentor teacher.
- ❑ Prepare for the next day before leaving school.

### **Establishing a Timeline for Teaching**

- ❑ Find out what has been previously taught.
- ❑ Determine the major units or topics to be taught.
- ❑ Carefully read basic materials that students will use.
- ❑ Formulate the specific objectives for upcoming lessons.
- ❑ Locate supplementary resources and materials.
- ❑ Determine the organizational plan for lesson delivery.
- ❑ Prepare an outline for instruction using content standards and the school calendar to establish a proposed timeline

### **School Administrator's Role**

It is in the best interest of districts to assure that candidates receive the very best training possible so they can provide years of educational service to their students. It is imperative that principals and school district administrators fully understand the requirements of the pre-service program and roles of the candidate and mentor teacher. As UAF's teacher licensure program is extremely demanding, the candidate should not be expected to

coach, substitute, work another job, or perform special projects. However, with a new state law that allows districts to hire people with bachelor degrees and enroll in a teacher training program at the same time, there will be some candidates who will be in an actual teaching job with the school district. It should be noted that most candidates have difficulty refusing when school personnel ask them to help and then find it impossible to finish their assignments by the end of the year. It is important that districts keep this from happening.

Candidates should not be called out of the room to substitute in other classes except in extreme emergencies. However, candidates are free to substitute (with pay) in their classroom for their mentor teacher if the teacher is ill or at a meeting, since this will not interfere with the flow of their educational experience. Districts should adhere to the policy substitute teaching policy of the School of Education and should contact the School of Education department chair for more information especially on long term substitute arrangements .

Finally, an important role of the district and UAF-SOE is that of selecting outstanding mentor teachers to work with candidates. Mentor teachers should be active learners, dedicated to teaching, eager to keep on the cutting edge of education by trying new techniques to nourish student learning and keeping up with professional reading. They should be able to model proficiency in the eight Alaska Teaching Standards as well as the various components of successful classrooms. They should be aware of the responsibilities of being a mentor as described in this handbook before agreeing to take on the important role of mentoring an candidate. They will be working in partnership with the candidate throughout the year, so they must have a full-time teaching position in the school. For this reason, it is not advisable for the principal or principal teacher to attempt to take on the role of mentor.

### **The Role of the Site Administrator**

The principal has the opportunity to influence the success of the internship experience from the initial stages when placements are arranged. One of the major responsibilities is to coordinate the internship in such a manner that the candidate not only receives maximum benefits from the student teaching experience, but also has the opportunity to contribute to the total school's instructional program.

1. Orient candidates to the general philosophy, goals and standard procedures of the school district and the building;
2. Introduce candidates to faculty members, welcome them to faculty meetings and other school functions, and make them feel that they are an accepted part of the school staff;
3. Confer with the university partner regarding the candidate whenever the need arises;
4. Assist mentor teachers in guiding and directing the progress of candidates;
5. Observe candidates during the second semester as time and schedule permit. They may write a narrative report as documentation or use the Classroom Observation and Reflection form (FOF);
6. Periodically ascertain that all is well between the mentor, the candidate, and the university supervisor. If concerns appear, contact the School of Education immediately;
7. Promote the concept to staff, students, parents and community members that participation in teacher education programs is a stimulating professional opportunity and responsibility;
8. Provide the School of Education with suggestions regarding the Secondary Program and activities.

### **UAF Supervisor's/University Partner's Role**

Supervisors are liaisons between the SOE program and the school experience. Their primary purpose is to work collaboratively with mentor teachers to guide the learning experiences of the candidates, and to evaluate candidate growth and progress. They work closely with the candidate during the actual internship and provide information and feedback to both the candidate and the mentor in order to maximize the candidate's progress.

#### **Weekly contact:**

Supervisors are expected to have weekly contact with each candidate. Contact may be face-to-face, through journaling and responses, by class or audio conference or by e-mail. Supervisors are expected to keep a *contact log* for each candidate they supervise.

**Initial Visit: Initial Conference Checklist**

On-campus and candidates at a site less than a day away: Meet face-to-face with candidate and mentor. This visit sets up parameters and expectations for all parties.

Off-campus: Meet by using current technologies (such as audio conference, Google Hangout, SKYPE) with candidate and mentor, and administrator (if needed). This conference sets up parameters and expectations for all parties.

**Observation Visits and Forms:****FOF - Fieldwork Observation Form**

On-campus in Fairbanks, Anchorage and most sites in the Mat-Su area: At least three on site observations during first semester and five on site observations during second semester are required.

Off-campus requiring distant travel: One face-to-face visit per semester is suggested. Candidates must be responsible for at least a half day of classroom instruction during the observation. Remaining observations will be completed using current technologies.

**Mid-Year/Term Progress Report of Field Experience & Final Assessment of Field Experience** Meet with mentor(s) and candidate to review classroom performance utilizing Alaska Teacher Standards.

**PCF- Professional Characteristics Form:** Supervisor submits PCF once each semester.

**Content Area Specific Forms are due at the end of the second semester.**

**REQUIRED FORMS Supervisor:**

	Number of Forms	Suggested due Dates
<b>Fall Semester</b>		
Initial Conference (ICF)	1	September
Field Work Observation Form (FOF)	3	September, October, November/December
Personal Characteristics Form (PCF)	1	November
Mid Year Progress (MPF) form	1	December
Initial Conference (ICF), and Mid Year Progress (MPF) forms/documentation will be discussed in a collaborative conference between the mentor, supervisor and candidate (3 way conference). The university supervisor will submit those forms.		
<b>Spring Semester</b>		
Field Work Observation Form (FOF)	5	January, February (2), March, April
Personal Characteristics Form (PCF)	1	April
Midterm Second Semester (MSF)	1	March
Final Assessment Field Experience Form (FAF)	1	April
Content Area Specific Forms	1	April
Midterm Second Semester (MSS), Mid Year Progress (MPF) , and the Final Assessment of Field Experience forms/documentation (FAF) will be discussed in a collaborative conference between the mentor, supervisor and candidate. The university supervisor will submit those forms.		

FAF                      Final Assessment of Field Experience Form  
FOF                      Field Observation Form

ICF	Initial Conference Form
MPF	Mid Year Progress Form
MSF	Midterm Second Semester Form
PCF	Personal Characteristics Form
Content Area Specific Forms	

## **POLICIES/PROCEDURES**

### **Communication Protocol for Conflict Resolution**

Communication among all stakeholders is crucial to a successful internship. Should concerns arise, it is essential that channels of communication remain open. Many problems can be alleviated by open discussion.

Mentors and candidates should communicate site concerns to the university supervisor. If the supervisor cannot facilitate a resolution, the secondary department chair and (if appropriate) the field practice coordinator will be contacted. Should resolution fail at the chair level, the dean of the School of Education may be involved. The chair of the secondary department and the dean are seen by appointment. Candidates/mentors and supervisors should call appropriate administrative assistants to set up these appointments.

If a concern cannot be resolved in discussion with the dean, direction to further channels of appeal will be made available to the candidate/mentor.



### **Legal Status of Interns**

In Alaska, student teachers/candidates are eligible under rules and regulations promulgated by the Alaska State Board of Education for Authorization to Student Teach, Type III, when they are assigned to a public school for the purpose of completing a program of directed student teaching. Student teachers have the authority of regular teachers while in the classroom or while carrying out assignments as teachers. By assuming the authority of regular teachers, student teachers are responsible for their own actions while performing professional services.

Nonetheless, a higher degree of performance and responsibility is expected from a certified, supervising teacher than from an inexperienced student teacher. The fully-certified teacher is held to a higher standard in “foreseeing and predicting” potentially hazardous conditions and preventing accidents than is a person with less preparation.

According to Alaska Statutes (Sec.14.12.115), school boards must indemnify employees and student teachers against financial loss for negligence, as long as the employees or student teachers are acting within the course or scope of their duties. However, final responsibility for the conduct of a class rests with the regularly contracted teacher, who provides direction to the student teacher.

### **Grade Appeal Policy**

Before taking formal action, a candidate must attempt to resolve an issue informally with the instructor of the course. A candidate who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

Details on the UAF grade appeal policy can be found at: [http://www.uaf.edu/reg/forms/grade\\_appeal\\_policy.pdf](http://www.uaf.edu/reg/forms/grade_appeal_policy.pdf)

## **Improvement Plans, Professional Characteristics Policy and Procedures**

Professional characteristics relate to behaviors and attitudes exhibited by candidates in relation to those seen in successful practicing teachers. During the course of their internship, candidates are assessed on their ability to demonstrate the following professional characteristics: professional and ethical behavior, collaborative and reflective practice, commitment to the profession, creativity, and respect for diversity.

