Educational Technology Program
2004-2005 Program Handbook
Center for Teacher Education
University of Alaska Southeast

Informed, reflective and responsive teachers

University of Alaska Southeast Center for Teacher Education

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## Program Forms

### ED Tech Endorsement Forms:

- Ed Tech Endorsement Program Application for Admission .......................... 57
  (Complete and submit to PEC to apply for admission into the Ed Tech Endorsement program)

- Teacher Certification Application Institutional Recommendation .......................... 58
  (Complete and submit to PEC along with your EED paperwork after you have completed the ED Tech Endorsement program)

### ED Tech Master Forms:
UAS Graduate Application for Admission at
http://www.uas.alaska.edu/forms/documents/graduate.pdf
(Complete and submit to PEC, along with other required documents,
to apply for admission into the ED Tech Master program)

Statement of Ability to Do Field Experience 60
(Submit to PEC along with your UAS Graduate Application to Admissions)

Commitment to Students and Their Learning Letter of Recommendation 61
(Submit to PEC along with your UAS Graduate Application to Admissions)

Dispositions for a Successful Teacher Letter of Recommendation 63
(Submit to PEC along with your UAS Graduate Application to Admissions)

Knowledge of Diversity Letter of Recommendation 65
(Submit to PEC along with your UAS Graduate Application to Admissions)

Advancement to Candidacy Form 67
(Submit when you have completed 9 to 15 credits of ED Tech courses.)

Independent Study Contract 68
(To be completed with your ED Tech Advisor when you are ready to
take the ED 697 Independent Study/Elective course)

Application for Graduation at
http://www.uas.alaska.edu/forms/documents/graduation.pdf
(In the semester you plan to graduate, complete and submit to Records
and Registration by the semester deadline.)

Miscellaneous Forms:

UAS Course Registration Form 70
(You may register online, by calling PEC (465-8750), or by using this form.)

Course Add/Drop/Change Form 71
(You may use this form, within the semester time limitations, to add or
drop a course.)

Petition Form at http://www.uas.alaska.edu/forms/documents/petition.pdf
(Submit this form to your ED Tech Advisor for deviations from academic
requirements and regulations.)

Course Substitution Form 72
(Submit this form to your ED Tech Advisor for course substitution requests.)
Center for Teacher Education
University of Alaska Southeast

General Information

Informed, reflective and responsive teachers
Diversity
Career
Student Learning
Environment
Partnership
Professionalism
Technology

University of Alaska Southeast Center for Teacher Education
Foreword

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

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

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

• In initial programs, students wishing to begin to teach elementary school (K-8) can earn bachelor’s degrees, post-baccalaureate certificates, or Master of Arts (on-site and distance) in teaching degrees. Those interested in early childhood can earn the MAT (distance). Those interested in initial programs to prepare to teach in secondary schools enter the secondary Master of Arts in Teaching. Those entering MAT programs at any level do so after earning bachelors’ degrees in the subject area(s) they wish to teach.

• Advanced programs through the CTE serve certified teachers wishing to take courses or earn teaching endorsements and/or Master of Education (M.Ed) degrees with a variety of different emphasis areas included reading, educational technology, and early childhood education. Teachers and program graduates interested in taking individual courses or earning professional development credits are served through the CTE’s Professional Education Center.

• The Associate in Applied Science Degree with emphasis in Early Childhood Education is offered by distance through the Center for Teacher Education at UAS in collaboration with the College of Rural Alaska/ UAF.

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

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

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

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

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

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

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

Center for Teacher Education programs are approved by the Alaska State Board of Education and are candidates for national accreditation by the National Council for Accreditation of Teacher Education.
CTE Vision, Mission, Goals, and Objectives

CTE Teacher Education Mission Statement

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

Vision

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

CTE Faculty's Professional Commitments

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

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

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

Performances

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

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

Performances

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

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

Performances

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

Goal 4: Teachers possess current academic content knowledge.

Performances

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

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

Performances

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

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

Performances

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

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

Performances

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

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

Performances

a. Keep current in knowledge of content and teaching practice. (K)
b. Participate in and contribute to the teaching profession. (S)
c. Communicate effectively with students, colleagues, and supervisors. (S)
d. Value professional ethics, democratic principles, and collaborative learning communities. (D)
Goal 9: Teachers use technology effectively, creatively, and wisely.

Performances

a. Operate computers and other technologies and evaluate their potentials and limitations. (K)

b. Integrate technology in planning, instruction, and assessment to support student learning. (S)

c. Value technology as a tool for student and teacher lifelong learning. (D)

(K) Knowledge (S) Skill (D) Disposition
(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

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

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

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

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

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

University of Alaska  
Student Rights and Responsibilities

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

**Student Code of Conduct**

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

**Cheating, Plagiarism, or Other Academic Dishonesty**

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

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

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

**Damage or Destruction of Property**

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

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

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

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

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

**Misuse of Firearms, Explosives, Weapons, Dangerous Devices, or Dangerous Chemicals**
Example:
Unauthorized use, possession, or sale of these items on property owned or controlled by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAS rules and procedures.

**Failure to Comply with University Directives**
Examples include:
1. Failure to comply with the directions of law enforcement officers or University officials acting in the performance of their duties; Failure to identify oneself to University officials when requested; or
2. Failure to comply with disciplinary sanctions imposed by the University.
Misuse of Alcohol or Other Intoxicants or Drugs
Examples include:
1. Use, possession, manufacture, distribution, or being under the influence of alcoholic beverages on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents’ Policy, University Regulation, or UAS rules and procedures;
2. or Use, possession, manufacture, distribution, or being under the influence of any narcotic, controlled substance, or intoxicant on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents’ Policy, University Regulation, or UAS rules and procedures.

STANDARDS
FOR ALASKA’S TEACHERS

1 A teacher can describe the teacher’s philosophy of education and demonstrate its relationship to the teacher’s practice.
Performances that reflect attainment of this standard include:
- a. engaging in thoughtful and critical examination of the teacher’s practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- b. demonstrating consistency between a teacher’s beliefs and the teacher’s practice.

2 A teacher understands how students learn and develop, and applies that knowledge in the teacher’s practice.
Performances that reflect attainment of this standard include:
- a. accurately identifying and teaching to the developmental abilities of students; and
- b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3 A teacher teaches students with respect for their individual and cultural characteristics.
Performances that reflect attainment of this standard include:
- a. incorporating characteristics of the student’s and local community’s culture into instructional strategies that support student learning;
- b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
- c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

4 A teacher knows the teacher’s content area and how to teach it.
Performances that reflect attainment of this standard include:
- a. demonstrating knowledge of the academic structure of the teacher’s content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student’s stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students’ development;
- c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- d. connecting the content area to other content areas and to practical situations encountered outside the school; and
- e. staying current in the teacher’s content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5 A teacher facilitates, monitors, and assesses student learning.
Performances that reflect attainment of this standard include:
- a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
- c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;
- d. organizing and maintaining records of students’ learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
- e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6 A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
Performances that reflect attainment of this standard include:
- a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- b. communicating high standards for student performance and clear expectations of what students will learn;
- c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
- d. assisting students in understanding their role in sharing responsibility for their learning.

7 A teacher works as a partner with parents, families, and the community.
Performances that reflect attainment of this standard include:
- a. promoting and maintaining regular and meaningful communication between the classroom and students’ families;
- b. working with parents and families to support and promote student learning;
- c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
- d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
- e. involving parents and families in setting and monitoring student learning goals.