Instructors and mentors on a regular basis complete forms, which assess these professional characteristics. Additionally, conferences between the candidate, mentor and supervisor are held regularly to discuss these professional characteristics along with teaching responsibilities.

If concerns arise regarding a candidate's professional characteristics, the candidate meets with the secondary team to discuss concerns and remediation. Improvement plans may be developed to address the areas of concern.

### **Improvement Plans**

Improvement plans include specific behaviors to be improved and a timeline by which improvement must be demonstrated. Mentor input is invited, as appropriate. At the end of the designated time, the university will determine if the improvement plan has been satisfactorily completed or will be revised and extended, or will be terminated as unsatisfactory completion.

If assessments indicate that the candidate has serious deficiencies or is not making satisfactory progress, a joint conference with candidate, mentor, and supervisor may be called to develop an improvement plan. The secondary program chair shall be informed/involved at this step.

Unless there are unusual circumstances, an improvement plan shall be written and begun before the end of the full-time teaching block.

An improvement plan **must** be developed at a 3-way conference, approved by the secondary/K-12 Art program chair, and carried out prior to a determination that a candidate will not pass EDSC 471/472 for Secondary or EDSC 453/452 for K-12 Art.

The plan shall include specific behaviors or skills to be improved, list the activities which the candidate shall complete, and indicate the timeline by which improvement must be demonstrated. At the end of the designated time, the university, with input from the mentor and candidate will determine if the improvement plan has been satisfactorily completed, or will be revised and extended, or will be terminated as unsatisfactorily completed. Further action will be determined by the department chair and faculty. Unsatisfactory completion of the improvement plan may result in dismissal from the program.

Any questions from a candidate, mentor, or administrator regarding interpretation of this policy should be addressed to the university supervisor who may refer them to the secondary program chair.

## Sample Improvement Plan

Initial Conference

Timeline Update

Evaluation of Targeted Components

Present: Candidate, Mentor, Supervisor, Program Chair

**[Progress]** on TARGETED COMPONENTS:

\* Increase teacher movement around the room in a natural way to make positive contact with students as well as monitor their behavior. **[Progress noted, keep working on expanding movement around the whole room]**

\* Increase communication with mentor through written "journal" entries containing candidate's lesson planning and presentation and related dialog questions to which the mentor would respond. **[Oral journal working well, continue through the end of April]**

\* Follow up on disciplinary interventions: write detentions, office referrals, etc. and keep copies or a log. **[Progress noted, continue to implement follow-up strategies]**

\* Write out the list of computer lab rules, general procedures, and management strategies including rewards or consequences. Post a LARGE version in the computer lab to refer to when reinforcement is needed. **[Posted and student copies signed]**

\* Write out a reward plan related to the class end-of-year activity. **[Progress noted, using +,- and stamps for positive reinforcement]**

**Candidate's field team has determined that the improvement plan has been satisfactorily completed.  
Candidate's schedule for the remainder of the semester is as follows:**

REVISED TIMELINE:

Initial	team teach, prepare for next 2 weeks
following	teach periods 1,2,3
final	teach period 1

## **Program Modifications and Procedures**

### **Protocol for requesting changes in placement/program**

1. The candidate contacts the secondary/K-12 Art program chair for an appointment to discuss the requested change and is prepared to give a brief oral explanation for the request.
2. The candidate brings or sends to the appointment the following written items:
  - a. Proposal for the change,
  - b. Justification for the change,
  - c. Modified timeline, if pertinent.
3. The secondary/K-12 Art program chair shall determine whether to advance the request to the Secondary Faculty for consideration or to reject the request.
  - a. Written notice of advancement/rejection shall be sent to the candidate within 3 working days following the meeting, with a copy placed in the candidate's SOE file.
  - b. Advancement shall be scheduled for consideration at the next regular secondary/K-12 Art program meeting.
4. The Secondary Faculty shall accept or reject the request.
  - a. The team shall determine whether or not to interview the candidate.
  - b. During the interview of the candidate by the secondary/K-12 Art team, the request may be amended.
  - c. Written notice of acceptance/rejection shall be sent to the candidate within 14 days following the secondary/K-12 Art team meeting, with a copy placed in the candidate's file.
  - d. Acceptance may result in a meeting with the candidate to reaffirm the details of the change.

### **Substitution of Courses**

Candidates requesting permission to substitute a course previously taken for a course in the secondary/K-12 Art program must take the following steps:

- a. submit transcripts showing satisfactory completion of the substituted course,
- b. submit course syllabus of the substituted course
- c. completion of the appropriate critical assignment for the course at the "acceptable" level

The School of Education Secondary/K-12 Art Program faculty will review the request. Once the review has been completed, the candidate will be notified in writing of the decision.

### **Taking Courses Out of Sequence**

Candidates requesting permission to take secondary/K-12 Art coursework out of sequence must provide the Secondary/K-12 Art Program with a written request. Request must include the following:

- A proposal as to when the candidate intends to complete coursework,
- Justification for request.

The School of Education Secondary/K-12 Art Program Faculty will review the request. Once the review has been completed, the candidate will be notified in writing of the decision.

### **Delaying Start of Program**

Candidates requesting permission to delay the start of their Secondary/K-12 Art Post-Baccalaureate Licensure Program as scheduled when admitted, must submit a written request that includes the following information:

- the reason for the delay,
- a proposed timeline for starting and completing the program.



The School of Education Secondary/K-12 Art Program Faculty will review the request. Once the review has been completed, the candidate will be notified in writing of the decision. A delay may be requested only once; should further delay be required, a candidate must reapply for program admission.

### **Advancement to Full-Time Student Teaching**

Candidates will complete all required coursework with a grade of C or better, and pass candidateship I, (For Art-12 program, need to pass ED 453 before they advance to ED 452) before they advance to Internship II. An Incomplete grade in any course must be changed to a grade of C or better or Pass before a candidate advances to Internship II. The Secondary/K-12 Art Faculty will determine if any modification of this requirement shall be granted due to extenuating circumstances.

### **Attendance, Personal Sick Leave**

The combination of coursework and field experience is at the core of the licensure program. Candidates who do not take these responsibilities seriously jeopardize their program standing.

- **University Classes:** Attendance and participation at all classes is mandatory. Absences may impact the candidate's grade. Candidates should contact instructors if they are absent.
- **Field Site:** Site attendance shall be documented on the EDSC 471 calendar for secondary and ED 453 calendar for Art-12.

**Fall semester:** candidates are at their school on days required by internship calendar or as determined by their supervisor/university partner and mentor and approved by department chair.

**Spring semester:** Candidates adhere to the same teaching schedules that their mentors do, including being on site 1/2 hour before and after the student contact day. Candidates should accompany mentors during any assigned supervisory duties (e.g., hall duty or bus duty). During the last month of teaching, candidates may attend their field sites for a minimum of half-day periods if teaching responsibilities have been successfully fulfilled as determined by their supervisor/university partner and mentor. Candidates may use time away from the site for final portfolio preparation.

**Allowable absences** include the following:

- 2 personal days per public school year;
- 5 sick days per public school semester;

Candidates must report absences from the field site to the school office using the same procedure as the mentor teacher would use, and must notify the mentor teacher and the university supervisor. Authorization for planned absences of three days or more should be requested from the secondary program chair as early as possible. The candidate will provide lesson plans for classes that will be missed. Unforeseen circumstances such as surgery or a family emergency will be handled on an individual basis.

### **Substitute Teaching**

The School of Education at the University of Alaska Fairbanks grants a secondary/K-12 Art education candidate permission to substitute teach with the following stipulations:

- The candidate must go through substitute training including Background Check and Fingerprinting if required by the district and follow the school district substitute protocol;
- The candidate may not substitute during university class times;
- The candidate may substitute 1-2 days per week for the mentor teacher (additional days need approval of the building principal and the candidate's university supervisor);
- the candidate may substitute 1-2 days per week for other teachers but only in the candidate's content area(s) or team in his/her individual school, with the approval of his/her mentor teacher (additional days need approval of the principal and the candidate's university supervisor);
- The candidate may substitute no more than 10 days per semester unless approved by the principal and the candidate's university supervisor.

### **Alternative Time Lines and Options for Program Completion**

Candidates may choose to complete the program on time lines other than the traditional one-year time frame. Two year time lines and others are available. Candidates should consult with the program advisor to select the most appropriate program coursework for their selected time lines.

#### **Option- Program Enrollment Initial Teacher Certificate/Teacher While Training (TWT) Procedures**

School Districts may hire qualified candidates to complete their teacher training while working as a teacher.

Applicants who choose this pathway are referred to a Teacher While Training Candidates (TWT). Those candidates may be eligible for the Initial/Program Enrollment Teacher Certificate in Alaska. More information can be found at the Alaska Department of Education and Early Development website:

(<https://education.alaska.gov/TeacherCertification/initial.html#ProofofProgramEnrollment>)

To qualify for an **Initial/Program Enrollment Teacher Certificate in Alaska**, an applicant must meet the following requirements (Alaska Department of Education and Early Development, 2017):

- Has never held an Alaska teacher certificate
- Have a bachelor's degree or higher from a regionally accredited institution
- Passing [scores](#) on an [approved basic competency exam](#) (BCE)
- Current enrollment in an approved teacher preparation program as verified by a [Proof of Program Enrollment form](#) and [official transcripts](#) (The program must be completed within two (2) years of the issuance of the Initial certificate).
- Public School District support and employment.

#### **Teacher While Training Procedures- UAF-SOE Proof of Enrollment**

UAF-SOE Proof of enrollment form criteria follow the the Alaska Department of Education and Early Development requirements:

- 1) The applicant must hold a bachelor's degree or higher from a regionally accredited institution and has employment secured with a school district.
- 2) The applicant must be admitted to the UAF-School of Education Secondary Post-Baccalaureate licensure or Masters of Education in Secondary Education with licensure program and enroll in secondary program classes.
- 3) The applicant must have met the State of Alaska's scores for the Praxis Core Academic Skills for Educators/ Basic Competency Exam in reading, writing, and math.
- 4) The applicant should be assigned to teach in the subject area entered on the Proof of Enrollment form by the in the hiring public school district.

The **Program Enrollment Initial Teacher Certificate** is good for ONE year but can be renewed for an additional year provided sufficient progress has been made.

For additional information on the Initial / Program Enrollment Teacher Certification please visit the [Alaska Department of Education and Early Development Webpage](#).

## **FIELD EXPERIENCE DOCUMENTATION**

During the internship year, candidates enroll in Secondary EDSC 471/EDSC 472 or ED 452/453 for K-12 Art. These are the fieldwork seminar courses associated with the secondary and K-12 Art education program. These courses are designed to support the field teaching experiences of the program. The secondary candidates will observe, co-teach/teach, and participate in school activities during the fall semester and complete a minimum of 500 hours of student teaching in 15 weeks in public high/middle schools during the spring semester of the internship year. The K-12 Art field experience takes place in a secondary and elementary school setting. The first semester (ED 453) is spent in a secondary (7-12) art classroom. The second semester (ED 452) is spent with Elementary Art Specialists and as a resident art specialist in an elementary school.

### **Documentation of Field Experiences Internship I – Fall Semester**

EDSC 471 or ED 453 (K-12 Art) are the first semester seminar for the field experience. Seminars meet regularly throughout the entire school year.

#### **Overview**

Fall semester's field experiences provide the candidate with experiences of a working school community. Candidates will share, document, and reflect on their experiences.

#### **Calendar**

Utilize the Google calendar to record your daily activities. Include teaching, observations, in-service days, extra-curricular events, absences, etc. Make your Google calendar available to your supervisor (share).

#### **Required Calendar Documentations**

- School attendance, teaching, and substituting
- Observation of different teachers
- Observations of different subject areas
- Observations in a different school and grade level
- School Board meeting attendance
- Parent teacher conference attendance
- Collaboration meetings between faculty in the school (e.g., PLC, team meetings)
- Professional development day attendance
- Extracurricular activities participation
- Other instructional activities

#### **Observations- Focused Reflection on Effective Learning Strategies and Classroom Management**

After an observation, think about what you observed. In your written reflections, comment on effective strategies you see in instruction or student interaction. What have you learned that may influence your own classroom practices?

There are six required focused observations you need to submit to your supervisor. Be sure to list the content areas or levels that you observed that are different from your own in the calendar. Observation strategies and protocols will be discussed in the seminars.

#### **Instructional Experiences- Co-teaching and Teaching**

Seek opportunities for instruction. Co-teaching is a good strategy for initial learning. With your mentor teacher plan once a week small group, team and/or independent teaching experiences you lead. When you know the dates you will be instructing (with your mentor or independently), let your supervisor know, as we hope to see each of you "in action" at least once before we observe you more formally.

#### **Reflective Lesson Plan Write-Ups**

Formal LP(s) with reflection and the worksample are required for the fall semester. Your LP write-ups and reflections should have three parts. The first part is descriptive: what were the circumstances of your teaching, the class, the general content, the grade level and topic you taught, etc and a formal LP. The second part of the response should include the purpose of your instruction (what you hoped to accomplish), description of the event itself (what you did) and the outcome (was the purpose fulfilled?). The last section is the reflective (the "so what") part. Give yourself a day or so to think about your teaching experience and then decide what you learned about teaching from this experience. What went well that you will try again, what will you do differently? Is there an important lesson you won't

forget?

### Field documentation, focused observations, reflections, and lesson plans

The table gives you an overview of the written required thematic reflections and instructional activities during the internship. They need to be submitted to the university supervisor and seminar leader.

#### Field documentation (Internship I)

Date	<b>ASSIGNMENT ONE</b>  <b>Focused Observation &amp; Reflection on Effective Learning Strategies and Classroom Management (500 words)</b>	<b>ASSIGNMENT TWO</b> <b>Lesson Plans (LP) with reflection (200 words)</b>
9/11	Getting ready for the school year Reflect on how teachers prepare for the beginning of the school year. Include the professional development days if observed.	LP with reflection
9/25	Classroom Management and Learning Environment Reflect on classroom management, beginning and ending of classes, rules, transitions, and student engagement strategies utilized by your mentor teacher.	LP with reflection
10/9	Effective Instruction Reflect on content area instructional methods, technology integration, and personalized learning opportunities that engage students and increase student achievement.	LP with reflection
10/23	Special Education Assignment (Portfolio) Reflect on a special needs student and include differentiation strategies that support student learning.	
11/6	Working with Parents Reflect on a parent teacher conference and on strategies to achieve parental support and trust.	
11/27	Evaluating of Student Learning Reflect on assessment strategies, grading, and gradebook procedures.	

#### Getting ready for the school year

Reflect on how teachers prepare for the beginning of the school year. Include the professional development days if observed. Attend all professional development and in-service days. Write a paper, which summarizes the preparation for the school year and the presentations you attended on the professional development days. How will this information affect your practice?

#### Classroom Management and Learning Environment

Reflect on classroom management, beginning and ending of classes, rules, transitions, and student engagement strategies utilized by your mentor teacher.

Write a paper, which summarizes strategies for creating an effective learning environment for all students. Include content area specific considerations. Discuss, how this information affect your practice?

### **Effective Instruction**

Reflect on content area instructional methods, technology integration, and personalized learning opportunities that engage students and increase student achievement.

Write a paper, which summarizes your observations and thoughts. Include content area specific considerations. Discuss, how this information affect your practice?

### **Special Education Assignment EDSC 471/453 (Critical Portfolio Assignment)**

Select one of the students in your class who is on an IEP. Of course the student's identity will be kept confidential. You may even change details of the case if you think doing so will help to screen the student's identity. In any case, identify the student's special needs and discuss the accommodation outlined in his/her IEP. If possible sit in on an IEP meeting with your mentor and the other pertinent school personnel. Then, and this is crucial, explain how you (and your mentor) have adapted to meet those accommodations. Since this assignment is posted in Standard II (which focuses on individualization and meeting each student's needs) please include several detailed examples of accommodations. Include a discussion of how other students view the accommodations (how do "regular education" students come to understand the need for accommodations?). Your completed response should be one to two pages in length. Since this assignment is posted in your portfolio, the following rubric will apply. Your supervisor must assess your submission at the "Exceeds Expectations" or the "Meets Expectations" level before it can be posted.