8 A teacher participates in and contributes to the teaching profession.
Performances that reflect attainment of this standard include:
- a. maintaining a high standard of professional ethics;
- b. maintaining and updating both knowledge of the teacher’s content area or areas and best teaching practice;
- c. engaging in instructional development activities to improve or update classroom, school, or district programs; and
- d. communicating, working cooperatively, and developing professional relationships with colleagues.
ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS

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

Cultural Standards for Educators

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

Educators who meet this cultural standard:

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

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

Educators who meet this cultural standard:

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

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

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

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

Educators who meet this cultural standard:

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

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

Educators who meet this cultural standard:

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

Websites with Important Information

University of Alaska Southeast

Educational Technology Program at UAS

Alaska Standards

Alaska Content Standards for Technology

Alaska Teacher Certification Standards

Standards for Alaska’s Teachers

Standards for Alaska’s Schools

Alaska Cultural Standards

Alaska Teacher Placement Service

ISTE Tech Leadership Standards

ISTE Standards for Teachers

ISTE Standards for Students

National Education Association student page
HELP Desk
Toll-free (877) 465-6400
In Juneau: (907) 465-6400
(907) 465-6276 (fax)
Email: helpdesk@uas.alaska.edu
Egan Library 103

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

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

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

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

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

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

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

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

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

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

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

Topics covered on the web site

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

Types of financial aid
- Grants
- Scholarships
- Veteran’s Assistance
- Student employment
- Loans

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

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

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

Financial Aid Services
- Announcements
- Frequently asked questions

Links of Interest
- General financial aid information
- Federal funding
- Tools and calculators
- Tax information
- For International Students
- For minority students
- For Native students
EGAN Library
http://www.uas.alaska.edu/library/

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

Contact Information:
Circulation Desk: (907) 465-6466
Reference Desk: (907) 465-6502
Toll Free Reference: (877) 465-4827 X6502
Fax: (907) 465-6249
Information: egan.library@uas.alaska.edu

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

Resources
Access to RefWorks Online
Personal Database and Bibliography Creator
Egan Library Support
http://www.uas.alaska.edu/library/about/de_main.html
Instructions for Distance Education Students
Online catalog
http://www.cel.lib.ak.us/uhtbin/cgisirsi.exe/uux0QqIU0U/98200053/60/1173/X
Online access to Electronic Databases
http://www.uas.alaska.edu/library/search/search_articles.html
Ask A Reference Librarian
http://www.uas.alaska.edu/library/services/ask_a_lib.html

This electronic reference service is intended primarily for UAS Students, Faculty and Staff. Questions will be acknowledged within 24 hours of your request during normal business hours.
Program Information
Dear Candidate,

Congratulations on choosing the Educational Technology Program at the University of Alaska Southeast as your path to professional development. Our program is a unique blend of online, distance, and on-site coursework. We offer two paths for you to take. One path leads to an Alaska State Endorsement in Educational Technology. The other leads to a master’s degree in Educational Technology. You may choose to take either path or combine the two paths into one cumulative journey toward your master’s degree.

Whichever path you choose to follow, you will take courses taught by professionals with teaching experience who care about your professional development. Our goals is to train technology leaders who are informed, reflective, and responsive and who are autonomous lifelong learners who think critically, work cooperatively, make responsible decisions, and act accordingly (CTE Conceptual Framework).

We hope you will find the information in this handbook useful. Our Web site at http://pec.jun.alaska.edu/edtechpec/ provides easy access to program and course descriptions and to downloadable forms. Please feel free to contact myself or Kathy Fagerstrom, ED Tech Program Administrative Assistant, when you have questions or concerns not answered by this handbook or our Web site.

Best wishes for a successful journey!

Marsha A. Gladhart, Ph.D.
Coordinator of the Educational Technology Program
Center for Teacher Education
University of Alaska Southeast
Overview

The Educational Technology Program at the University of Alaska Southeast provides distance and onsite learning opportunities for educators to earn an Alaska State Educational Technology Endorsement and/or a Master’s Degree in the field of Educational Technology.

The program is designed so that teacher candidates can earn the Endorsement on the way to the Master’s Degree, if they choose. This cumulative approach allows teacher candidates to proceed knowing there are no wasted steps or wasted courses along the way.

The M.Ed. in Educational Technology develops the skills and abilities to make effective use of technology in a classroom setting. Admission to the M.Ed. in Educational Technology is conditional until the student has taken ED 628 and ED 632 and passed with a ‘B’ or better. ED 698 Master’s Research Project or Portfolio is the final course in the program sequence.

Our ED Tech courses feature

- standards-based learning
- integration of the most current technologies
- collaboration with other teachers
- instructors with k-12 teaching experience
- focus on improving student learning

Educational Technology Courses

Alaska State Educational Technology Endorsement

Teacher candidates who are accepted in the ED Tech Endorsement Program at UAS and complete the seven required courses (21 credits) may apply for and receive an institutional recommendation for a state Endorsement in Educational Technology granted by the Alaska Department of Education and Early Development.

Required courses leading to Endorsement

ED 628 - Technology in Instructional Design
ED 632 - Classroom Internet Integration
ED 633 - Classroom Integration of Multimedia.
ED 634 - Classroom Integration of Audio/Video Technology
ED 635 - Thinking About Technology
ED 697 - Independent Elective  
ED 673 - Educational Applications of Networking

**Master’s Degree in ED Tech:**  
Teacher candidates who take the courses required for Endorsement in ED Tech may also apply for candidacy in the Master of Arts in ED Technology Program at UAS and add the necessary courses to earn a Master’s Degree. Please note that there are separate applications for the Endorsement and the Master’s Degree. Candidates applying for their Master’s Degree may choose not to apply for the Endorsement. If students wish to complete both the Endorsement and the Master’s Degree, they must submit both applications.

Required courses for Master of Arts in Educational Technology

*Required Endorsement Courses plus...*  
ED 631 - Advanced Educational Psychology  
ED 626 - Classroom Research  
ED 670 - Planning for Educational Technology  
ED 698 - Professional Portfolio Development
Educational Technology Program
Center for Teacher Education
University of Alaska Southeast

Faculty and Staff

Dean of Education
Marilyn J. Taylor, Ed.D.          (907) 465-6457       marilyn.taylor@uas.alaska.edu

Coordinator
Marsha A. Gladhart, Ph.D.        (907) 465-8747       marsha.gladhart@uas.alaska.edu

Administrative Assistant
Kathy Fagerstrom                  (907) 465-8750       kathy.fagerstrom@uas.alaska.edu

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Thomas Duke, Ph.D.               (907) 465-4929       thomas.duke@uas.alaska.edu

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Colleen McKenna                   (907) 465-4535       colleen.mckenna@uas.alaska.edu
Len Peterson                     (907) 465-8740       petersol@alaska.net
Lori Hoover                      (907) 465-8740       hooverl@jsd.k12.ak.us
Robin Johnson                    (907) 243-2442       ed230@pec.jun.alaska.edu
Susan Joling                     (907) 243-2442       joling@ptialaska.net
ED628 - Technology in Instructional Design  
Credits: 3  
Prerequisites: Pre-service teacher or current teaching certificate  
Offered: Every semester  
The focus of this course is to build on basic computing skills and their use within current educational practice of meaningful integration of technology into the classroom environment. Students will create a standards-based instructional unit modeling appropriate uses of technology to support learning, develop a variety of techniques to use technology to assess student learning of subject matter, and research best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

ED632 - Classroom Internet Integration  
Credits: 3  
Prerequisites: Candidate must either be a pre-service teacher or hold a current teaching certificate AND must have taken either ED630 or ED628 or have instructor permission. Access to internet, e-mail, and computer software for word-processing, gif and jpeg graphics, and web-authoring.  
Offered: Every spring  
Web site: [http://pec.jun.alaska.edu/edtechpec/ed632](http://pec.jun.alaska.edu/edtechpec/ed632)  

Previously called Educational Applications of Telecommunications  
This course focuses on the integration of online communication opportunities and strategies into teaching. Topics include electronic mail, assertive technology, Web page design, computer conferencing and emerging technologies. Students will create a classroom-based project integrating online communication tools. Additional lab hours required.
ED633 - Classroom Integration of Multimedia  
**Credits:** 3  
**Prerequisites:** Candidate must either be a pre-service teacher or hold a current teaching certificate **AND** must have taken either ED630 or ED628 or have instructor permission.  
**Offered:** Onsite in Juneau every summer  
**Web site:** [http://pec.jun.alaska.edu/edtechpec/ed633](http://pec.jun.alaska.edu/edtechpec/ed633)  
Previously called Educational Applications of Multimedia.  
This course covers emerging technologies and software applications in education, including desktop publishing, graphics and multi-media.

ED634 - Classroom Integration of Audio-Video Technology  
**Credits:** 3  
**Prerequisites:** Candidate must either be a pre-service teacher or hold a current teaching certificate **AND** must have taken ED 633.  
**Offered:** Onsite in Juneau every summer  
**Web site:** [http://pec.jun.alaska.edu/edtechpec/ed634](http://pec.jun.alaska.edu/edtechpec/ed634)  
Previously called Educational Applications of Audio-Visual Technology  
This course provides an overview of TV and audio productions for instructional use. Educators are encouraged to develop classroom-based projects. Topics include all facets of video production (planning, budgeting, scripting), equipment use, maintenance and purchasing, tape formats and editing, and video production. Additional lab hours required.