#### **Exceeds Expectations:**

The submission clearly identifies the special needs of the student and the required accommodation as outlined in the IEP. The submission explains the way the accommodations are handled in the classroom and gives the rationale for the decisions surrounding the choices for meeting the required accommodations. Several specific examples of the accommodations are described. Both the response of the special needs student and that of classroom peers to the accommodations are described as well as the mentor's response to the need for explanations in the classroom. The classroom atmosphere in regard to special needs accommodations is described.

#### **Meets Expectations:**

The submission clearly identifies the special needs of the student and the required accommodations as outlined in the IEP. The submission explains the way the accommodations are handled in the classroom. At least two specific examples of the accommodations are described. The response of the special needs student and that of the classroom peers to the accommodation are described.

### **Working with Parents- Parent Conferences**

Be present at parent-teacher conferences with your mentor teacher. Observe the ways in which your mentor prepares for conferences and document also strategies to achieve parental support during the school year. Pay particular attention to at least one conference that involves the parent of a high-achieving student, one in which the student is at mid-level and one at which the student is academically challenged. Write a reflection. Discuss, how this information affect your practice?

### **Evaluating of Student Learning**

Reflect on assessment strategies, grading, and gradebook procedures. Write a paper, which summarizes your observations and thoughts. Include content area specific considerations. Discuss, how this information affect your practice?

### **Evaluation of seminar course EDSC 471/Evaluation of ED 453 K-12 ART**

The seminar course is Pass/Fail. Criteria for Pass are as follows:

- All required documents submitted
- Documentation submitted on due dates
- Documentation is at “meets expectation” rubric standard
- Successful completion of Special Needs and Philosophy Critical Assignments
- Observation forms from mentors and university supervisors indicate “meets expectations”

### **Observation and Assessment Forms**

Various assessment forms, both informal and formal are used to keep candidate, mentor and supervisor apprised of progress in the field experience. Forms are available on LIVETEXT. The purposes for observations and evaluations of the candidate include these goals:

- To assist in improving the candidate’s teaching,
- To help the candidate master skills of self-analysis/self-evaluation,
- To assess instructional and professional competence.

The use of standardized forms helps to ensure professional discourse, provides the candidate with consistent feedback on his/her progress, and systematically records concerns and progress. Frequent feedback provides encouragement, constructive criticism, and recognition of success. Feedback also allows for early recognition of weaknesses and provides specific suggestions for improvement. The candidate, mentor and university supervisor form a team working to assist the candidate in becoming an effective teacher.

<b>ASSESSMENTS by Mentor &amp; Supervisor</b>	<b>Suggested Date</b>
Initial Conference Checklist	August
3 Field Observations Forms (FOF)*	September
Work Sample Content Methods (EDSC43x/63x)	October/November
Professional Characteristics (Form PCF)	November
Mid Year Evaluation	December

\*K-12 Art has a modified observation schedule but uses the same forms.

FOF                      Field Observation Form  
ICF                      Initial Conference Form  
MPF                      Mid Year Progress Form  
MSF                      Midterm Second Semester Form  
PCF                      Personal Characteristics Form  
Content Area Specific Forms

## Overview Internship II – Spring Semester

EDSC 472/ED 452 is the second semester seminar equivalent of EDSC 471 or ED 453 (K-12 Art). Seminars meet regularly throughout the entire school year.

Candidates begin their intensive teaching practicum as part of EDSC 472 or ED 452 (K-12 Art) during the second semester, starting with full responsibilities for one class on the first day of the semester and gradually adding classes until they are carrying a full teaching load for approximately 4-6 weeks. After that time, classes are gradually returned to the mentor teacher except for the initial class in the candidate's teaching load. That class is carried throughout the entire semester. During this semester, candidates take on all the demands of a regular teacher including planning and teaching lessons and assessment of students. All decisions involve the consultation of the candidate's mentor teacher, but the candidate acquires full classroom responsibilities as part of the practicum.

The second semester seminar requires a major assignment that is directly linked to the teaching experience-The ATCAT. This assignment should be developed with the support of the mentor teacher and is similar in scope to the worksample. The ATCAT is due approximately April 1 and involves a 15 minute video recording of teaching. Completion dates may vary. Other assignments will be discussed in the course syllabus.

The seminars expose candidates to a variety of education-related topics and expert speakers. Off-campus students take the class via distance delivery. Candidates in Fairbanks meet in face-to-face sessions. Topics vary from utilizing community resources to practicing interviews with area administrators. The seminars in Fairbanks take place in the candidate's home school, and typically begin with a brief introduction to the school by the candidate teaching there. The seminar class culminates in early May (UAF graduation) with a 5-10 minute oral presentation of the portfolio focusing on the implementation of the candidate's educational philosophy. All seminar class assignments will be published in the course syllabus.

### WORKING DRAFT OF TIMELINE Internship II FOR CLASSROOM RESPONSIBILITIES EDSC 472

ED 453 can have specific modifications

**Candidate:** \_\_\_\_\_

**Content Area(s):** \_\_\_\_\_

**Mentor(s):** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Full time teaching is 4-6 weeks**

Week	Teaching activities/responsibilities	Notes
1		1 <sup>st</sup> prep – carried through to the last day of Internship (UAF- calendar)
2		Add 2 <sup>nd</sup> prep/class
3		Add 3 <sup>rd</sup> prep/class
4		Add 4 <sup>th</sup> class
5		Add 5 <sup>th</sup> class
6		Add 6 <sup>th</sup> class (7-period day)
7		Practicum mid-term conf w/in these weeks
8-11		Full time teaching

12		1 class less
13		1 class less
14		1 class less
15		1 class less Begin 1/2 day schedule
16		1 class less (7-period day)
17		Practicum final conference w/in these weeks

### Spring List (EDSC 472/ ED 451 – Internship II)

Candidate Name \_\_\_\_\_

Supervisor \_\_\_\_\_

Assignment	Suggested Date
Philosophy of Education/ Resume'	Spring Semester
ATCAT	April
Content Observation Form (K-U) - candidate	April
Oral Presentation/Portfolio	May

ASSESSMENTS by Mentor & Supervisor	Suggested Date
5 Field Observations Forms (FOF)*	Spring Semester
ATCAT	April
Professional Characteristics (Form PCF)	April
Final Assessment of Field Work (FAF)	April

\*K-12 Art has a modified observation schedule but uses the same forms.

FAF                      Final Assessment of Field Experience Form  
FOF                      Field Observation Form  
ICF                      Initial Conference Form  
MPF                      Mid Year Progress Form  
MSF                      Midterm Second Semester Form  
PCF                      Personal Characteristics Form  
Content Area Specific Forms  
ATCAT                      Alaska Teacher Culminating Assessment Task



## Instructional ATCAT (EDSC 472/ED 451 – Internship II) ATCAT – Alaska Teacher Culminating Assessment Task

Details will be discussed in the EDSC 472/ED 451 seminar. Links for detailed ATCAT information:

[Click here for the Google Drive Folder: ATCAT Materials for Students](#)  
<https://drive.google.com/drive/folders/0B-eSAMmb3BGWbnUtazZjZkxsUVE>

The ATCAT documents and assesses beginning teachers' knowledge of planning, effective teaching, and evaluating student learning. It includes the submission of plans, reflections, student work samples, assessment data, and video documentation of instruction. The Alaska Teacher Culminating Assessment Task (ATCAT) shares characteristics with the nationally used PPAT ([Praxis Performance Assessment for Teachers](#)) and the EdTPA (Education Teacher Performance Assessment). Rubrics and directions from the PPAT have been adapted and modified for the UAF School of Education program.

The ATCAT provides direct evidence of the candidate's ability to:

1. Design and implement standard-based instruction that is engaging, culturally relevant, fosters curiosity, and meets students' learning needs.
2. Use effective *classroom management strategies* to create a safe and motivating learning environment where all students could learn.
3. Construct a variety of challenging and meaningful *formative and summative assessments* to evaluate students and to inform instruction.
4. *Analyze data* to determine student-learning gains and to communicate results.
5. Use strategies related to *reading/writing instruction for English Language Learners*.
6. *Differentiate instruction, integrate technology*, and modify instructional methods based on student data and mentor/peer/supervisor feedback.
7. *Reflect* on the teaching decisions and learning results and identify ways to grow and develop as effective teacher.

The ATCAT will be submitted via LiveText. Interns are encouraged to use the following WORD document to prepare their submission: [ATCAT 201701 WORD Template.docx](#)

Because the ATCAT requires video evidence, interns must obtain appropriate permission from student families to include the image of a student in the ATCAT submission. Please use the forms below. Interns should keep the forms they receive on file in their mentor's classroom in case they are needed: [UAF Parent Permission Work Photo Opt out.docx](#)

The ATCAT will be assessed with the following rubric – the assignment is pass/fail and interns must meet all expectations to pass the assessment. Interns will be given the opportunity to revise at least once if expectations are unmet in any area: [ATCAT 201701 Rubric.pdf](#)

## Portfolio Guidelines and Program Exit Requirements

During the spring semester, candidates develop and present a portfolio using applied technology which documents ways in which they have met the Alaska Teacher Standards. In addition, candidates are observed and assessed by their mentors and supervisors to determine that they have successfully implemented the teacher standards in their classrooms. Finally, all course work must be successfully completed and university equipment returned to the UAF School of Education. When all previous conditions are satisfied, candidates are eligible to receive recommendation for licensure.

### Overview Portfolio:

The University of Alaska Fairbanks assesses initial licensure candidates at five gates: entry to the program, at the end of the summer coursework just prior to admission to the internship, at the mid-point of the two-semester internship, at the end of the internship, and upon completion of the exit portfolio, which is organized around the eight Alaska teacher standards and aligned with INTASC standards ([Interstate New Teacher Assessment and Support Consortium](#)) and the ISTE ([International Society of Technology in Education](#)) technology standards. The portfolio consists of samples of a candidate's performances that demonstrate that he/she has met the eight Alaska Teacher Standards.

### Guidelines:

#### General Information

- Evidence for each of the eight Alaska Teacher Standards/INTASC must be included in the portfolio. Evidence includes items required by the School of Education, as documented in the "Critical Assignments" list as well as items of the candidate's choice that document or support a candidate's claim to have successfully met the Alaska Teacher Standards/INTASC Standards. Opportunities for gathering items of choice will be discussed throughout the pre-service year and particularly in the portfolio development course. Each of the standards must be supported by evidence items that have been created or adapted by the candidate.
- Portfolios must be submitted digitally (LIVETEXT).

#### Evidence of Standards Met

- Candidates must present evidence of successfully meeting each of the eight Alaska Teacher Standards/INTASC Standards.
- Each standard contains one or more required items of evidence that are drawn from program coursework (Critical Assignments). Each critical assignment must satisfactorily meet the requirements of the course assignment it fulfills at the "B" or "Meets Expectations" level before being submitted to the portfolio.
- Each standard may also contain items of the candidate's choice and an explanation that justifies inclusion of the evidence as proof that the standard has been met.
- Reflections for each standard are documenting professional growth and effective teaching practices.

### Portfolio Evaluation Procedures and Protocols:

- Each of the eight Alaska Teacher Standards in the candidate's portfolio will be reviewed by a minimum of two reviewers: usually the candidate's UAF supervisor and a content specialist. If one of these reviewers is unavailable or is the content specialist, another faculty member will assist in the review of the portfolio. The third reviewer, if needed, shall be selected by the candidate's UAF supervisor.
- If a candidate initially receives an "Unacceptable" rating on a standard from both reviewers, an individual plan of remediation as described below shall be developed for that standard.
- Only if two reviewers rate the standard(s) as "Target," or "Acceptable," the candidate will pass that standard.
- If a reviewer finds that the standard(s) in question are "Unacceptable," the following actions will occur:
  1. The institutional recommendation will be withheld.

2. The secondary licensure team reviewers will develop an individual remediation plan that states specifically the area(s) of deficiency and the way(s) in which the candidate will demonstrate that the standard(s) in question is met. The candidate may offer input into the plan.
  3. The plan of action may include, but is not limited to these suggestions:
    - a. Producing new rationale to better demonstrate how previously presented evidence demonstrates competency in the standard(s),
    - b. Documenting completion of additional evidentiary items to show growth and competency in the deficient standard(s).
  4. The plan of action will contain a specific timeline for completion of additional requirements.
  5. When the plan of action is completed, the deficient standard(s) will be evaluated again.
- Upon re-evaluation, if the standard(s) is still not met, the candidate will not receive an institutional recommendation and the University of Alaska Fairbanks will provide the candidate with a written evaluation summary stating (1) the area(s) of deficiency, (2) the opportunities afforded the candidate to achieve proficiency in the standard, (3) the process by which the candidate may appeal the grade using the UAF Grade Appeal Policy, and (4) what options the candidate has (if any) to be reconsidered for licensure.

### **Portfolio Critical Assignments**

The following “critical” assignments are required artifacts for the portfolio, where candidates document and demonstrate their ability to effectively teach all students based on professional Standards. Each assignment will be completed and assessed within the course in which it is assigned. After successful completion, candidates will place each assignment under the designated Standard in their final portfolios.

**Standard I: A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.**

1.) Assignment: *Final Statement of Philosophy*

Class: EDSC 472/452

2.) Student selection discretionary artifact (e.g., Content methods classes EDSC 43X/63X, EDSC 458/658)

**Standard II: A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.**

1.) Assignment: *Special Needs Case Study*

Class: EDSC 471/453

2.) Assignment: *At least one lesson plan that demonstrates differentiation for readiness, interest or learning style*

Class: EDSC 402

**Standard III: A teacher teaches students with respect for their individual and cultural characteristics.**

1.) Assignment: *A lesson with a focus on assessment strategies that reflects some aspects of the community/area in which the candidate teaches.*

Class: EDSC 402

2.) Student selection from EDSC 457/657

**Standard IV: A teacher knows the teacher's content area and how to teach it.**

1.) Assignment: *ATCAT*

Class: EDSC 472/452

2.) Assignment: *Portfolio, which utilizes digital imaging and multimedia to showcase/demonstrate the appropriate use of technology in teaching, and teacher's content knowledge and pedagogy skills.*

Class: EDSC 443/643

**Standard V: A teacher facilitates, monitors, and assess student learning.**

1.) Assignment: *Work Sample*

Class: EDSC (43\_/63\_ Series - Methods Course)

2.) Assignment: *Student Selection (e.g., EDSC 407, EDSC 43x/63x)*

**Standard VI: A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.**

1.) Assignment: *Comprehensive Management Plan*

Class: EDSC 458/658

2.) Student selection (e.g., EDSC 457/657)

**Standard VII: A teacher works as a partner with parents, families, and with the community.**

1.) Assignment: *Reflection on parent/teacher conference(s) and working with parents*

Class: EDSC 471/453/452

2.) Assignment: *A place-relevant lesson plan with activities and strategies involving parents, families, and/or community.*

Class: EDSC 457/657

**Standard VIII: A teacher participates in and contributes to the teaching profession**

1.) Assignment: Reflections on educational research on teaching in content areas

Class: Methods classes (43\_/63\_...series)

2.) Student selection (e.g., workshop presentations, conference presentations, research on current issues in education EDSC 205 or EDSC 415, blogs, social media, **or** a research paper from another class)

**Additional Portfolio Policies**

1. Any critical assignment must earn at least a B/Meets Expectations to be posted. If a critical assignment does not earn a B/Meets Expectations grade, it must be revised and resubmitted to the instructor.
  2. If a critical assignment is not completed the candidate will receive a grade of Incomplete if eligible and gets the assignment to improve the assessment. If the criteria for an Incomplete are not met the student will receive a failing grade.
- 

**Guidelines for Portfolio Oral Presentation**

- This is a formal presentation. Each Intern presents himself/herself as he/she would during a formal interview for a teaching position. (Be aware of appropriate interview attire, demeanor, poise, self-confidence, and social skills.)
- The presentation is five minutes in length with three minutes for questions and answers. The presentation must use a clear introduction-body-conclusion organization.
- Each Intern may use a brief, written outline, but a prepared speech may not be read and the intern may not make extensive use of notes.
- Following the conclusion of the presentation, the presenter invites audience members to ask questions or make comments.

On-Campus Interns

- Audience participants will include secondary faculty members who will complete assessment rubrics based upon each intern's presentation and submit completed rubrics to Secondary Program Support.

Off-Campus Interns

- Intern with mentor's input will invite at least one teacher and/or building administrator in addition to the mentor teacher to be the audience for the oral presentation.
- The mentor and/or administrator and the supervisor each complete an assessment rubric based upon the intern's presentation. Both completed rubrics are submitted to Secondary Program Support.