ED635 - Thinking About Technology  
**Credits:** 3  
**Prerequisites:** Candidate must either be a pre-service teacher or hold a current teaching certificate  
**Offered:** Every fall  
**Web site:** [http://pec.jun.alaska.edu/edtechpec/program/635descrip.html](http://pec.jun.alaska.edu/edtechpec/program/635descrip.html)  
This course provides philosophical and practical foundations for students to analyze the social and ethical dimensions of educational technologies. Course readings and activities are designed to help educators better understand the issues implicit in modern information technologies. Participants develop activities and identify issues for their own students to consider, debate or research.

ED697 - Independent Elective  
**Credits:** 3  
**Prerequisites:** Pre-service teacher or current teaching certificate  
**Offered:** Every semester  
*Tuition and fees vary*  
To fulfill this requirement, candidates may choose either an elective course or an independent study course. The elective/study must be approved in advance by the program advisor, should relate to Educational Technology, and should be an upper division or graduate level course. Courses taken within the previous seven years may also be used to fulfill this requirement.
D673 - Educational Applications of Networking
Credits: 3
Prerequisites: Candidate must either be a pre-service teacher or hold a current teaching certificate AND must have taken either ED628 or ED630 or have instructor permission.
Offered: Every spring
Web site: http://pec.jun.alaska.edu/edtechpec/ed673

Examines the theoretical and practical considerations in planning for, developing and using educational applications of local area networks (LANs), wide area networks (WANs), the Internet, and other emerging telecommunications technologies.

ED631 - Advanced Educational Psychology
Credits: 3
Prerequisites: Pre-service teacher or a current teaching certificate
Offered: Every spring
This course focuses on the review of relevant learning theories, learning styles, differentiation of instruction and assessment for special needs students. Activities guide students to integrate learning theories, basic teaching skills, and field-based applications. Specifically students will apply instructional strategies that promote optimal learning in order to structure the classroom environment for success.

ED626 - Classroom Research
Credits: 3
Prerequisites: Pre-service teacher or current teaching certificate
Offered: Every fall
Addresses the philosophy and methodology of ethnographic classroom research, the role of classroom research within the educational profession, and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research.

ED670 - Planning for Educational Technology
Credits: 3
Prerequisites: Candidate must either be a pre-service teacher or hold a current teaching certificate AND must have taken either ED630 or ED628 or have instructor permission.
Offered: Every fall
Web site: http://pec.jun.alaska.edu/edtechpec/program/670descrip.html
Students will learn the process of creating a long range plan and how to develop strategies for integrating all types of educational technology in school programs.

**ED698 - Professional Portfolio Development**

**Credits:** 3

**Prerequisites:** Pre-service teacher or current teaching certificate

**Offered:** Every semester

Either a research paper or project jointly approved by the student’s graduate committee. The student research paper/project should coincide with the student’s professional objectives. The portfolio should document the required knowledge and ability to apply the standards set by the conceptual framework of the UAS School of Education. Students creating a portfolio should request portfolio criteria from the School of Education or their graduate advisor. An oral defense of either the paper/project or the portfolio may be required by the student’s graduate committee.
## Course Rotation Schedule

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<td><strong>Masters</strong></td>
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# Educational Technology Program
## Center for Teacher Education
### University of Alaska Southeast

**Program Course/Standards Alignment**

<table>
<thead>
<tr>
<th>Technology Leadership Standard I. (TL-I)</th>
<th>CTE Conceptual Framework</th>
<th>Educational Technology Courses</th>
<th>NBPTS</th>
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<tbody>
<tr>
<td><strong>Technology Operations and Concepts.</strong></td>
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<tr>
<td><strong>Educational technology leaders demonstrate an advanced understanding of technology operations and concepts.</strong></td>
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<tr>
<td>TL-I.A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers).</td>
<td>4. Possess current academic content knowledge</td>
<td>ED 628, ED 632, ED 633, ED 634, ED 670, ED 673, ED 698, ED 635</td>
<td>Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
</tr>
<tr>
<td>TL-I.B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</td>
<td>4. Possess current academic content knowledge</td>
<td>ED 628, ED 635, ED 633, ED 634, ED 670, ED 673</td>
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<tr>
<th>Technology Leadership Standard II. (TL-II)</th>
<th>CTE Conceptual Framework</th>
<th>Educational Technology Courses</th>
<th>NBPTS</th>
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<tr>
<td><strong>Planning and Designing Learning Environments and Experiences.</strong></td>
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<tr>
<td><strong>Educational technology leaders plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology leaders:</strong></td>
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<tr>
<td>TL-II.A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</td>
<td>1. Articulate, maintain, and develop a philosophy of education that they also demonstrate in practice. 2. Understand how human development affects learning and apply that understanding to practice.</td>
<td>ED 628, ED 635, ED 632, ED 633, ED 698</td>
<td>Policy Position 1: Teachers are committed to students and their learning</td>
</tr>
<tr>
<td>TL-II.B. Apply current research on teaching and learning with technology when planning learning environments and experiences.</td>
<td>2. Understand how human development affects learning and apply that understanding to practice. 9. Use technology effectively,</td>
<td>ED 634, ED 635</td>
<td>Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
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<td>Technology Leadership Standard III. (TL-III)</td>
<td>Teaching, Learning, and the Curriculum.</td>
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<tr>
<td><strong>TL-III.A. Facilitate technology-enhanced experiences that address content standards and student technology standards.</strong></td>
<td>4. Possess current academic content knowledge.</td>
<td>ED 632, ED 633, ED 698</td>
<td>Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
</tr>
<tr>
<td><strong>TL-III.B. Use technology to support learner-centered strategies that address the diverse needs of students.</strong></td>
<td>3. Differentiate instruction with respect for individual and cultural characteristics.</td>
<td>ED 635</td>
<td>Policy Position 1: Teachers are committed to students and their learning.</td>
</tr>
<tr>
<td><strong>TL-III.C. Apply technology to demonstrate students’ higher order skills and creativity.</strong></td>
<td>6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work</td>
<td>ED 632, ED 633</td>
<td>Policy Position 1: Teachers are committed to students and their learning.</td>
</tr>
<tr>
<td>TL-III.D.</td>
<td>Manage student learning activities in a technology-enhanced environment.</td>
<td>9. Use technology effectively, creatively, and wisely.</td>
<td>ED 632</td>
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<tr>
<td>TL-III.E.</td>
<td>Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.</td>
<td>4. Possess current academic content knowledge.</td>
<td>ED 626, ED 632, ED 698</td>
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</table>

**Technology Leadership Standard IV. (TL-IV) Assessment and Evaluation.**

Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. Educational technology leaders:

- **TL-IV.A.** Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- **TL-IV.B.** Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- **TL-IV.C.** Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

- **TL-IV.D.** Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice.
- **TL-IV.E.** Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice.
- **TL-IV.F.** Use technology effectively, creatively, and wisely.

**Technology Leadership Standard V. (TL-V) Productivity and Professional Practice.**

Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. Educational technology leaders:

- **TL-V.A.** Use technology resources to engage in ongoing professional development and lifelong learning.
- **TL-V.B.** Continually evaluate and reflect on the effectiveness and efficiency of their professional practice.

- **TL-V.C.** Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

- **TL-V.D.** Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

**ED Tech Handbook 2004-2005**

**37**
<table>
<thead>
<tr>
<th>Technology Leadership Standard VI. (TL-VI)</th>
<th>Social, Ethical, Legal, and Human Issues.</th>
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<tbody>
<tr>
<td><strong>ED 698, ED 632, ED 633, ED 670, ED 673</strong></td>
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<tr>
<td><strong>Policy Position 2:</strong> Teachers know the subjects they teach and how to teach those subjects to students.</td>
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<tr>
<td><strong>Policy Position 5:</strong> Teachers are members of learning communities.</td>
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</table>

| **Professional practice to make informed decisions regarding the use of technology in support of student learning.** |
| **Professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.** |
| **Use technology effectively, creatively, and wisely.** |
| **Use technology effectively, creatively, and wisely.** |

| **TL-V.C. Apply technology to increase productivity.** |
| **7. Work as partners with parents, families and the community** |
| **Technology Leadership Standard VI. (TL-VI)** |
| **Social, Ethical, Legal, and Human Issues.** |
| **Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state. Educational technology leaders:** |

| **TL-VI.A. Model and teach legal and ethical practice related to technology use.** |
| **6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.** |
| **8. Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.** |
| **6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.** |
| **8. Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.** |

| **TL-VI.B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |

| **TL-VI.C. Identify and use technology resources that affirm diversity.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |
| **3. Differentiate instruction with respect for individual and cultural characteristics.** |
| TL-VI.D. Promote safe and healthy use of technology resources. | 6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively. | ED 635, ED 632, ED 670 | Policy Position 4: Teachers think systematically about their practice and learn from experience. |
| TL-VI.E. Facilitate equitable access to technology resources for all students. | 6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively. | ED 670, ED635, ED632 | Policy Position 3: Teachers are responsible for managing and monitoring student learning. |