***Detailed Rubrics for all assignments will discussed at the courses.***



## PROGRAM/DEGREE

### Applying for Completion of Program

#### Teacher Licensure:

All candidates for teacher licensure must fill in an application to the UAF Graduation Office to apply for completion of their secondary /K-12 Art licensure program by mid-February (usually February 15<sup>th</sup>). Students graduating during the summer semester must apply by June 15<sup>th</sup>. It is recommended that students apply early rather than later.

Candidates will **not** be eligible to receive an Institutional Recommendation from the UAF School of Education or have their program completion posted to their transcripts until this process is completed. The graduation application can be downloaded from the following web site: <http://www.uaf.edu/reg/forms/graduation.pdf>

Students are eligible and highly encouraged to “walk” and participate in UAF graduation activities. Caps and gowns may be ordered through the UAF Bookstore.

#### Masters in Secondary Education:

**PLEASE NOTE:** *You need an extra graduation application for the Masters degree in addition to the graduation application to the teacher licensure graduation (consult your advisors).* If you applied to the **graduate** Secondary Licensure program (Masters of Secondary Ed) **or** a graduate K-12 Art licensure applicant program, you were admitted to both the graduate licensure program (either secondary or K-12 Art) and the M.Ed. in Secondary Education. If you have completed the 31-credit secondary graduate licensure program or the 34-credit K-12 Art Licensure Program **and have also completed** the remaining requirements to complete the M.Ed. in Secondary Education degree, you **MUST** submit two graduation applications. One for the secondary post-baccalaureate licensure or K-12 Art licensure program **and** one to graduate from the M.Ed. in Secondary Education.



## Masters of Education, Secondary Education

GRADUATE SCHOOL ADVISOR : Jane Monahan [jimmonahan@alaska.edu](mailto:jimmonahan@alaska.edu) Tel.: 907-474-5362

Students admitted into the graduate level Secondary/K-12 Art Post-Baccalaureate Licensure Program will also be admitted to the M.Ed. in Secondary Education. Following the completion of the UAF secondary/K-12 Art post-baccalaureate licensure program, students will select one of three available options to complete their M.Ed. degree in secondary education (comprehensive exam, project or thesis). Completed Secondary Licensure course work will fulfill some of the M.Ed. in Secondary Education degree requirements. This program is designed to expand the preparation and instructional practices of middle and secondary/K-12 Art educators and education professionals. Sixteen graduate-level credits and six credits of 400-level course work earned in completion of the UAF Secondary Post-Baccalaureate Licensure program may be applied toward the M.Ed. in secondary education program. Courses are available through UAF by distance-delivery and on the Fairbanks campus. Master's degree requirements must be met within seven years of acceptance into the program.

### Secondary Program Requirements

1. Complete the [general university requirements](#).
2. Complete [M.Ed. degree requirements](#).
3. Complete the admission requirements for the graduate-level secondary post-baccalaureate licensure program.
4. Complete the following:
  - EDSC F402--Methods of Teaching in the Secondary School (3)
    - or one elective course approved by candidate's graduate committee (3)--3 credits
  - EDSC F614--Learning, Development and Special Needs Instructions (3)
    - or EDSC F622--Curriculum and Strategies II: High Incidence (3)--3 credits
  - EDSC F631--Secondary Instruction and Assessment in the Content Area (3)
    - or EDSC F632--English/Language Arts Secondary Instruction and Assessment (3)
    - or EDSC F633--Mathematics Secondary Instruction and Assessment (3)
    - or EDSC F634--Science Secondary Instruction and Assessment (3)
    - or EDSC F635--Social Studies Secondary Instruction and Assessment (3)
    - or EDSC F636--Art Secondary Instruction and Assessment (3)
    - or EDSC F637--World Language Secondary Instruction and Assessment (3)--3 credits
  - EDSC F642--Teaching with Technology I -1 credits
  - EDSC F643--Teaching with Technology II - 2 credits
  - EDSC F657--Multicultural Education and School-Community Relations--4 credits
  - EDSC F658--Classroom Organization and Management--3 credits
  - ED F601--Introduction to Applied Social Science Research--3 credits
5. Complete the following for the thesis option:
  - ED/CCS F603--Field Study Research Methods (3)
    - or ED/CCS F604--Documenting Indigenous Knowledge Systems (3)--3 credits
  - ED F699--Thesis--6 credits
6. Complete the following for the Project option:
  - ED/CCS F603--Field Study Research Methods (3)
    - or ED/CCS F604--Documenting Indigenous Knowledge Systems (3)--3 credits
  - ED F698--Project--6 credits
7. Complete the following for the Comprehensive Exam option:
  - EDSC F407--Reading Strategies for Secondary Teachers (3)
    - or one elective course approved by candidate's graduate committee (3)--3 credits
  - Six graduate-level elective credits approved by candidate's graduate committee--12 credits
  - Comprehensive Examination



## Masters K-12 Art Program Requirements

1. Complete the [general university requirements](#).
2. Complete [M.Ed. degree requirements](#).
3. Complete the admission requirements for the graduate-level secondary post-baccalaureate licensure program.
4. Complete the following:
  - ED 649 –Elementary Art Methods (3)
  - EDSC F402--Methods of Teaching in the Secondary School (3)
  - EDSC F614--Learning, Development and Special Needs Instructions (3)
    - or EDSC F622--Curriculum and Strategies II: High Incidence (3)--3 credits
  - EDSC F636--Art Secondary Instruction and Assessment (3)
  - EDSC F642--Teaching with Technology I -1 credits
  - EDSC F643--Teaching with Technology II - 2 credits
  - EDSC F657--Multicultural Education and School-Community Relations--4 credits
  - EDSC F658--Classroom Organization and Management--3 credits
  - ED F601--Introduction to Applied Social Science Research--3 credits
5. Complete the following for the thesis option:
  - ED/CCS F603--Field Study Research Methods (3)
    - or ED/CCS F604--Documenting Indigenous Knowledge Systems (3)--3 credits
  - ED F699--Thesis--6 credits
6. Complete the following for the Project option:
  - ED/CCS F603--Field Study Research Methods (3)
    - or ED/CCS F604--Documenting Indigenous Knowledge Systems (3)--3 credits
  - ED F698--Project--6 credits
7. Complete the following for the Comprehensive Exam option:
  - Six graduate-level elective credits approved by candidate's graduate committee—6 credits
  - Comprehensive Examination





## Degree Checklist- Master of Education Secondary Education 31 – 34 credits

Name:		Semester Admitted:	
Student ID:		Catalog Year: *Will change with reinstatement	
Email:		Temporary Advisor:	

Courses	Credits	Semester	Grade	Notes
EDSC 614 Learning, Development and Sp. Needs Instr. Or EDSE 622 Curriculum and Strategies II: High Incidence	3			
EDSC 658 Classroom Organization and Management	3			
EDSC 631-637 Secondary Instruction and Assessment In the Content Area	3			
EDSC 642 Technology Applications in Education I	1			
EDSC 643 Technology Applications in Education II	2			
EDSC 657 Multicultural Education and School- Community Relations	4			
EDSC 402 Methods of Teaching in Secondary School Or Elective (400 or 600 level)	3			
EDSC 407 Reading Strategies for Secondary Students Or ED 649 Elementary Art Methods (for K-12 Art majors) Or Elective (400 or 600 level)	3			
ED 601 Introduction to Applied Social Science Research	3			

**To graduate with the project or thesis option, complete the following:**

Courses	Credits	Semester	Grade	Notes
ED/CCS F603 Field Study Research Methods Or ED/CCS F604 Documenting Indigenous Knowledge	3			
ED F698 Non – Thesis Research Or ED F699 Thesis	6			
<b>Total Credits Required</b>	<b>34 (25 from above + 9)</b>			

**To graduate with the comprehensive exam option, complete the following:**

Courses	Credits	Semester	Grade	Notes
Elective (600 level)	3			
Elective (600 level)	3			
<b>Total Credits Required</b>	<b>31 (25 from above + 6)</b>			

Note: to earn the M. Ed. in Secondary Education, students must complete the secondary teacher certification program also. Additional coursework (9 credits) includes: EDSC 415, Foundations of Modern Educational Practice (3) OR EDSC 205, Introduction to Secondary Education; EDSC 471, Secondary Internship I (3); EDSC 472, Secondary Internship II (3).



## MASTERS COMMITTEE COMPOSITION AND CRITICAL FORMS

Students pursuing the Masters in Education, Secondary Education option as part of the Secondary/K-12 Art Post-Baccalaureate Licensure Program must include at least one faculty member from the secondary program. Mentor teachers may be included as additional committee members. Candidate may choose faculty members from their academic content area to serve as a committee member.

### Graduate Degree Forms

Visit the Graduate Website: <http://www.uaf.edu/gradsch/forms/> for forms on line!

**Important:** Students must register for at least three graduate level credits the *semester they are admitted to graduate school*. Students must be registered for at least three graduate level credits in the *semester in which they graduate*. Students must register for 6 *graduate credits* in the academic year (fall, spring, summer) or file an official Leave of Absence form with the graduate school.

### Fall Semester- Graduate Advisory Committee

A graduate advisory committee is normally appointed within the first or second semester of study to provide guidance to students in developing and completing their degree programs.

### Committee composition – Master's Degree

Students must discuss the composition of their graduate committee with their advisor and should have a committee in place by the end of their second semester. There must be at least 3 members on each graduate committee composed of the following:

**Member 1 - Chair:** must be a doctorate level, full-time faculty member who has at least a joint appointment in the School of Education

**Member 2:** must be at least a master's level, full-time faculty member but does not necessarily have to be a member of the School of Education

**Member 3:** must be at least a master's level individual who has significant experience or expertise in the requisite field; they do not have to be affiliated with the university, but if they are not a member of the university they need to be approved by the department chair. Please provide resume.

### Graduate Study Plan (GSP)

This is a working document that is subject to revision as work on your degree progresses. A copy of this completed form should be submitted before the end of your second semester at UAF to your program/department and with the Office of the Graduate School.

All requirements outlined in the appropriate catalog must be fulfilled on the GSP. A formal petition must be filed for any deviations from requirements listed in the appropriate catalog.

### Annual Report of Advisory Committee

All students are required to submit an annual report by May 1 each year they are actively enrolled. The form should be completed by the student and presented to committee members in a formal meeting or distributed for committee member comments if a meeting is not held.

### Research Proposal Approval

Students are required to receive formal approval of their research project or thesis prior to registering for research (698) or thesis (s699) credits. The student's graduate advisory committee chair will provide information about the format and deadline for the proposal.

### Advancement to Candidacy

Due to the School of Education Graduate Program Advisor the semester BEFORE you intend to graduate! We request this document the semester PRIOR to your graduation semester.

The Advancement to Candidacy deadline each semester is always the same date as the deadline for the Application for Graduation:

October 15:	Fall Graduation
February 15:	Spring Graduation
June 15:	Summer Graduation

The application for graduation may be filed online and the fee charged to your UA Online account. Go to: <http://www.uaf.edu/reg/grad/>

Note for Applications for Graduation: If the deadline falls on a Saturday or Sunday, then the deadline will be the Friday before the weekend. For example, if the deadline is October 15 and that falls on a Saturday, then the actual deadline will be Friday, October 14.

### Application for Temporary Leave of Absence

Students wishing to temporarily suspend studies during the process of earning a degree must obtain an approved leave of absence. A student failing to register for at least 6 credits in a school year (August – July) or to obtain a leave of absence will be dropped from graduate study and be required to be reinstated before resuming graduate studies. This form must be submitted to the Graduate School by the last day to pay fees in the requested semester of leave.

Requests for reinstatement should be made in memo format from the advisory committee chair to the Dean of the Graduate School.

## **Important Contacts**

<b>Name</b>	<b>Phone</b>	<b>Email</b>
SOE Graduate Advisor, Jane Monahan	474-5362	<a href="mailto:jmonahan@alaska.edu">jmonahan@alaska.edu</a>
Graduate School	474-7464	<a href="mailto:UAF-Grad-School@alaska.edu">UAF-Grad-School@alaska.edu</a>

The School of Education web site contains current program information and complete staff and faculty contact information: <http://www.uaf.edu/educ/>

# Appendices

## Appendix One

### STATE OF ALASKA & OTHER PROFESSIONAL RESOURCES

#### [Alaska Department of Education & Early Development Website](#)

This website has the updated information on teacher certification and forms, Alaska standards, education data, and procedural and legal information.

#### [Code of Ethics of the Education Profession](#)

Members of the teaching profession (as defined by AS 14.20.370) are obligated to abide by the code of ethics and professional teaching standards adopted by the Professional Teaching Practice Commission.

#### [Standards for Teachers](#)

Alaska's leaders have taken significant steps to improve our public schools. A landmark step toward this end occurred in 1994 when the State Board of Education & Early Development adopted teacher standards. These standards were amended in 1997. The board also adopted standards for administrators in 1997. For the first time in Alaska's history, these standards clearly define the skills and abilities that our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers. Many people and organizations were involved in

Alaska Standards for Culturally Responsive Schools

### Professional Organizations for Educators

**Candidates are encouraged to utilize professional organizations in their content fields as resources.**

#### [National Council of Teachers of English \(NCTE\)](http://www.ncte.org/) - <http://www.ncte.org/>

The National Council of Teachers of English is one of eight subject specific organizations with resources for English teachers.

#### [American Council on the Teaching of Foreign Language Teachers \(ACTFL\)](http://www.actfl.org/) - <http://www.actfl.org/>

The American Council on the Teaching of Foreign Languages, the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. ACTFL and its affiliated organizations represent the educators who are committed to building language proficiency from kindergarten students through adult learners. We provide advocacy, professional development opportunities, resources and opportunities for members to interact and share ideas and experiences.

#### [National Council of Teachers of Mathematics \(NCTM\)](http://www.nctm.org/) - <http://www.nctm.org/>

NCTM is a public voice of mathematics education, providing vision, leadership and professional development to support teachers in ensuring equitable mathematics learning of the highest quality for all students.

#### [National Science Teachers Association \(NSTA\)](http://www.nsta.org/) - <http://www.nsta.org/>

NSTA's mission is to promote excellence and innovation in science teaching and learning for all. It is essential that teachers are prepared to teach science. NSTA has established high-quality [science teacher preparation standards](#). Meeting the NSTA 2003 Standards is demonstrated through program recognition by NSTA. The Standards embody a process of data collection, reflection and improvement of programs based on data.

#### [National Art Education Association \(NAEA\)](http://www.naea-reston.org/olc/pub/NAEA/home/) - <http://www.naea-reston.org/olc/pub/NAEA/home/>

This dynamic community of practice is where visual arts teachers, scholars, researchers and professors, students, administrators, art museum educators, and artists come together around a shared belief in the power of the arts in developing human potential.

[National Council for the Social Studies \(NCSS\) - http://www.socialstudies.org](http://www.socialstudies.org)

Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The mission of National Council for the Social Studies is to provide leadership, service, and support for all social studies educators.

[Council for Exceptional Children \(CEC\) - http://www.cec.sped.org/](http://www.cec.sped.org/)

The Council for Exceptional Children (CEC) works to improve the educational success of individuals with disabilities and/or gifts and talents.

[The Alaska State Writing Consortium \(ASWC\) - http://www.alaskastatewritingconsortium.org/](http://www.alaskastatewritingconsortium.org/)

The Alaska State Writing Consortium began as a group of enthusiastic teachers and administrators who prompted their school districts to embark upon a cooperative effort to improve the teaching of writing in schools throughout Alaska. Out of those beginnings grew the Alaska State Writing Consortium, a dynamic, ongoing effort providing Alaskan educators with an essential resource for professional development, teacher leadership, and classroom research, focused upon the teaching of writing and increasing student achievement.

The Alaska State Literacy Association (ASLA) is a professional education association in Alaska, affiliated with the [International Reading Association](#). We provide professional education, leadership training, grants and awards and offer a network of support to our members. This organization advocates for public policy to enhance and support the quality of reading education in our state and nation. The mission of the Alaska State Literacy Association is to promote lifelong literacy for all Alaskans by advancing the quality of literacy instruction.

[Alaskans For Language Acquisition \(AFLA\) - http://www.afla-alaska.org/](http://www.afla-alaska.org/)

AFLA is a statewide professional association of world language educators. They are committed to offering and improving opportunities for learning world languages in Alaska through the continued support and promotion of the world languages teaching profession. AFLA represents Alaskan educators through the Pacific Northwest Council for Languages ([PNCFL](#)), and [ACTFL](#), the American Council on the Teaching of Foreign Languages.