**Technology Leadership Standard VII. (TL-VII)**

**Procedures, Policies, Planning, and Budgeting for Technology Environments.**

Educational technology leaders coordinate development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for P-12 schools. Educational technology leaders:

| TL-VII.A. Use the school technology facilities and resources to implement classroom instruction. | 9. Use technology effectively, creatively, and wisely. | ED 634, ED 670, ED 673 | Policy Position 3: Teachers are responsible for managing and monitoring student learning. |
| TL-VII.B. Follow procedures and guidelines used in planning and purchasing technology resources. | 7. Work as partners with parents, families and the community. 9. Use technology effectively, creatively, and wisely. | ED 670 | Policy Position 5: Teachers are members of learning communities. |
| TL-VII.C. Participate in professional development opportunities related to management of school facilities, technology resources, and purchases. | 7. Work as partners with parents, families and the community. 8. Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. | ED 670 | Policy Position 5: Teachers are members of learning communities. |

**Technology Leadership Standard VIII. (TL-VIII)**

**Leadership and Vision.**

Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology leaders:

| TL-VIII.A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education. | 2. Understand how human development affects learning and apply that understanding to practice. | ED 632, ED 626, ED 698 | Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students. |
| TL-VIII.B. Apply strategies for and knowledge | 1. Articulate, maintain, and develop | ED 635 | Policy Position 4: Teachers |
|---|
| **TL-VIII.C. Apply effective group process skills.** | 6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively. 7. Work as partners with parents, families and the community | ED 670 | Policy Position 3: Teachers are responsible for managing and monitoring student learning. |
| **TL-VIII.D. Lead in the development and evaluation of district technology planning and implementation.** | 5. Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice 7. Work as partners with parents, families and the community | ED 634, ED 670 | Policy Position 5: Teachers are members of learning communities. |
| **TL-VIII.E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.** | 6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively. | | Policy Position 5: Teachers are members of learning communities. Policy Position 4: Teachers think systematically about their practice and learn from experience. |
Gate One

The Center for Teacher Education has developed a series of Gates to help candidates monitor progress through their programs. Each Gate consists of requirements that students must meet in order to move to the next step in their program.

Gate One is your first step toward either Alaska State Endorsement in Educational Technology and/or the Master of Education in Educational Technology at the University of Alaska Southeast. To move forward to the second phase of your program, you must have submitted evidence or the appropriate form for each of the following:

**Endorsement only:**
1. Submit your endorsement application and fee
2. Submit your current teaching certificate
3. Complete with a “B” or better grade:
   - ED 628 Technology in Instructional Design
   -(Or prior to Summer 2004: ED 630 Tool Software)
   - AND
   - ED 632 Classroom Internet Integration
4. Be notified of admittance to the Educational Technology Endorsement Program

**Master’s Degree only:**
1. Submit Master application and fee
2. Order Bachelor Degree Official Transcript with Bachelor Degree GPA 3.0 or better to be sent to ED Tech Administrative Assistant
3. Submit Disposition Letter of Recommendation
4. Submit Diversity Letter of Recommendation
5. Submit Statement of Professional Objectives
6. Submit Sample of Professional Writing
7. Submit a copy of your Current Type A Certificate
8. Submit Statement of Ability to do Field Work
9. Submit Commitment to Student Letter of Recommendation
10. Complete with a “B” or better grade:
    - ED 628 Technology in Instructional Design
    -(Or prior to Summer 2004: ED 630 Tool Software)
    - AND
    - ED 632 Classroom Internet Integration
11. Be notified of admittance to the Master of Education in Educational Technology Program

If you are pursuing both your Endorsement and Master’s degree, you must submit all materials listed above.
Educational Technology Program

Center for Teacher Education
University of Alaska Southeast

Applying to the Educational Technology Endorsement Program

If you intend to complete the Endorsement program, you must complete the Endorsement Program Application (.pdf) at http://pec.jun.alaska.edu/edtechpec/forms/endorseapp.pdf and send a check for $35 to the Professional Education Center, 1108 F Street, Juneau, AK 99801. You may apply for this program at any point in your coursework, but you must apply before applying to EED for your endorsement.

How to Apply to EED for your Endorsement (after completing coursework)

1. Go to the Teacher Certification (http://www.eed.state.ak.us/TeacherCertification/) page at the EED Web site and follow their directions to Add an Endorsement.
2. Send EED's Add an Endorsement form and a check made out to EED for their fee to the Professional Education Center, 1108 F Street, Juneau, AK 99801 (current fee information is on the form).
3. Request that all relevant official transcripts be sent to Kathy Fagerstrom, Administrative Assistant at the Professional Education Center, 1108 F Street, Juneau, AK 99801. To obtain transcripts from any University of Alaska unit, visit the UA Transcript Express page.

When we receive the above items, we will verify that you have completed all coursework for the Endorsement and will notify you if anything is missing. The Dean or designee makes the final recommendation for endorsement. At the Dean’s recommendation, we will then forward your paperwork to EED, and they will mail you the endorsement.

Please note that once your information and materials are submitted and accepted, you are in EED's database as having the endorsement. However, it can take 3-6 months for the certificate to actually arrive in the mail. If you want to call EED to check on the status of your endorsement, phone 907-465-2800.
To be completed by your advisor

University of Alaska Southeast Center for Teacher Education
   Professional Education Center

ED Tech ENDORSEMENT Progress Report

<table>
<thead>
<tr>
<th>GATE 1</th>
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**COMPLETED GATE 1**

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<td>ED 633 Multimedia</td>
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<td>ED 673 Educational Applications Networking</td>
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<td>ED 697 Independent Study/Elective (contact your Advisor)</td>
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<td>ED TECH GPA (3.0 or better)</td>
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<td>ED Tech program Faculty Evaluation</td>
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<td>State of Alaska Dept. Education and Early Development:</td>
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<td>Application for Additional Endorsement</td>
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<td>EED fee</td>
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<td>Official Transcripts</td>
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**COMPLETED GATE 2**

(Rev. 7/04)
Educational Technology Program
Center for Teacher Education
University of Alaska Southeast

Applying to the
Master of Education in Educational Technology Program

If you have received at least a B in ED 628 and ED 632 you may apply for the Master's Program. If you have not yet completed these courses you may be admitted conditionally until you meet this requirement.

Please contact the Center for Teacher Education by phone 907-465-6424, toll free 866-465-6424, or online at jyed@uas.alaska.edu to request an application packet containing all forms and instructions for the following:

1. UAS Graduate Application for Admission (you may also either download the application at http://www.uas.alaska.edu/forms/documents/graduate.pdf or apply online at http://www.uas.alaska.edu/apply/)
2. Statement of Professional Objectives. This 2-3 page typewritten and double spaced formal paper should contain a summary of educational experiences, a description of your past experiences and skill levels in educational technology, a description of professional goals related to what skills and knowledge you will need to gain in order to be a technology leader in your teaching or administrative area, and a statement of how this program might help in attaining those goals. This statement will be judged in terms of readability and style as well as compatibility of the candidate's objectives and expectations with the goals of the program.
3. Three (3) recommendations written by former or current professors, employers, or supervisors who are familiar with your work and performance. Each letter must address a different topic and should be written by a different person. One letter must address your commitment to students and their learning, another must address the dispositions that characterize a successful teacher, and the third must address your abilities to work with diverse populations. Please make certain that your references understand the intent of the letter you have asked them to submit. Forms are available at http://pec.jun.alaska.edu/edtechpec/program/download.html
   - Letter of Recommendation addressing commitment to students and their learning
   - Letter of Recommendation addressing dispositions
   - Letter of Recommendation addressing diversity
4. Statement of Ability to do Field Experience (see http://pec.jun.alaska.edu/edtechpec/program/download.html for form). This statement should speak to your ability to apply new learning in real classroom content as required by all courses.
5. A copy of a teaching or administrative credential.
6. A sample of professional or work related writing or media production demonstrating proficiency in writing and/or computer-mediated communications. If you have any questions, please feel free to contact Marsha Gladhart, Coordinator of Educational Technology, or Kathy Fagerstrom, Administrative Assistant for Educational Technology.
## ED Tech MASTERS Progress Report

### GATE 1

<table>
<thead>
<tr>
<th>Requirement</th>
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<td>Commitment to Student Letter of Recommendation</td>
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Complete with a “B” or better grade:

ED 628 Technology in Instructional Design
(Or prior to Summer 2004: ED 630 Tool Software)
ED 632 Classroom Internet Integration

Admitted under Academic Catalog ____________

### COMPLETED GATE 1

### GATE 2

<table>
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<tr>
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<td>UAS Advancement to Candidacy Application</td>
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### COMPLETED GATE 2

### GATE 3

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<td>ED 626 Classroom Research</td>
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<tr>
<td>ED 631 Advanced Educational Psychology</td>
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<tr>
<td>ED 670 Planning for Educational Technology</td>
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**Last semester in the program:**

- Contact your ED Tech Advisor before enrolling in ED 698
- ED 698 Master’s Portfolio (deadline dates)
- ED TECH GPA (3.0 or better)
- Application to Graduate and fee (deadline dates)

### COMPLETED GATE 3

(Rev. 7/04)
A Word about Dispositions

The National Council for Accreditation of Teacher Education (NCATE), requires that “institutions must now provide evidence that candidates have the knowledge and skills necessary to teach, the dispositions to teach, and the ability to put these attributes into action so that all students will learn (Elliot, 2003).”