[Alaska Native Knowledge Network \(ANKN\) - http://www.ankn.uaf.edu/](http://www.ankn.uaf.edu/)

ANKN is a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing. We are pleased to create and distribute a variety of publications that assist Native people, government agencies, educators and the general public in gaining access to the knowledge base that Alaska Natives have acquired through cumulative experience over millennia. Below are publications we offer.

[American Library Association \(ALA\) - http://www.ala.org/](http://www.ala.org/)

[The ALA Constitution](#) states the purpose of ALA as, "The object of the American Library Association shall be to promote library service and librarianship." The stated mission is, "To provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all."

[Educational Research Institute Center \(ERIC\) - http://www.eric.ed.gov/](http://www.eric.ed.gov/)

ERIC provides unlimited access to more than 1.3 million bibliographic records of journal articles and other education-related materials, with hundreds of new records added twice weekly. If available, links to full text are included.

Within the ERIC Collection, you will find records for:

- journal articles
- books
- research syntheses
- conference papers

- technical reports
- policy papers
- other education-related materials

[International Society for Technology in Education \(ISTE\) - http://www.istiinc.com/](http://www.istiinc.com/)

International Science and Technology Institute, Inc. (ISTI) is a minority-owned, private, for-profit, consulting firm providing assistance to developing countries through technical, managerial, and financial expertise in the fields of economic and social development. Working in more than 60 countries since it was established in 1977, ISTI has forged partnerships with organizations and individuals at the local, national and regional levels. The ISTI approach stresses innovation and flexibility, with a sensitivity to the cultural and geophysical factors unique to each area of the world.

## Appendix Two

### INSTRUCTIONAL PLANNING AND PREPARATION

#### Lesson Plans

Lesson plans serve several important purposes:

1. They provide a means of clear and detailed thinking regarding a lesson.
2. They ensure that appropriate curriculum goals and objectives are addressed in a logical, systematic manner.
3. They document inclusion of student content and performance standards as outlined by the State of Alaska and National Content Area Organizations.

Candidates will prepare comprehensive, written, individual or unit lesson plans for each lesson or unit they teach. Plans will be formatted and submitted as agreed upon by the candidate, mentor, and supervisor. The procedure should go into effect immediately at the beginning of the second semester. Candidates will submit lesson and unit plans and receive mentor feedback before teaching them, usually by Friday of the previous week. It is recommended that candidates submit a brief, general outline of proposed topics and activities for the next week to the mentor for approval before preparing detailed daily plans and materials. Mentors are asked specifically to examine teacher generated material and assessments before they are used. All lesson plans will be kept in hard- copy, on file for reference and documentation in a location easily accessible to the mentor and supervisor.

#### Common Lesson Plan Components

Different content area instructors may require different lesson formats. Each lesson plan, regardless of format, should include most of these components.

**Intern Name, Date, Grade Level, Subject Area, Title/Focus of Lesson**

**Objectives or Stated Goals and Understandings**

Guiding Questions:

- What is your reason for teaching this lesson?
- What do you want students to know and be able to do as a result of this lesson?
- What knowledge, skills, and/or understandings do you want your students to acquire as a result of this unit?

**National and Alaska Academic Standards**

Guiding Questions:

- Which standards are you targeting in this lesson? The number and the description of the standards must be included.

**Materials or Resources**

Guiding Questions:

- What books, materials, assessment tools, equipment, worksheets, conditions, etc. do you need in order to successfully complete this lesson or unit? Be sure to include everything that you will need.

**Differentiation and Accommodations**

Please see the following overview for more information: [http://bit.ly/differentiation\\_and\\_accomodations](http://bit.ly/differentiation_and_accomodations)

Guiding Questions:

- How will you differentiate (i.e., modify or adapt) your lesson to meet the needs of students who learn differently?



- How will you differentiate your lesson to meet the needs of students with special needs?
- What special provisions will you make for students who finish work early?
- What accommodations for English Language Learners will you make if needed?

### **Estimated Duration**

How much time do you anticipate will be needed to do each part of the lesson?

### **Procedures (Teaching & Learning Experiences and Opportunities)**

Guiding Questions:

- What are your methods, strategies, plans, learning activities?
- What prerequisite skills will the students need to complete the lesson?
- How will you organize, implement and manage your lesson (i.e., distribution of materials, arrangement of students, set-up and clean up plans)?
- If applicable, what responsibilities will the paraprofessionals and/or volunteers have during the lesson?
- How will the students learn what it is you want them to learn? (e.g., whole group, small group, pairs, activity sheets, journals, logs, independent work, writing, research, inquiry, project-based, discussion, etc.)
- How will you open the lesson? (e.g. launch, grabber gear-up, hook)
- How will you close the lesson? (e.g. checking for understanding, revisions for tomorrow)
- Bulleted procedures must be detailed enough for a mentor to give feedback prior to teaching.

### **Assessments**

Guiding Questions:

- How will you know that students have met the objectives of the lesson and have made progress toward becoming proficient in your targeted standard(s)?
- What types of assessments will you use and why (e.g., formal/informal, constructed response, rubric, short answer, performance, selected response, product, personal communication, observation, peer, self)?
- Will you be doing any type of pre-assessment? Will it be a formal or informal assessment?
- List the types of materials that you will use for your assessments (e.g., teacher-made tests, publisher tests, published rubrics, teacher-student constructed rubrics or scoring guides, checklists, note-taking materials)
- Check carefully to be certain that your assessments directly relate to your identified goal(s)—including your standards.

### **Handouts/Worksheets**

If you are using worksheets with your lesson, please attach them. If you created the worksheet, indicate this in the footer. Please also attach any rubrics/assessments that you use.

### **Self-Reflection (To be completed shortly after the lesson or unit)**

Guiding Questions:

- Did your lesson accomplish what you expected? Why or why not?
- What would you do differently next time and why?
- Did the things you learned from your assessment(s) change what you plan to do tomorrow (i.e., will your instruction change as a result of your assessment(s)?)

## Appendix Three

### LIVETEXT

UAF-SOE uses *Live Text* to manage assignment evaluations (e.g., portfolio, field experience forms), data collection, and program evaluation. Students need to buy access to LIVETEXT only one time during the program. Every student teacher admitted to the program need to have a LIVETEXT account. Mentors, Supervisors and Interns will also utilize the Fieldwork Module of LiveText to finalize feedback with the Professional Characteristics Form (PCF) and other forms, as given. Details will be discussed in the seminars.



First-time users of LiveText will receive an email from LiveText with log-in information similar to the one below:

From: LiveText Field Experience <[support@livetext.com](mailto:support@livetext.com)>  
Subject: Your Field Experience Mentor Account  
Date: February 23, 2018 at 2:31:36 PM AKST  
To: [jamie.teacher@goodschool.k12.org](mailto:jamie.teacher@goodschool.k12.org)

Dear Jamie Teacher,

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText.

To log in, go to [www.livetext.com](http://www.livetext.com), and enter the following username and password:  
User name: JamTea2067  
Password: Thmnd892

Thank you for the contributions you will make to your mentee's professional development.

Regards,  
Field Placement Coordinator

When placements are finalized, an email similar to the following will go out to all mentors, supervisors and interns – *an email will go out at the start of each semester of an internship even if the placement does not change for the second semester:*

From: LiveText Field Experience <[support@livetext.com](mailto:support@livetext.com)>  
Date: Fri, Apr 8, 2018 at 11:44 AM  
Subject: Field Placement Details  
To: [jamie.teacher@goodschool.k12.org](mailto:jamie.teacher@goodschool.k12.org)

Dear Jamie,

You have been assigned a field placement internship that will be documented and assessed online in LiveText. Below are your placement details:

Site:  
Foster Elementary  
5000 Palo Verde Avenue,  
Foster AK 99999

Start Date: 08-08-2018  
End Date: 12-19-2018

Intern: Bob Intern  
Mentor(s): Jamie Teacher  
Supervisor(s): Leslie Supervisor

To view full details, please log into your account at [www.livetext.com](http://www.livetext.com). If you cannot remember your username or password, click the "Forgot?" link in the upper right corner of [www.livetext.com](http://www.livetext.com).

Thank you and we look forward to your participation in this field experience.