University of Alaska Southeast’s Center for Teacher Education conveys and monitors the dispositions expected of professional educators carefully throughout advanced programs. The application process for admission to the Endorsement in Educational Technology and for the Master of Education in Educational Technology requires letters of recommendation that specifically address dispositional qualities of applicants. Applicants are also required to complete a self-assessment of their professional dispositions for admission to the Master of Education in Educational Technology. In addition, candidate dispositions are monitored at the end of Gate One and at completion of the Master’s Degree.

The Center for Teacher Education prepares teacher candidates to meet nine goals/outcomes (See Appendix A of Conceptual Framework). Within each outcome, candidates are expected to demonstrate that they can be informed (knowledge), reflective (disposition), and responsive (skill). The rubric on the following page explains the dispositions for each goal/outcome in narrative statements.

Candidates are expected continually to review their professional behavior through reflective activities and interactions with their instructors.


Evaluator/Date
## University of Alaska Southeast Center for Teacher Education
### Dispositions for Advanced Candidates (M.Ed.)

<table>
<thead>
<tr>
<th>Initial (B.Ed., MAT) 3-4</th>
<th>Post Initial 5-6</th>
<th>Advanced (M.Ed.) 7-8</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.</td>
<td>1. Commit to monitoring that instructional and teaching practices are in line with stated philosophy of practice. Reflect upon any discrepancies between what you do and what you say you believe as part of the process you use when evaluating the need for change.</td>
<td>1. Change is part of teachers’ ongoing renewal. Refines and adapts beliefs and practices in an ongoing cycle. Refinement reflects increasing awareness of multiple perspectives.</td>
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<tr>
<td>2. Appreciate unique thinking processes of learners at different stages of development</td>
<td>2. Demonstrate knowledge of developmental differences and communicate an appreciation of these differences to students.</td>
<td>2. Capitalize on knowledge of developmental differences; consider the broad range of student strengths and needs when deciding what and how to teach.</td>
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<tr>
<td>3. Appreciate multiple perspectives and value individual differences.</td>
<td>3. Value rather than try to replace what students bring to learning by affirming that students from diverse backgrounds are capable learners. Model affirming attitudes toward diverse students and recognize the role this plays in supporting student achievement.</td>
<td>3. Be attuned to and affirm a broad range of individual student differences; recognize the ways in which intelligence is culturally defined.</td>
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<tr>
<td>4. Commit to professional discourse about content knowledge and student learning of content.</td>
<td>4. Engage in thoughtful critical examination of content and its impact on student performance and achievement. Have sufficient depth of knowledge to adjust instruction in response to student levels of understanding. Seek and enthusiastically apply relevant, current research to practice.</td>
<td>4. Appreciate how knowledge is created, organized and aligned to other disciplines. See teaching and learning through the lens of advanced specialization, applying current research and ideas to continually improve practice.</td>
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<tr>
<td>5. Value assessment and instruction as integrated processes.</td>
<td>5. Reflect on information gained through assessment to adjust teaching practice or improve student learning. Communicate state/district standards and expectations to students and families, along with the degree to which students are meeting them. Have a plan to organize and maintain records of student learning.</td>
<td>5. Commit to reflecting on assessment to adjust teaching practice and improve student learning. Ensure that students/families understand what students are expected to know/be able to do. Be as aware of ineffectual or damaging assessment and/or instruction practices as they are devoted to elegant practice.</td>
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<tr>
<td>6. Commit to ensuring student well being and development of self-regulation and group interaction skills.</td>
<td>6. Create and maintain a positive, inclusive, nurturing environment for all students. Reflect on possible and enacted management discipline strategies and modify practice when necessary. Be able to assist students in understanding their role in 6. Consider desired learning results and weigh these when deciding upon instructional strategies and organizational structure that will best enhance student learning. Assist students to take responsibility for their learning.</td>
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<td>Initial (B.Ed., MAT) 3-4</td>
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<td>Score</td>
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<td>sharing responsibility for their learning by using a variety of management techniques and by nurturing such skills as leadership, problem solving, conflict resolution, and decision making.</td>
<td>7. Provide timely, constructive, respectful dialogue with parents/families to enhance student learning. Participate in community events and/or non-instructional activities.</td>
<td>7. Appreciate and implement collaborative relationships with parents and community and value those resources that can be engaged for their students’ benefit. Take a leadership role in school-wide efforts to communicate with the broader community and to involve parents and families in student learning.</td>
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<tr>
<td>7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.</td>
<td>8. Value professional ethics, democratic principles, and collaborative learning communities.</td>
<td>8. Enthusiastically demonstrate and model professional responsibility and attitudes while responding to diverse needs.</td>
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<tr>
<td>8. Value technology in planning, instruction, and assessment to support student learning.</td>
<td>9. Use technology tools to plan, teach, and document diverse student learning including district assessments. Use technology to enhance personal productivity and professional practices.</td>
<td>9. Research and integrate appropriate technology tools in an expanded range of planning, assessment/evaluation and communication tasks. Capitalize on a wide range of technologies to support and enhance the needs of diverse learners.</td>
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Pass _____
Fail _____

Evaluator/Date
Gate Two

This is your final step toward the Alaska State Endorsement in Educational Technology or the second step toward the Master Degree Program in Educational Technology at the University of Alaska Southeast.

All students seeking state endorsement must complete the steps outlined below under Endorsement Only.

**Endorsement Only:**
1. Complete ED 633 Multimedia
2. Complete ED 634 Audio-Video Technologies
3. Complete ED 635 Thinking about Technology
4. Complete ED 673 Educational Applications Networking
5. Complete ED 697 Independent Study/Elective (contact your Advisor)
6. Maintain an ED TECH GPA of 3.0 or better
7. Request ED Tech program Faculty-Evaluation from ED 635 instructor
9. Submit EED fee
10. Order Official Transcripts

To move forward to the third and final phase of their program, candidates for the Master Degree must have submitted evidence or the appropriate form for each step outlined below under Master Degree Only:

**Master Degree Only:**
1. Complete ED 633 Multimedia
2. Complete ED 634 Audio-Video Technologies
3. Complete ED 635 Thinking about Technology
4. Complete ED 673 Educational Applications Networking
5. Complete ED 697 Independent Study/Elective (contact your Advisor)
6. Maintain a ED TECH GPA of 3.0 or better
7. Request ED Tech program Faculty-Evaluation from ED 635 instructor
8. Submit an UAS Advancement to Candidacy Application

If you are pursuing both your Endorsement and Master’s degree, you must submit all materials listed above.
Gate Three

Gate three is the final step in completing a Master of Education in Educational Technology. During this phase, students must compile and complete their Master’s Portfolio as evidence that they have met all ISTE Standards in Technology Leadership and CTE Goals/Outcomes (specified in the CTE Conceptual Framework). The final portfolio is competency-based. Your instructor will assist you in compiling your portfolio with appropriate artifacts and supporting evidence.

The Portfolio Scoring Sheet and Rubric should be used to guide your development of this professional portfolio.

**Master Degree only:**
1. Complete ED 626 Classroom Research
2. Complete ED 631 Advanced Educational Psychology
3. Complete ED 670 Planning for Educational Technology

**Last semester in the program:**
4. Contact your ED Tech Advisor before enrolling in ED 698
5. Complete ED 698 Master’s Portfolio
6. Maintain ED TECH GPA of 3.0 or better
7. Submit Application to Graduate and fee
Master’s in Educational Technology Portfolio

Description
All ED Tech Master's degree candidates develop a professional portfolio, a capstone project, as a summation of achievement and intellectual growth synthesizing program content and demonstrating how the student has translated theory into practice. The student's graduate committee may require an oral defense.

Relation to conceptual framework:
In the portfolio master’s degree candidates document evidence that supports the knowledge, skills and dispositions they have acquired to be informed, reflective and responsive teachers. Candidates must analyze and synthesize their master’s course work creating a portfolio that demonstrates and documents their professional competencies in all areas of the conceptual framework.

Course content/schedule:

Phase one: Organizing and drafting
Select and organize artifacts, draft statements documenting achievement of the eight ISTE Leadership Standards and draft artifact abstracts. Use the Portfolio Scoring Guide to guide the development of the portfolio. Submit to advisor for review.

Phase two: Revising and developing
Continue revisions of the eight statements including the summative introduction and begin developing for publishing for the World Wide Web. Submit to advisor for review and approval.

Phase three: Preparing Final Portfolio for initial review
Make final revisions and submit to advisor.

Phase four: Submit Final Portfolio for committee review
Committee will review portfolio and may ask for revisions. Student will have two – three weeks before final committee review and degree recommendation.

Portfolio Scoring Guide:
A committee of three faculty members will review each portfolio twice. The first review should be a final draft, free of typographically errors and complete. The portfolio review committee will provide feedback on what changes, additions, or revisions need to be made before final review. The rubric for evaluating the final portfolio will be returned to the candidate with comments.
Fall 2004 deadlines for the portfolios:
1. contact advisor (Dr. Gladhart) during the week before classes begin (week of August 30, 2004) and complete Instructor Approval Form
2. enroll in Ed 698 no later than September 7, 2004
3. submit drafts to advisor on a regular basis
4. submit portfolio for initial review on or before November 5, 2004 (see Phase three above)
5. apply for graduation by December 1, 2004
6. submit final portfolio by December 13, 2004 (Phase four)

Spring 2004 deadlines for the portfolios:
1. contact advisor (Dr. Gladhart) during the week before classes begin (week of January 10, 2005) and complete Instructor Approval Form
2. enroll in Ed 698 no later than January 17, 2005.
3. submit drafts to advisor on a regular basis
4. apply for graduation by March 1, 2005
5. submit portfolio for initial review on or before March 21, 2005 (see Phase three above)
6. submit final portfolio by May 2, 2005 (Phase four)
<table>
<thead>
<tr>
<th>ISTE Leadership Standards</th>
<th>CTE Conceptual Framework</th>
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<tr>
<td>Standard I. Technology Operations and Concepts</td>
<td>4, 9</td>
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<tr>
<td>Standard II. Planning and Designing Learning Environments and Experiences</td>
<td>1, 2, 9</td>
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<td>Standard III. Teaching, Learning, and the Curriculum</td>
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<td>Standard IV. Assessment and Evaluation</td>
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<td>Standard V. Productivity and Professional Practice</td>
<td>7, 8, 9</td>
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<td>Standard VI. Social, Ethical, Legal, and Human Issues</td>
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<td>Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments</td>
<td>7, 8, 9</td>
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<td>Standard VIII. Leadership and Vision</td>
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**Portfolio Scoring Guide Components**

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<thead>
<tr>
<th>Summative introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements documenting ISTE Leadership Standards</td>
<td>1</td>
</tr>
<tr>
<td>ISTE Leadership Standards and Artifacts</td>
<td>NA</td>
</tr>
<tr>
<td>Technical considerations of portfolio structure</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comments:**

**Educational Technology**

**Master’s Portfolio Scoring Guide**

Your portfolio must showcase, document, support and reflect on all aspects of your continuing development toward excellence in the goals of the UAS CTE Professional Frameworks and ISTE Technology Leadership Standards.

Required elements of the portfolio:
- Summative introduction
- Statement for each of the eight ISTE leadership standards
- Artifacts, with abstracts, supporting each of the eight ISTE leadership standards
- Portfolio is prepared for publishing to the World Wide Web

<table>
<thead>
<tr>
<th></th>
<th><strong>Exceeds</strong></th>
<th><strong>Meets</strong></th>
<th><strong>In Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Summative introduction</td>
<td>Includes reflection on how your perspective as an educational technology leader has been impacted by the process of analyzing teaching and learning.</td>
<td>Introduces and summarizes the major theory(ies) and connections to artifacts presented in the statements. This provides the reader with an overview of your unique accomplishments as a master’s degree candidate as well as a context for the statements that follow.</td>
<td>Introduction may accurately summarize the eight statements and connections, but does not discuss insights gained or connect the statements as a whole.</td>
</tr>
</tbody>
</table>

**Summative introduction**

- When considered in their entirety, the eight statements
  - provide a cohesive portrait of you as a unique educator,
  - interconnect the standards to create a cohesive picture, and
  - tell a story of your growth as an educator, learner, and leader.

- The eight statements document your philosophy and understanding of each standard of technology leadership. The statements
  - are supported with research-based theory,
  - cite artifacts that document your implementation of the standards and articulate how these support the standard,
  - critically analyze your practice as compared to your theory base,
  - reflect on key choices and tensions that have guided your best or most demanding work in the ED Tech Master’s program and in your teaching career to date, and
  - provide evidence that meets or exceeds performances on the rubrics for each of the ISTE leadership standards.

- The statements may express an intuitive understanding based on practice and may express appropriate and insightful ideas; however they are not linked to relevant theory.

- The artifacts may support practice, but are not used as explicit evidence to support the statements.

- Understanding and philosophy base may present a cohesive portrait, but there is no evidence they have become an integral part of practice.

- Reflection and exploration of growth are at a surface level.

- Connections to elements of ISTE Leadership performances are minimal.

---

ED Tech Handbook 2004-2005
<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>(includes all elements in “meets” and goes beyond in some way)</td>
<td></td>
<td>(any element missing from “meets”—or that matches these—is an “in progress”)</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

**ISTE Leadership Standards and Artifacts**

Selections or portions are chosen from artifacts to illustrate salient points.
Artifacts represent a balance of evidence of work with students, student work, and work in a leadership capacity.

Two to three significant artifacts are cited for each ISTE standard, and artifacts are used for multiple standards.
For each artifact selected there is an abstract which provides:
- a description of the artifact (how it relates to you, context/date),
- an analysis of how it demonstrates evidence for a particular standard(s), and
- an explanation of how the artifact has contributed to your growth as a more informed, reflective, and/or responsive teacher consistent with your philosophy (Conceptual Framework p. 10-13).

Artifacts demonstrate proficiency but value to candidate’s practice and theory-base is not made clear.
Artifacts are of high quality showing good use of integrated technology, but connection with each of the ISTE standards is not made explicitly or artifacts are of limited value or scope.
Artifacts are not given a context and/or are evaluated only to a limited extent by the candidate.
Artifacts may imply work with students, but no student work is presented.
More artifacts are needed to support proficiency in one or more ISTE standards.

**Technical considerations of portfolio structure**

Use of media/software enhances communication.
Elegant simple design with seamless flow and connections.
Design elements constantly and consistently locate the reader in the portfolio structure.
Writing works well with site structure to synthesize and make connections.

Elements of design are clearly implemented (alignment, contrast, proximity, repetition)
Easy to navigate and understand.
Demonstrates technical skills presented in Ed Tech courses.
Writing is concise, clear, and well organized.

Proper use of type and size may be used, but consistency in design is weak.
Document is not carefully edited for spelling, grammar, and APA style.
Writing style and/or organization create comprehension difficulties for the reader.
Reader may be confused or lost due to poor site design.
Educational Technology Program
Center for Teacher Education
University of Alaska Southeast

Program Forms
ED Tech Endorsement Program Application for Admission

($35 processing fee)

Personal

Full Legal Name ____________________________

(Last) (First) (Middle Initial)

Social Security Number ____________________________

Previous Names ____________________________

Current Mailing Address ____________________________

(Street or P.O.) (City) (State) (Zip)

Telephone Number ____________________________

(Day) (Evening) (Fax)

Email Address ____________________________

Entrance Requirements

Graduation from an accredited teacher education preparation program:

Name of College/University ____________________________

City/State ____________________________ Dates Attended ____________________________ Degrees ____________________________

Earned/Graduation Date ____________________________

Current Alaska Type A Certificate ____________________________

(Certificate Number) (Expiration Date)

*Attach a copy of your current Type A Alaska teaching certificate.

Term

For which term are you applying? Fall 20 _____ Spring 20 _____ Summer 20 _____

Agreement

I certify that the above statements are correct and complete and if admitted I agree to abide by the published policies, rules and regulations of the University of Alaska Southeast. I further understand that from the time I file my application with the University, it is my responsibility to know all the rules, requirements, and exemptions from my intended program.

Signature ____________________________ Date ____________________________

The University of Alaska Southeast provides equal education and employment opportunities for all regardless of race, religion, color, national origin, sex, age, disability or status as a Vietnam era or disabled veteran.
**State of Alaska**  
**Teacher Certification Application**  
**VII. Institutional Recommendation**

**Name_____________________________**  
**Social Security #_____________________________** (required by law)

**Complete Address________________________________________________________________________________________**

**List approved program(s) completed__________________________________________________________________________**

**APPLICANT: DO NOT WRITE BELOW THIS LINE.**

<table>
<thead>
<tr>
<th>Specify which standards:</th>
<th>❑ NCATE standards</th>
<th>❑ State standards from an NCATE Partnership state</th>
<th>❑ State standards from a non-NCATE Partnership state</th>
<th>❑ NA (valid for Type C special services programs only, excluding school psych and speech path)</th>
</tr>
</thead>
</table>

Deviations from your institution’s approved program may be acceptable, but require a formal rationale on university letterhead along with supporting documentation.

**Degree earned: ❑ BA ❑ BS ❑ BEd ❑ MA ❑ MS ❑ M.Ed ❑ Ed.S ❑ Ed.D ❑ Ph.D ❑ Other: specify______________________**

This institution verifies that the applicant has met all institutional requirements for the approved program(s), as defined above, in the area(s) listed below. The institution further verifies, for an applicant who completed the approved teacher or administrator program(s) in or after 1998, that the applicant meets or exceeds beginning levels of teacher standards established by Alaska or by the Council of Chief State School Officers. In addition, the institution verifies that the applicant maintained the ethical standards required of an educator while attending the institution.

**TYPE A**  
**Teacher**

(Content or Specialty Area/Grade Levels/Year of Completion)  
(Content or Specialty Area/Grade Levels/Year of Completion)

**TYPE B**  
**Administrative**

(Content or Specialty Area/Grade Levels/Year of Completion)  
(Content or Specialty Area/Grade Levels/Year of Completion)

**TYPE C**  
**Special Services**

(Content or Specialty Area/Grade Levels/Year of Completion)  
(Content or Specialty Area/Grade Levels/Year of Completion)

This institution is regionally accredited through ________________________ (Regional Accrediting Association)  
(Institution)  
(College Seal (if applicable))

**City/State**

**Telephone Number**

**FAX Number**

**E-Mail**

**Signature of Dean or Certifying Official**

**Title of Certifying Official**

**Date**

Please return this form to the applicant.
MINIMUM REQUIREMENTS

Type A
Regular Certificate
a. Completed an approved program;
b. Has a bachelor’s degree;
c. Has a recommendation for endorsement from the preparing institution, and
d. Has recency credit;
e. Has met Alaska qualifying scores on Praxis I.

Type B
Administrative Certificate
a. Completed an approved program in school administration;
b. Has a master’s degree or higher;
c. Has a recommendation for endorsement from the preparing institution;
d. Has three years of satisfactory teaching experience on a regular teaching certificate, and
e. Has recency credit.

Type C
Special Services Certificate
a. Completed a program in a special service area, but not in teacher education;
b. Has a bachelor’s degree;
c. Has a recommendation from the preparing institution, and
d. Has recency credit.

ENDORSEMENTS

Examples:
Grade Levels (P-3, K-8, 9-12, K-12…)
(Only grades P-6 do not also require a content or specialty area endorsement.)

Content Areas (math, English, voc ed, science, social studies, art, music…)

Specialty Areas (special education, counselor, reading, bilingual, speech therapist…)

1. Recency Credit: An applicant must provide transcripts reflecting completion of at least six (6) semester hours or nine (9) quarter hours of credit within the five years immediately preceding the date of application. However, recency credits are not required for an institution to sign this form.

2. Speech and hearing applicants must hold a master's or higher degree with major emphasis in speech-language pathology, audiology, or speech-language and hearing science or possess certification of clinical competence from the American Speech-Language-Hearing Association; and be recommended for the endorsement by an institution whose program has been approved by the state board of education or the American Speech-Language-Hearing Association.

3. Superintendent endorsement requires five years of satisfactory employment as a teacher or administrator, with a minimum of three years as a classroom teacher in an elementary or secondary program with a regular certificate or a comparable certificate issued by another state, and a minimum of one year of employment as an administrator with an administrative certificate or a comparable certificate from another state.

4. School psychologist applicants must possess a master's or higher degree and be recommended for the endorsement by an institution whose school psychology program has been approved by the state board of education, the National Association of School Psychology, or the American Psychological Association; or be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists. Requires a 1200-hour internship, 600 hours of which must be completed on-site in a K-12 program.

5. Endorsements for Alaska reflect the completion of an education approved for the content or specialty area and developmental level or an approved education program plus a content area doctorate, master’s, major, or posted minor through a regionally accredited institution. Other states may define endorsements otherwise.
MASTER OF EDUCATION PROGRAM
STATEMENT OF ABILITY TO DO FIELD EXPERIENCE

Field experience is an important part of a master’s program at UAS. Please indicate how you will have regular access to students to complete your field experiences in this program. If you are not a classroom teacher, indicate how you will work with students.

I will be able to observe and reflect upon student educational intent, actions and work and implement instructional and assessment models and processes at this field work site:

___________________________________________  _____________________________
Field experience site(s) and location  Grade(s) you will work with

Check appropriate categories:

____ I am the teacher at that site
____ I will work with a teacher(s) at that site
____ Other  _____________________________________________

_________________________________________  _____________________________
Printed Name of Site Administrator  Telephone

_________________________________________  _____________________________
Site Administrator Signature  Date

_________________________________________  _____________________________
Printed Name of M.Ed. Candidate  Telephone

_________________________________________  _____________________________
M.Ed. Candidate Signature  Date
LETTER OF RECOMMENDATION FOR MASTER OF EDUCATION

To _________________________________________         Date ____________________

Dear __________________________:

I have applied for entrance to the Master of Education Program at the Center for Teacher Education, University of Alaska Southeast. Will you please write a brief letter of recommendation for me on the reverse side of this sheet? You will address my commitment to students and their learning. Please discuss what you have observed about how I make knowledge accessible to a range of students.

In accordance with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380, I have chosen (indicate one):

____To waive my right to see the letters of recommendation for graduate study. I have chosen to establish a Confidential File, and in so doing, I have relinquished my right to see the letters of recommendation placed in my file. The letter you write will not be seen by me and will only be seen by staff of the University of Alaska who have a sincere interest in me as a graduate student.

____To establish an Open File for letters of recommendation for graduate study. Upon request, I may see copies of any and all of my letters of recommendation. Otherwise, the file will remain confidential in that only staff of the University of Alaska who have a sincere interest in me as a graduate student will see my file.

Thank you for providing this recommendation.

Sincerely,

______________________________
Signature of Applicant

Printed Name of Applicant ________________________________

Current Address ________________________________

City/State/Zip ________________________________
Letter of recommendation for ____________________________________________

Printed Name ____________________________________________ Title __________________________

Organization ________________________________________________

Address ______________________________________________________

Signature ___________________________________________ Date _______________________

Relationship to Applicant _______________________________________

How long have you known the applicant? _____________________________

Return to:
Office of Admissions
University of Alaska Southeast
11120 Glacier Highway
Juneau, AK 99801
LETTER OF RECOMMENDATION FOR MASTER OF EDUCATION

This section to be filled out by applicant:

Name of applicant ________________________________

Program to which applicant is applying ________________________________

Name of evaluator ________________________________

I have chosen to establish ___a confidential file (closed) ___ an open file

Signature of applicant: ____________________________________________

INSTRUCTIONS TO EVALUATOR:

Return to:
Office of Admissions
University of Alaska Southeast
11120 Glacier Highway
Juneau, AK 99801

The UAS Center for Teacher Education is committed to preparing informed, reflective and responsive teachers for schools in Alaska and beyond. We believe that, in addition to content knowledge and communication skills, there are certain traits or dispositions that characterize a successful teacher. The following is a list of some of those dispositions. The applicant whose name appears above is applying to our masters program. Please rate the applicant on those dispositions you have knowledge of. Then, on the back side of this form, please comment on three or more of the traits that you have observed and discuss this person's success as a teacher related to these traits.

<table>
<thead>
<tr>
<th>One of his/her strengths</th>
<th>Adequate</th>
<th>Could improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-initiative/independence</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>reliability/dependability</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>tact/diplomacy</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>collegiality</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>open-mindedness</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>flexibility</td>
<td>_______</td>
<td>_______</td>
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<td>reflectiveness</td>
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<tr>
<td>ethical behavior</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>patience</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>creativity/originality</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>appreciation of cultural diversity</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>values multiple perspectives</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>values community</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>care/empathy</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>persistence</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
LETTER OF RECOMMENDATION FOR MASTER OF EDUCATION

To _____________________________________        Date _________________________________

Dear ________________________________:

I have applied for entrance to the Master of Education Program at the Center for Teacher Education, University of Alaska Southeast. Will you please write a brief letter of recommendation for me on the reverse side of this sheet? You will address my knowledge of diversity. Please let the admission committee know your evaluation/understanding of my ability to be a responsive educator for all students in Alaska and beyond. Address my abilities to work with diverse populations including children with special needs and those who are culturally and linguistically diverse.

In accordance with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380, I have chosen (indicate one):

____To waive my right to see the letters of recommendation for graduate study. I have chosen to establish a Confidential File, and in so doing, I have relinquished my right to see the letters of recommendation placed in my file. The letter you write will not be seen by me and will only be seen by staff of the University of Alaska who have a sincere interest in me as a graduate student.

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Thank you for providing this recommendation.

Sincerely,

____________________________________
Signature of Applicant

Printed Name of Applicant

Address

City/Sate/Zip
Letter of recommendation for _______________________________________

Printed Name ______________________________________ Title ____________________________
Organization __________________________________________________________
Address __________________________________________________________________________
Signature ____________________________ Date ____________________________
Relationship to Applicant ______________________________________________________________________
How long have you known the applicant? ______________________________________________________________________

Return to:
Office of Admissions
University of Alaska Southeast
11120 Glacier Highway
Juneau, AK 99801

ED Tech Handbook 2004-2005
APPLICATION FOR ADVANCEMENT TO CANDIDACY

Name: __________________________ Date: __________________
Address: __________________________ SSN: __________________

Degree: __Master of Education____ Emphasis Area: __Ed Technology____

Date of first registration as a graduate student at UAS: ______________

Colleges/universities previously attended

________________________________________________________

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Credits</th>
<th>Grade</th>
<th>Semester</th>
<th>Transfer Course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one: ED 630(before Summer 2004) Tool Software</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>or ED 628 Tech. in Instructional Design</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Select all:</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>ED 632 Classroom Internet Integration</td>
<td>_______</td>
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<td>______</td>
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<tr>
<td>ED 633 Classroom Integration of Multimedia</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
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</tr>
<tr>
<td>ED 634 Classroom Integration of A/V Technology</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>ED 635 Thinking about Technology</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>ED 697 Independent Study/Elective:</td>
<td>_______</td>
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<td>______</td>
<td></td>
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<tr>
<td>ED 673 Education Applications of Networking</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
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<tr>
<td>ED 626 Classroom Research</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
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<tr>
<td>ED 631 Advanced Educational Psychology</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
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<tr>
<td>ED 670 Planning for Educational Technology</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>ED 698 Masters Project/Portfolio</td>
<td>_______</td>
<td>_____</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

Approved:

________________________________________________________________________
Program Coordinator  Date

________________________________________________________________________
Dr. Marilyn Taylor, Dean of Education  Date

________________________________________________________________________
Dr. Roberta Stell, Provost  Date
ED 697 Educational Technology Independent Study Contract

Semester: ____ Fall ____ Spring ____ Summer Year: ___________
Name: ___________________________________________________
Mailing Address: ___________________________________________
Email Address: _____________________________________________
Date: _________________

Complete the following information. Attach a narrative explaining how this project fits into your program of study and identify the ISTE Technology Leadership standard(s) addressed by this project.

Area of investigation and desired outcome: Describe specifics on attached document.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason for pursuing Independent Study: What are your goals? Justify why you want to pursue this study.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Method of achieving goals and materials that will be used. How will you go about this study?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Outcome of Project: Product, paper, program, etc.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Plan for evaluation for course:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Dates for progress report to Instructor
________________________________________________________________________
UAS COURSE REGISTRATION
UNIVERSITY OF ALASKA SOUTHEAST ● (907) 465-8750 Phone ● (907) 465-2166 Fax
PROFESSIONAL EDUCATION CENTER ● 1108 F STREET ● JUNEAU, AK ● 99801

CAMPUS
X Juneau
❑ Ketchikan
❑ Sitka

SEASON/TERM
❑ Spring
❑ Summer
❑ Fall

Social Security Number

Name Last First Middle Initial

Mailing Address

City/State/Zip

Residency: ❑ Alaska Resident (one year or more) ❑ State of Residence (If not Alaska):
Citizenship: ❑ U.S. Citizen ❑ Resident Alien ❑ Non-Res. Alien ❑ (if not U.S.)

Evening /Message Phone

Daytime Phone

Previous Name

E-Mail address:

DIRECTORY: Permission to release directory information? ❑ yes ❑ no

Personal information includes your name, dates of attendance and current class standing, major field(s) of study, degrees and awards received, including dates and participation in officially recognized activities. If you wish to have this information confidential please check “no”.

DISABILITY OR SPECIAL NEED? Please call 465-6439 for information

HIGH SCHOOL:
STATE MONTH/YEAR GRADUATION HIGH SCHOOL NAME (AK ONLY)

ETHNIC ORIGIN: (optional-for statistics only)
❑ Black ❑ Caucasian ❑ Hispanic ❑ Asian/Pacific Islander
❑ American Indian ❑ Alaska Native (unspecified) ❑ Alaskan Aleut
❑ Alaska Indian: ❑ Southeastern ❑ Athabascan
❑ Alaskan Eskimo: ❑ Inupiat ❑ Yupik

Ref. # Dept. Course # Sec.# Course Title Credits Signature of Instructor

Office Use Only

Tuition: $
Distance Fee: $
Tech Fee: $

Total charges: $

Payment ❑ Cash ❑ Check ❑ Charge Card

Card #
Expiration Date:

Total Rec’d: $
Balance Due: $
Charge To:

Rec’d by: Date:

Non Degree Seeking ❑ Degree/Certificate Program

TOTAL CREDITS

HIGH SCHOOL STUDENT PARENT SIGNATURE DATE
ED Tech Handbook

STUDENT SIGNATURE DATE ADVISOR SIGNATURE DATE DEAN SIGNATURE DATE

2004-2005
# Course Add/Drop/Change Form

**University of Alaska Southeast**  •  **(907) 465-6458**  •  **FAX: (907) 465-6365**  
11120 Glacier Highway • Juneau, AK • 99801

**Use this form to add, drop or change your status in a class**

## Campus
- Juneau
- Ketchikan
- Sitka
- Distance

## Semester/Year
- Spring
- Summer
- Fall  Year 20__________

## Social Security Number

## Name
- Last
- First
- Middle Initial

## Mailing Address

## City/State/ZIP

## Email

## Add          Drop          Change*

### Course Ref. #  Dept.  Course#  Sec.  Course Title

### Credits  Signature of Instructor  Office Use

## Previous Name

## Birthdate

## Employment
- Yes  ❑  No  ❑

## Health
- Yes  ❑  No  ❑

## Personal
- Yes  ❑  No  ❑

## Course Content
- Yes  ❑  No  ❑

## Instructor
- Yes  ❑  No  ❑

## Other
- Yes  ❑  No  ❑

## Reason for Drop/Withdraw

## Totals Credits

**Student Signature**  **Date**

**Advisor Signature**  **Date**

**High School Student**

**Parent Signature**

### Instructor signature required to add a class after first week of instruction, if class is full, or if permission is required

### Office Use Only

<table>
<thead>
<tr>
<th>Payment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td></td>
</tr>
<tr>
<td>Check</td>
<td></td>
</tr>
<tr>
<td>Credit Card</td>
<td></td>
</tr>
</tbody>
</table>

**Total Rec’d.:**  $  
**Balance Due:**  $  
**Charge to:**  
**Rec’d. by:**  
**Date:**  

**Non-Refundable**

---

* UAS is an AA/EO educational institution  
Rev. 7/19/2002
Candidate’s Name: _____________________________________________
Program: Master’s in Educational Technology

<table>
<thead>
<tr>
<th>UAS Required Course #</th>
<th>Substituted course # and name</th>
<th>University</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Reason(s) for Substitution(s):

Justification for Substitution(s):

Advisor’s Signature ____________________________________________ Date: _________

Dean’s Signature ____________________________________________ Date: _________